Glossary of Terms

Just like students in a classroom, many of the stakeholders in gifted education, whose voice we value, come in to this study with varying levels of experience that influence their understanding of certain terminology. The following glossary of terms has been provided as an additional reference resource for participants so that they can review definitions of terms that may be unfamiliar to those from the differing stakeholder groups.

Change-oriented work	The process in which concrete efforts are made to promote the student's development and to improve the conditions under which the student develops. In this process, you not only strive for a change, but you weigh whether the change also benefits the student in the longer term.
Cognitive style	The way in which the student processes and produces information. For example, preferred domains based on Gardner's intuitions and executive skills affect the student's cognitive style.
Curriculum	A plan for learning in which educational experiences are offered in a systematic way.
Ecology of the student	Factors that influence the development and functioning of the student including, the teacher, the curriculum, the physical learning environment, peers, and the family.
Educational needs	Those things that the student needs to develop. Educational needs do not always coincide with "something the student would like". Sometimes there is a difference between what is good for the student's development and what (s)he would like.
Educational partners	Involved in educating and upbringing of the student. For example, parents, classroom teacher, the gifted education teacher, and administrators. An involved pedagogue/psychologist can also be an educational partner.
Educational responses	The way educational partners work to meet the educational needs of the student.
Executive skills	Higher cognitive functions that you need to plan and manage your actions. You can see this as 'the control tower' for controlling your own behavior.
Feedforward	A way of guiding student insight into what is good in his work and what can be improved in relation to the intended goal. Effective feedforward gives the student clear insight into how improvements can be achieved.
Formative assessment	Comparing the results of a student with results that he previously achieved in order to make personal growth visible.

Home group/room	The class/group where the student spends most of their time during the week.
Intra-personal functioning	Self-insight, self-image and self-efficacy and the handling of the emotions that go with it.
Interpersonal functioning	The way in which the student functions in interaction with others, such as fellow students, parents and the group teacher.
Lower- and higher-order thinking skills	Thinking takes place at different levels. Lower-order thinking skills are skills that often rely on automated knowledge and skills. Higher-order thinking skills require insight into the content theme and require the ability to think critically and/or creatively.
Metacognitive skills	The ability to think about the way you think and act. You need this to be able to reflect on your own learning.
Performance emotions	Emotions associated with the process of learning and performing.
Preferred domain	The preferred domain of a student is a way in which the student likes to process subject material. Think, for example, of Gardner's intelligences.
Profiling educational needs	The process of systematically identifying the development needs of the student.
Pull-out groups	A group where students are offered gifted services for part of the week outside of the general classroom.
Self-actualization	The need and the ability to make optimum use of your possibilities and get the best out of yourself.
Self-efficacy	The ability to assess yourself if you have the right knowledge and skills to handle a task.
Self-realization	The ability to make good choices from one's own behavioral possibilities and to realize, evaluate, and improve these behaviors oneself or together with others.
Social comfort zone	The peer group in which the gifted student prefers to function with relatively little effort required.
Summative assessment	Comparing a student's results with the results from other students. It is a measurement in which you take stock of the effect of your teaching.
Zone of proximal development	Areas that the student can no longer do without needing instruction or help. This is the point at which the student will experience the need for effort and perseverance; the point at which learning starts.