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Gifted School Reform?

American education, a system that includes 3,000,000 academically gifted and talented U. S. students in grades PreK-12, has been characterized as a continuous series of reform initiatives. Few, however, have contributed to a systematic paradigm shift in appropriate and innovative instructional design for gifted students, particularly within the context of public schools.

Kuhn (1969) defined paradigm shift.

Gifted children continue to be an underserved population in American schools (Lewis, Cruzeiro, & Hall, 2008), and Robinson (2006, p. 342) describes them as “woefully underserved”.