

1982

Proposal of Development of a Gifted Program to Be Implemented by South Eastern Special Education

Brenda Kaye Palmer Allen

Eastern Illinois University

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~~Proposal of Development of a Gifted Program to be~~
~~Implemented by South Eastern Special Education~~
(TITLE)

BY

Brenda Kaye Palmer Allen

FIELD STUDY
THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

~~Specialist in Education~~
IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

~~1982~~
YEAR

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PROPOSAL OF DEVELOPMENT OF A
GIFTED PROGRAM TO BE IMPLEMENTED
BY SOUTH EASTERN SPECIAL EDUCATION

BY

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M. A. in Psychology
Eastern Illinois University, 1979

Submitted in partial fulfillment of the requirements
for the degree of Specialist in Education in
Educational Administration at the Graduate
School of Eastern Illinois University.

CHARLESTON, ILLINOIS

1982

423770

ABSTRACT

Since a major purpose of American education is to meet each child's individual needs, then the intellectually gifted children require the same consideration as those who are slow learners, handicapped, economically disadvantaged, or emotionally disturbed. Research reveals that there are approximately one and one-half to two million gifted children in the United States which means that between two and three percent of the students in any given classroom fall into this category. It is an alarming fact that between ten and twenty percent of the gifted students become high school dropouts and a much larger number never attend college. Presently, 35 percent of the gifted student population in the United States is served with some type of education designed for gifted children. Since 1957 when the federal government became alarmed that the "Russians" would get ahead of the United States some progress has been made in gifted education. The National Defense Act was enacted in 1958 to aid schools in improving programs for gifted children. Programs have improved, but not at the pace expected. Full-time gifted programs are needed to help the gifted student meet his/her highest potential. The South Eastern Special Education District is proposed in this study as a cooperative district for a full-time gifted program. A centrally located community college would be an appropriate setting for

this type of program due to its facilities and personnel. Requirements for administrators, teachers, and pupil personnel are outlined as is criteria for gifted student participation. Presently there are no monies for a full-time gifted program within South Eastern Special Education District due to federal funding being reduced. Schools can still offer gifted services on a limited basis using equipment, facilities, and personnel that they have.

ACKNOWLEDGEMENTS

My most sincere appreciation to my children, Jeffrey, Valerie, and Tamara; and to the most wonderful man, Ray, for their support and understanding of the changes in our lives and my hours away from home in pursuance of career goals.

I am very grateful to my field experience supervisor, Dr. Donald Smitley, for his direction of the field experience. I am also grateful to Dr. George Batsche for awakening my interest and giving me the knowledge that school psychology involves administration. I am also grateful to Dr. Gerhard Matzner, Dr. Harry Merigis, and Dr. David Bartz, advisor, for their time and effort spent as members of my field experience committee.

A special thank you is also due to Sue Stoner whose confidence in my potential led her to invest time and energy in helping me explore new interests and overcome personal barriers so that I was able to plunge ahead.

Special appreciation is given to O. Gene Strain, Director, South Eastern Special Education District.

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CHAPTER I
INTRODUCTION

Purpose of Field Experience

According to the Rules and Regulations to Govern the Administration and Operation of Special Education, a school psychologist has at least six functions:

- (1) Screening of school enrollments to identify children who should be referred for individual study
- (2) Individual psychological examination and interpretation of those findings and recommendations which will lead to meaningful educational experiences for the child
- (3) Counseling and performing psychological remedial measures as appropriate to the needs of students, individually or in groups
- (4) Participating in parent education and the development of parent understanding
- (5) Consulting with teachers and other school personnel in relation to behavior management and learning problems
- (6) Consulting in program development

To fulfill function number six and personal goals and beliefs, the author chose to design a proposal of development of a gifted program to be implemented by South Eastern Special Education District, Ste. Marie, Illinois.

Personal goals the author hoped to accomplish through the field experience included seeing children with above average intelligence (exceptional ability) receive special

educational services, satisfying requirements to obtain the Specialist in Education Degree in Educational Administration, and learning about the administration of South Eastern Special Education District.

