

FROM THE EDITOR

We Teach “You” How to Think

**“We've taught you that the earth is round,
That red and white make pink,
And something else that matters more—
We've taught you how to think.”**

—Dr. Seuss & Jack Prelutsky

The above quote from the children's book *Hooray for Diffendoofer Day* encompasses for me the essence of what it means to teach for high potential. When I find myself frustrated with the current educational climate; one dominated by standardized testing, common core standards, and teacher accountability, I take the book off the shelf and read it. Whether you are an educator in a regular classroom, pull-out program, enrichment specialist, coordinator, or teacher in a self-contained gifted program, the words of Dr. Seuss should ring true for you.

Like many of you in the field of gifted education, it is often hard to explain to those who inquire that although we seek to identify and serve students with advanced talent, the methods that we utilize and the style with which it is delivered can, and should be, used for all students. Once learning styles are recognized, students need to be grouped by ability or interest. If content is mastered, curriculum compacting and choice of independent investigations and projects or other forms of acceleration can be offered. Lessons must be differentiated and curriculum varied in depth and breadth. Skill training should focus on creative problem solving, technology, written and oral communication, and most importantly, divergent and convergent thinking. Affective needs also need to be considered. To put it plainly, **students deserve individualized attention.**

Why share this with you as we begin yet another school year, one that for many of us will mean slimmer budgets, cutback of classroom materials, and a reduction in faculty? I hope it is a reminder of what gifted and talented education is all about—the students seated before us. It is why you are reading the pages of *Teaching for High Potential* and not *Teaching for Gifted Students*. In every classroom across the country there are students waiting to be identified and served. Share the articles in this and past issues with every educator you know, regardless of where and who they teach. Try out some of the strategies and suggestions offered by our columnists. Provide enrichment opportunities like the ones described by Rachel Miller and Marcia Gentry. Reduce the stress of competition by opening up a dialogue within the classroom. Lisa Rohde certainly gives some great advice. Finally, as Jennifer Hoffman has done, seek to re-vamp or create curriculum that is meaningful. The time to share what the field has to offer to education has arrived.

You will notice a saxophone icon on many of the pages of this issue. The reason being is that most of the authors and columnists in this issue are presenters at the 2011 NAGC convention in New Orleans. I hope to see you there. As always, I welcome your comments, suggestions, opinions, and ideas.



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