



Time Will Tell

With each passing day we become better teachers. We may find ourselves inspired to share a tool or incredible idea on Monday, but feel the waves of pressure and exhaustion by Wednesday. All too often, it is easy to get caught up in the monotony of the daily schedule and routine. We teach, we discuss, and move on. We have to. Even though our situations and populations differ, one thing is for certain. Somewhere between the motivations we have to educate, and the lives we all lead, lies the teacher.

When it comes to resources, we seek out the very best our field has to offer; ones that we connect with, for they provide the tools needed to enrich and inspire the students we interact with daily. I would like to believe that *THP* is one of those resources. While you will find new lessons and ideas within these pages, it is equally important to reflect upon our profession as educators, and work to be the very best we can, one student at a time, one lesson at a time.

I recommend that you try to read this issue from a different perspective, taking a cue from what the authors suggest, and reflect on the spirit of the piece. Get excited about new technologies. Invite professionals to take part in the educational process. Share the lessons of creativity, failure, problem-solving, and success. Most importantly, offer the opportunity for students in your classrooms to be the children that they are. The talkative and the shy, the attentive and the wandering, the diverse and the different. In this way, we can truly make the classroom a place where we all thrive and discover. Let us look at the contents of this issue.

In *Starting a High School Mentoring Program for the Gifted*, author Hollis Ball discusses the dual benefits of a mentoring program; improving the attitudes and achievement of the students participating while at the same time making positive contributions to the adults involved. Sarah Catalana's piece, *Critical Reflection for Critical Change*, argues that while the

process of examining personal teaching practices and experiences can be uncomfortable at times, it can also be career altering. A new column, *Taking the Creative Leap*, debuts here. Co-authors Sarah Sumners and Margaret Hines offer two strategies that seek to create a classroom environment where personal expression is accepted. *Buried Under Books* contends that schools cannot truly be successful unless they become places where inspiration is recognized, reinforced, and nurtured. Alicia Cotabish, author of *Socially Scientific*, another new column, explores emerging technologies that can take your science classroom to new heights. *The Curriculum Corner* tells us that in order to design a well-written and delivered curriculum; it should include activities that teach how to ask the right questions. Gifted students from a cultural minority group who also have a learning or behavioral disability—the “3E” learner—are introduced in *Special Populations*; and the idea that gifted learners cannot fully embrace digital technologies if they are unable to sift through the static of the connected world in which they live is addressed in *The Digital Ecosystem*. Rounding out the issue is another new addition to the pages of *THP*, *Unwrapping the Gifted*, written by Tamara Fisher, who gives a fly on the wall perspective of a simple and healthy conversation between a student and a teacher.

It is important to recognize that we are all part of a much larger global society, racing towards the future at an enormous pace, and trying to make sense of all that is around. Days flow by at times too fast to comprehend. But we share in this experience together, and within the same space. The classroom has always been, and will always be, a place where discovery and creativity reign.

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