The author feels there is a need for the establishment of a full-time gifted program in the District. Such a program would help to meet the educational needs of the students it is designed to serve. Presently, many school systems have limited individualized instruction and special programs to meet the gifted child's needs. The complete development of gifted education to its fullest potential is still ahead. The gifted child first came under the scrutiny of the federal government in 1957 and today, 25 years later, only 35 per cent of the gifted population is being served in the public schools. (Lyon 1981)

Background Information

In May, 1980, the author became involved with a teacher who had discovered a highly gifted student. The student was identified through classroom observation, daily grades, test grades, achievement test scores, adaptive behavior, physical development, and the teacher's expertise. The teacher recommended that the student

needed an administrative double promotion from fifth grade at the end of the school term. The district had no gifted program. The teacher had been providing the student with enrichment activities, but she did not feel the enrichment activities met the student's needs. To meet necessary administrative questions and requirements the following were completed:

- (1) The student received a psychological evaluation with recommendations. (The Psychological Services Report for this student is presented in Appendix A.)
- (2) A parent interview was held for feedback on the possibility of a double of a double promotion.
- (3) A social developmental study was completed.
- (4) The student received a complete physiological examination with the recommendation from the pediatrician for a double promotion on the basis of mature physical development and scoring on the Draw-A-Person.
- (5) A recommendation for double promotion was made from a junior college instructor who had taught the student SCI-111--Metric System when the student was eight years old and PHY-111--Survey of Physics when the student was eleven years old. (Respective grades were A and B.)

Since the principal of the school in which the student was enrolled had resigned, he indicated that his successor should make the decision concerning the request for a "double promotion" of the gifted student.

At a conference in August, 1980, the principal and superintendent refused to grant the request that the student

be "double promoted" until school had been in session for six weeks to see how the student achieved in the sixth grade. Another conference was held the second week in October, 1980. The principal refused to grant the request for a "double promotion", and the superintendent reached the same conclusion at the conference.

The request for a "double promotion" was denied on the following grounds by the principal and superintendent:

- (1) A "double promotion" had never been granted in the school district.
- (2) The administration did not want to set a precedent.
- (3) The school year was already underway.
- (4) People of the community would oppose the "double promotion".
- (5) The student would not be presented the material in the sixth grade curriculum.
- (6) Other parents would want their child(ren) "double promoted".
- (7) The district had no guidelines to follow.
- (8) The student would not receive driver's education until the student's junior year.
- (9) The student would be exposed to classmates dating and would want to date.

The parent of the student then appealed the superintendent's decision to the Board of Education. After reviewing the recommendations for "double promotion" of the student by the teacher, parent, school psychologist, ju-

nior college instructor, and physician, the Board of Education voted to refuse to accept the recommendations.

When the author saw the futility of efforts to "double promote" this gifted student, she decided to develop a proposal of a gifted program for gifted students in the South Eastern Special Education District.

The South Eastern Special Education District is a cooperative encompassing 2,141 square miles in five counties--Crawford, Lawrence, Richland, Jasper, and Clay. The Special Education District includes twelve school districts with a total student enrollment of 15,391, as shown in Table 1 on the next page. The Special Education District encompasses an area served by twelve superintendents, two regional superintendents, and sixty-two attendance centers (as shown in Appendix B).

The author is employed by South Eastern Special Education District as a school psychologist. O. Gene Strain, Director of South Eastern Special Education District, gave approval to use the cooperative district as a site for the proposed gifted program.

Table 1

 School Districts and Student Enrollment

County	District	Enrollment	% of Total School Popu- lation
Jasper	Jasper	2013	13.1
Lawrence	Lawrenceville	1850	12.0
Lawrence	Red Hill	1418	9.2
Crawford	Hutsonville	425	2.8
Crawford	Robinson	2145	13.9
Crawford	Palestine	593	3.9
Crawford	Oblong	894	5.8
Clay	Clay City	598	3.9
Clay	North Clay	841	5.5
Clay	Flora	1545	10.0
Richland	East Richland	2335	16.4
Richland	West Richland	546	3.6

