



Communication and Collaboration

As I sat down to read the contents of this issue, I couldn't ignore two terms that jumped out at me in just about every piece, either directly stated or inherently present, communication and collaboration. The two C's. And it makes sense. The ways in which educators communicate throughout the school day are as varied as the students we teach. During engagement in class, we read aloud and lecture, offer encouragement through written and oral assessment, and engage in one-on-one discussions. We want the same for our students. We encourage them to not only speak to each other, respecting different points of view, but to speak to us, letting us know what they need and how they feel. An open line of communication, free of judgment, offers a setting and climate that is comfortable and safe. It is a skill, that once mastered, presents a lifetime of opportunity.

Collaboration with colleagues can happen during productive meetings or casual conversation, where clarification, supportive advice, curricular planning, and a focus on the strengths of the faculty are at the forefront. Educators must work together to create an environment where student engagement, learning, and success are the top priority. And again, we want the same for our students. We want them to work together to solve problems, with each student offering his or her talents to the larger group. We demonstrate that the process of problem solving often involves collaboration with others and that individual success is often dependent on how well members of a group communicate with each other. Open communication and effective collaboration lead to achievement. Let us look at the contents of the issue, where you are certain to find the two C's.

Tiphany Kane's *Challenges of Returning to the Post-Pandemic Classroom* opens the issue with an urgent plea for educators to establish and integrate social-emotional learning practices into classroom instruction. *Doc, I Want to Study the Pentagon Scandal*, by Willard White, takes us on a remarkable journey of identification and service for one student that made all the differ-

ence. *Making Things Write: Supporting Mathematically Promising Students*, by Tutita Casa, makes the case for providing students the opportunity to develop communication and reasoning skills, using mathematical arguments as the starting off point. Bobby Belden and Brad Brandvold finish up our features with an interview about the Near Space Program and its benefits in *Soaring High, Diving Deep*. In this last installment of *Curriculum Café*, Elissa Brown discusses four research-based ways to appropriately differentiate content. *Taking the Creative Leap* presents Dr. Mary Frasier's Traits, Aptitudes and Behaviors (TABs) identification instrument, designed to aid in creating talent development opportunities for students from diverse populations. *Socially Scientific* tells us that students need opportunities to experience science collaboratively, with communication at the forefront. *Buried Under Books* introduces the idea of altered books, where discarded volumes can be used to create art and deliver ideas in any content area. *Special Populations* is all about supporting students from culturally diverse backgrounds during catastrophic times, discussing the importance of instilling resilience. *Social and Emotional Learning* reminds us that in this unprecedented time, the social-emotional well-being of our talented students should be a top priority and the process of Videotherapy might offer a solution.

The two C's are skills that resonate throughout every discipline, over every subject area, and are not limited to the classroom. Success in education, and in life, begins with communication and is realized through collaboration. No one individual can do it alone. The earlier we can introduce these skills to our students, the better.

EDITORIAL ADVISORY BOARD

Matt Fugate, Associate Editor
Teresa Reddish, Chair
Ruby Bryant
Elizabeth Coyne
Christine Deitz
James Delisle
Felicia Dixon
Mark Hess
Anne Jackson
Emily Kircher-Morris
Wendy Leader
Joyce Miller
Catherine Mosley
Teresa Pawkik

Antonia Szymanski

EDITOR-IN-CHIEF

Jeffrey Danielian

AD-HOC REVIEWERS

Tracy Alley
Sarah Bright
Jaime Castellano
Kimberly Clayton-Code
Janine Firmender
Tamara Fisher
Elizabeth Fogarty
Cindy Gilson
Beth Hahn
Meg Hines
Ruth Lyons

Laura Swenson
Debbie Troxclair

Teaching for High Potential (THP) is published as a membership benefit of the National Association for Gifted Children (NAGC), 1300 I Street, NW, Suite 400E, Washington, DC, 20005; (202) 785-4268; nagc@nagc.org. Article submission and editorial inquiries can be made to Jeff Danielian at jdanielian@nagc.org.

For THP advertising information, contact Jeff Danielian at jdanielian@nagc.org.

The content found in THP articles

follows the *NAGC Pre-K-Grade 12 Gifted Programming Standards* and the *NAGC-CEC Teacher Preparation Standards*. Visit the THP webpage for more details.

The statements and opinions expressed in the articles and columns appearing in THP are those of the authors and columnists and do not necessarily reflect the views of the association. NAGC disclaims any responsibility or liability for such material. © 2021 ISSN 2333-5076

