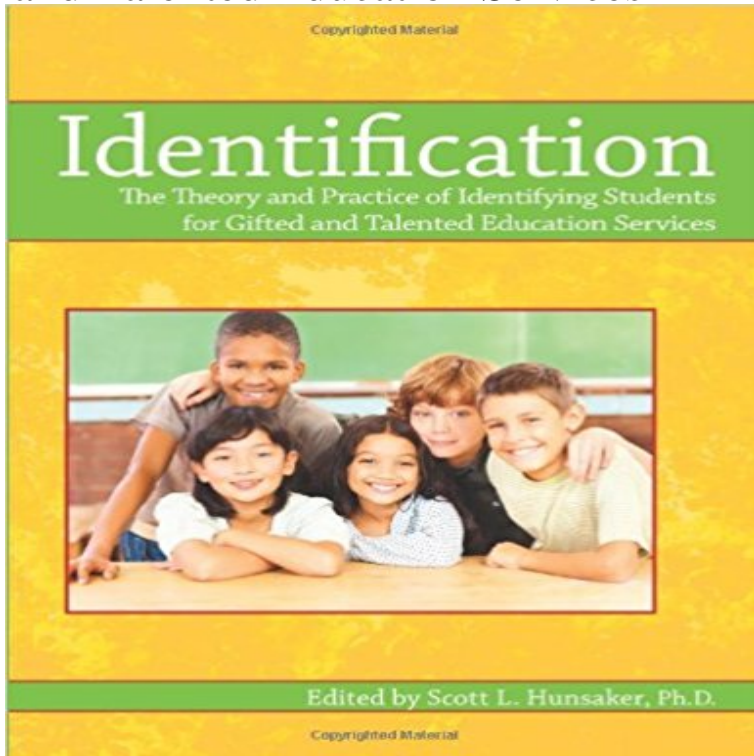


Identification: The Theory and Practice of Identifying Students for Gifted and Talented Education Services



Editor Scott L. Hunsaker's new volume sheds much-needed light on the process of identifying students for gifted education services, a topic surrounded by controversy and confusion. With contributions from leading experts in the field, *Identification* takes an in-depth look at the research and practice of identification of gifted and talented students. Each of the four sections tackles an important aspect of the issue: Theoretical Foundations, Professional Foundations, Identification Practice, and Instrumentation. The text presents multiple points of view and does not shy away from thorny issues such as the theory-practice gap, under-representation of diverse populations, identification as status bestowal rather than assessment process, rigidity in use of processes and instruments, the search for the magic-bullet test, and the validity of non-verbal intelligence tests. Whether you are an administrator, teacher, gifted education specialist, professor, or parent, *Identification* will offer you insight presented nowhere else.

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