CHAPTER II

REVIEW OF RESEARCH

Giftedness

Giftedness can be a curse or a blessing. It may go unrecognized and undeveloped. According to the Wisconsin State Department of Education, a survey completed in 1972 by the United States Office of Education revealed that 57% of the administrators believed that there were no gifted children in their schools. (Wisconsin 1972)

In 1978, 178.5 million dollars in federal and state funds were spent in programs for the mentally retarded and physically handicapped while three million dollars were spent on gifted programs for children. (Poshard 1979) For the fiscal year 1981, the federal government authorized 35 million dollars for gifted and talented education, but provided only 6.28 million dollars--only 18 percent of the authorized level of funding. (Lyon 1981)

In a paper presented to the Congress of the United States, James Gallagher, authority on gifted, pointed out that federal expenditures for the handicapped were 200 times greater than for the gifted:

Are these the appropriate expenditure proportions for exceptional children in our society? Probably not. The situation does reflect the political realities that attend our present system of crisis

decision making in government. Gifted children suffer because they are a "cool" or long range problem. Budget and legislative decisions are made not on the basis of what might be of ultimate benefit to society, but on what is the greatest immediate crisis. Gifted children may be our best long-range investment in education, but they do not create problems of immediate significance; nor have they had a vocal constituency capable of extracting attention and dollars from public policy makers. (Lyons 1981)

Lyons has listed myths that are obstacles to gifted education. The myths must be destroyed.

Myth one states, "A massive federal program is the answer to our problems in educating the gifted and talented."

In the education system, the federal government has concern, the state has responsibility, and the district has control. (The objectives of the United States' Department of Education's Office for the Gifted and Talented is presented in Appendix C.)

The second myth states that "Teachers love gifted children. These children already receive all the extra attention they need."

Some educators resent the gifted because they are unusual and deserve less than normal consideration. Some educators are also afraid of the gifted because they are more intelligent than their teacher.

The third myth states that, "Gifted education is an elitist and racist concept and is inappropriate in our egalitarian society."

Most programs for gifted education use a variety of criteria to identify the gifted so that minority and ethnically different groups are represented.

Myth four states, "The gifted and talented will do fine on their own. They do not need special help."

This is false. Gifted students have trouble staying at the pace of their classmates because they cannot move ahead. (Lyons 1981)

Proper education and motivation could help gifted children lead creative productive lives that would benefit society. People who possess intelligence, imagination, and courage with the ability to think and care are essential to society's survival. Research by Makuch indicates the following:

Society needs creators or innovators.

Society needs gifted persons who are implementors to translate new concepts and discoveries into useful products and institutions.

Society needs those who know how to share and communicate ideas.

Society needs intelligent consumers and maintainers of culture. (Makuch 1978)

Recognition of differences in individuals is a feature of educational practice in the United States. Fewer than four per cent of the United States' two million gifted and creative children receive special services

commensurate with their needs. In only ten states is there a full time person responsible for gifted and talented education. (Wisconsin 1972)

The federal government did not become alarmed about gifted education until 1957 with the launching of the Sputnik. In 1958 the National Defense Education Act was enacted to aid schools in improving programs in chemistry, physics, biology, economics, and mathematics. But, as the United States surpasses the Soviet Union in space exploration, the interest in gifted education faded.

In 1969 Congress mandated a study of gifted education. The results of this study, as summarized in the Marland Report, revealed the following data:

The schools were adequately serving fewer than four per cent of the 2.5 million gifted and talented population.

Only 10 states had full-time directors of gifted education, despite a high correlation between full-time effort at the state level and excellence in programming.

Only 10 universities had graduate-level programs specializing in gifted education.

Fifty-seven per cent of school administrators were unaware of any special needs of the gifted and talented population.

A high percentage of dropouts were actually gifted children who left school because of boredom with a lockstep system geared to the average child. (Lyons 1981)

As summarized in the Marland Report according to

Lyons and the United States' Office for the Gifted and Talented, Washington, D. C., only 35 per cent of the gifted population is being served in some manner in school districts. Forty states now have full-time directors of gifted education. The remaining states and territories have part-time consultants. Twenty-six universities have graduate-level programs in gifted education. Seventeen states have laws mandating appropriate education for all gifted children. Another 33 states have established guidelines for gifted programs. (Lyons 1981)

Illinois is one of the 33 states with guidelines for gifted programs. The Illinois Board of Education listed gifted education as one of its top seven priorities for 1979. To develop to their fullest potential, gifted children must be identified and have their educational needs met.

