

Special Issue

Future Directions for Gifted and Creative Education

Message from the Guest Editor

In recent years, children who access gifted education are predominately White, middle to upper income, or Asian students across the United States. There is a need to design new anti-racist systems and paradigms to serve all populations of children who need advanced and/or accelerated curriculum and instruction. The following questions are recommended for discussion:

- What if we disrupt the notions of being gifted or nongifted?
- What if we disrupt the thresholds of comparing children? (e.g., cut-off scores, top percentages, etc.)
- What if we change the focus from the identification of giftedness to identifying learning needs?
- What if assessment focused on learning needs?
- What if we redefine what a successful adult is?

Articles that provide critical lenses, rich descriptions of program policies, teacher engagement, and research-practice partnerships that demonstrate ways of equitably serving the needs of advanced learners are highly encouraged.

Guest Editor

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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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