People are not equal. Gifted students have advanced development, high level of knowledge, versatility of talents, and superior social concern. There is no way all facets and components of intelligence and/or creativity can be identified. (Doughty 1979)

A study by Sisk indicates out of every 100 children in the sixth grade, 68 are average learners, 13 are below average learners, 13 are above average learners, three

are retarded, and three are gifted learners. (Sisk 1977) The Illinois Board of Education allows a maximum of five per cent of student enrollment for gifted funding. Out of a school-age population of 2,184,000; 71,000 are identified as gifted. (Isaacs 1976)

Some experts say two per cent, five per cent, or even 15 per cent of the population are gifted; others relate a minimum intelligence quotient of 120 or 140 as a criterion; and still others say scoring in the top five per cent in tests of creativity denotes giftedness. (Isaacs 1976)

Gifted programs have derived from the assumption that the educational programs for gifted children need to be different from educational programs for average students. Many students with outstanding intellectual abilities "identify" themselves. It is obvious to those around that they are bright. Achievement is outstanding in their curricular and extracurricular activities.

The most common error in identifying the gifted is based on the assumption that mental organization is a simple unitary thing and that intelligence or other single measure is as perfect an index as can be obtained. (Conant 1958)

According to Wilty, gifted boys and girls have superior nervous systems characterized by the potential to

perform tasks requiring a comparatively high degree of intellectual abstraction or creative imagination or both. Terman believed giftedness required an intelligence quotient of at least 140 on the Stanford-Binet Intelligence Test. (Terman 1925, 1947, 1959) Leta Stetter Hollingworth felt an intelligence quotient of 130 was adequate (Hollingworth 1942); while Willy felt that performance in a potentially valuable line of human activity is considered a remarkable achievement and qualifies as gifted. (Willy 1958)

In Illinois, six areas of giftedness are recognized. General Intellectual Ability, Specific Academic Aptitude, Creative and Productive Thinking, Leadership Ability, Visual and Performing Arts, and Psychomotor Ability. Eighty-five percent of the gifted programs are in the first two categories, two percent are in the psychomotor area, ten to twelve percent are in creative and productive thinking with only a nominal one percent in the leadership and visual and performing arts areas. (Poshard 1979)

Numerous lists of characteristics of gifted children exist. John Gallagher's areas of giftedness agree with Illinois' six areas. (Gallagher 1966) Lewis Terman, who began a longitudinal study on 1500 gifted people over a 40 year span, lists the following characteristics.

Slightly better physical specimen than the average

child.

The superiority of gifted over unselected children was greater in reading, language usage, arithmetic reasoning, science, literature, and the arts.

Interests of gifted children are many-sided and spontaneous; they learn to read easily and read more and better books than the average.

Less inclined to boast or overstate their knowledge, they are more trustworthy when under temptation to cheat.

Deviation of the gifted subject from the generality is in the upward direction of nearly all traits. (Terman 1925)

Appendix D has more detailed lists of different characteristics of the gifted child.

Guidelines for the gifted child in Pennsylvania add high energy level as a characteristic, citing that the gifted student will complete task after task, participate invarious extra-curricular activities while holding leadership roles, and frequently concentrate on long range, unattainable, and vaguely defined goals. (Makuch 1978)

Gifted and talented children are those (identified by professionally qualified persons) who, by virtue of outstanding abilities, are capable of high performance. These children require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society. The children must be identified. (Gallagher 1964)

One method used to identify gifted children is through an intelligence test which provides an intelligence quotient for each student who takes the test. An intelligence quotient can determine the operational definition of giftedness as consistent excellence in any field of human endeavor. An intelligence quotient is a function of a particular test, so interpretation is impossible without reference to the tool used to obtain the intelligence quotient. The same child may legitimately obtain intelligence quotient scores ranging as much as 25 or 30 points, depending on the test used.

There are different ways to obtain the intelligence quotient. The older method is to ask the child to respond to a series of questions that previous experience has shown will be responded to at different rates by different acceleration levels of children. By allowing the child to respond to a range of questions, a mental age is established that allows comparison to performance of other children. A mental age of nine years equals performance as well as an average nine year old child.

A ratio comparing mental age to life age (chronological age) to obtain an index that is called an intelligence quotient can be obtained.

$$\text{Intelligence Quotient (IQ)} = \frac{\text{Mental Age (MA)}}{\text{Life Age (CA) Chronological Age}} \times 100$$

A deviation intelligence quotient can also be obtained. It works the same as a ratio intelligence quotient. A deviation intelligence quotient compares the ratio of Mental Age over Chronological Age (Life Age) to the mean Mental Age over Chronological Age (Life Age) for the child's age group.

The Wechsler Intelligence Scale for Children--Revised (WISC-R) uses a deviation intelligence quotient. The Wechsler has a mean intelligence quotient of 100 with a standard deviation (SD) of 15, while the Stanford-Binet Intelligence Scale, Form L-M (Binet) has a mean intelligence quotient of 100 with a standard deviation of 16. Those whose intelligence quotients are 115 (WISC-R) and 116 (Binet) are one standard deviation above the mean and in the top one sixth of the population. People whose intelligence quotients are 130 (WISC-R) and 132 (Binet) or two standard deviations above the mean are in the top three percent of the population. These tests are used extensively to determine the giftedness or retardedness of children. (The tests are not used in California to determine retardedness because the tests are considered ethnically and culturally biased as determined by the courts.)

The items on the Stanford-Binet and Wechsler are a series of items that are given to the child which have

previously been given to a representative sample of children the same age. A deviation Intelligence Quotient is obtained. This deviation Intelligence Quotient indicates how far the child deviates from the average performance of children of that age group. (Gallagher 1975)

An above average intelligence quotient is not the only way to define giftedness, for giftedness is the exceptional potential for learning and a superior capacity to manipulate, assimilate, and utilize abstract concepts and factual information. (Whitmore 1980)

For the last forty years an intelligence quotient has been used to determine whether a student was mentally gifted. Students should be identified as gifted through a multi-method approach including teacher's nomination, teacher's observation, group intelligence test score, group school achievement test score, individual intelligence test score, scores on tests of creativity, and previously demonstrated accomplishment (including grades). (Doughty 1979)

Individual intelligence tests are more accurate and useful in the identification process than teacher nominations or group achievement tests. Individual intelligence tests require performance independent of writing and reading and, therefore, more independent of school

learning. The achievement test requires the student to rely heavily on reading and following directions.

Individual intelligence tests are administered by a certified school psychologist and give an accurate estimate of academic potential. The Stanford-Binet assesses abilities related to arithmetic reasoning, memory and concentration, vocabulary and verbal fluency, judgement and reasoning, general comprehension, and visual-motor ability. The Wechsler measures the same abilities in addition to performance skills. (Appendix E gives more detailed information as to what the Wechsler and Stanford-Binet measure.)

Achievement and intelligence tests usually have four types of mental functions: association linkage, convergent thinking, divergent thinking, and evaluation. Association linkage involves long and short term memory. It involves language development, experience, and ability to store and retrieve associations in concepts, environment, and constitutional influences. An example of a test item designed to identify association linkage is: "Ball is to bat as pick is to ____."

Convergent thinking involves a relative small influence of culture on the intellectual process. It involves the generation of information from given information where the emphasis is in achieving the conventionally accepted an-

swer. An example of a test item designed to identify convergent thinking is: "If Tom is older than Joe, and Joe is older than Sam, then _____ is older than _____."

Divergent thinking depends upon self-confidence and freedom from criticism and knowledge of subject matter. It is based on a variety and quantity of output from the same source. An example of a test item designed to identify divergent thinking is: "What do you do if the water is off in the city?"

Evaluation refers to reaching a decision or making judgements concerning correctness, suitability, adequacy, or desirability of information. Answers have to be culturally lived. An example of a test item designed to identify evaluation is: "Would you rather have \$5.00 a day or \$25.00 at the end of the week?" (Doughty 1979)

A list of tests that can be used to identify the four types of mental functions is given in Appendix F.

When teacher recommendation is used to identify gifted children, teachers must know the difference between gifted students and high achievers. Gifted children will have advanced vocabulary; keen observation and curiosity; retention of a variety of information; periods of intense concentration; ability to understand complex concepts, perceive relationships and think abstractly; have broad and changing interests; and maintain thinking skills.

(Sisk 1977) High achievers are children who strive and conform to the rules of the class. They make above average grades and work hard to get their marks. (Whitmore 1980)

When achievement tests are used, students should score two and a half years above grade level to be accepted in a gifted program. If an intelligence test is used, the intelligence quotient is usually set at 120, but the student must maintain or increase the intelligence quotient to stay in the program. (Bryan 1964)

Gifted programs were first developed in the public school system in the late 1950's and early 1960's. Many gifted students were handled in the regular classroom, but this did not work out well. Administrators found that there were three major ways to handle gifted students besides leaving them in regular programs. (Baughman 1969)

The three methods of meeting the needs of gifted students are through enrichment, grouping, and acceleration. Enrichment consists of assigning additional work to the gifted student while he/she remains in a self-contained classroom. Advantages of enrichment programs are as follows: They require few, if any, additional expenditures or administrative alterations. They allow gifted students to stimulate the other students intellectually and assist in teaching. The gifted student is socially and emotionally

more comfortable if he/she stays with children his/her own age. If the student is not segregated, it enables him/her to develop in a real life situation among those of differing abilities. The first major step toward more individual instruction for all students in a self-contained classroom may be developing an enrichment program for gifted students. (Kough 1960)

The disadvantages of classroom enrichment are as follows: It forces the bright and slow into a pattern for the average student. The gifted develop a big head (for being at the top of the class). (Kough 1960)

Grouping is the second way that the administrator can handle gifted programming. Grouping involves assembling gifted children in the same classes. Grouping depends upon several practices. There must be a basis for selection including a number of factors rather than a single criterion such as intelligence. Something truly different should happen within the classroom after grouping is accomplished. If groups are different in so far as materials, methods, and degree of abstractions, this can be handled by the teacher. The students will figure out what grouping is without being told. Grouping presents an opportunity for the gifted to be provided with interaction with students with above average intelligence. It is an opportunity for success for all. (Baughman 1966)

Grouping has its advantages and disadvantages. The positive aspects are as follows: There is efficiency in facilitating learning and for inservice training for teachers. Activities are adapted to individual needs. Teachers are able to intensify and enrich areas of learning. (Kough 1960)

The disadvantages of grouping are as follows: The elite are being segregated for special attention. Moving the gifted is a loss of stimulation for the less gifted students in the regular classroom. The gifted are isolated. (Kough 1960)

Grouping can be accomplished in three major ways. Students can be sent to special schools, special classes (all day) can be held in regular schools, or there may be specific grouping for part of the day. The grouping can be for curricular or noncurricular activities.

Acceleration is the third way to handle gifted programs. It presents the most problems for the administrator because many parents complain that their child was not given preferential treatment. The administrator takes a lot of "heat" from the citizens of the school district. Acceleration makes it possible for a student to attain a given educational level in a shorter term or at an earlier age than is normally expected.

There are three types of acceleration: early admission,

skipping a grade, and rapid progress. Early admission into the educational program may be at the kindergarten or first grade level. (Look 1952) There can also be early admission to college. Students may enroll at a junior college at sixteen with the superintendent's approval and apply the credits toward a college degree.

Early admission is difficult to implement at the kindergarten and first grade level because of state legislation. If it is accomplished, it is based on intelligence, social maturity, and emotional maturity. It is easier to accomplish at the high school level than at the elementary level, because there is a record of achievement which is valuable. (Look 1952)

Skipping is accomplished when a gifted student is allowed to omit one or more grades. This should create no administrative problems according to Kough. The school already knows the work the student will miss by skipping a grade, and he/she can accomplish the work while in the next grade.

Rapid progress is moving through the educational system at a faster pace than the normal educational sequence. (Kough 1960) Rapid progress is also known as telescoping. (Doughty 1979) The student becomes acquainted with the entire content of the educational program, but at an accelerated pace.

The advantages for acceleration are as follows: The progress made is in relation to the ability and intellectual maturity. The students advance at their own rates. The students advance more intellectually, socially, emotionally, and physiologically. The productive period will be hastened. The student will help the economic program by being less expense to the parent, school, and community. (Kough 1960)

The disadvantages for acceleration are as follows: The student will not mature socially and emotionally. The student will be deprived of opportunities to lead his/her own age group. There will be learning gaps in the academic areas. (Kough 1960)

According to Cronbach there are eleven questions that need an affirmative answer for a good gifted program.

Is the program system wide?

Could the program be better coordinated and integrated?

Is there an effective screening program for the discovery of gifted children (testing and observing)?

Are the responsibilities of all personnel working in the program specifically defined and their relationship to the regular professional staff and to each other clearly set forth (avoid confusion, omission, and duplication)?

Is there adequate pupil guidance program?

Is there a carefully designed plan for selecting teachers for the program (teachers chosen for interests, adaptability, tolerance, broadmindedness, mental flexibility, imagination, ingenuity and tact-

fulness)?

Are provisions made for orienting teachers to the Program? (All teachers should be given orientation to know the goals of the program.)

Is a provision made for all staff personnel to contribute to the development and success of the program? A school program rather than an independent operation to make suggestions and assist in planning new procedures and methods?

Are lines of communication established between the school and the parents of children in the program? There must be a two way channel of communication. Carry information to the parents and bring back reactions and suggestions. (Cronbach 1954)

To establish a gifted program, the administration must consider if it wants to lengthen the school year. It is possible to have a 48 week school year divided into four quarters with four weeks of vacation. There could be a volunteer summer program. The twelve week summer program could have advanced courses. The school year could be extended to 210 days with shortened summer vacation. The first 180 days the child does the work of the current grade placement. The last 130 days are spent on next year's subject matter. In this way a student can go through seven years of education in six years. A typical school calendar identifying how this could occur is presented in Table 2. (Bridges 1973)

Whether they are extended or not, programs should be established for the gifted. The classes should be kept small as all classes should be. The program must avoid put-

Table 2

School Calendar for Gifted

Grade	Days in School Year for first part of the year	Days in School Year for second part of the year
1	180 days in Kinder- garten	30 days in 1st
2	150 days in 1st	60 days in 2nd
3	120 days in 2nd	90 days in 3rd
4	90 days in 3rd	120 days in 4th
5	60 days in 4th	150 days in 5th
6	30 days in 5th	180 days in 6th

ting undue pressure on the accelerated student.

The school administrator needs to take certain actions to insure the success of a program for gifted students.

He should establish support from community groups. The community groups will give financial aid for gifted programs without attempting to dictate to the administrator the nature of the programs or the methods to be used.

The administrator should recommend and convince the school board to recognize that support of superior students is as important as for other special student needs. The school board should be willing to appropriate that little extra (1.5%) to make a program financially possible.

The administration should be behind the program and be personally involved.

The administration should find faculty members from within and outside the school staff who are personally enthusiastic about developing a workable gifted program.

The administration should offer inservice to the teachers in the system so that they can see how influential they can be in helping the gifted student.

The administration should educate the gifted students and their parents to the potential values of the gifted program in mature and personal terms. (Neagley 1969)

There are organizational steps that the administration will have to follow before a gifted program can be created or implemented.

Setting the stage--The administrator must research gifted programs. He needs data to show the advantages of the program. He should also talk to staff and citizens to determine their feelings about a gifted

program. Refer to Table 3 for questions that can be asked of the citizens of the school district.

Initial planning--The administrator will complete a plan for the gifted program after obtaining input from the staff. The plan should be presented to a committee on gifted for approval and revision. The administrator should then present it to the board of education for approval.

Final planning--The administrator will have everything on paper ready for implementation. Last minute changes will have been made. Additions and deletions will have been made to the initial plans.

Assigning responsibilities--The administrator will recruit staff for teaching, supervising, and screening, the gifted.

Identify the student with outstanding intellectual ability--The administrator will have the school psychologist evaluate potential program participants after parental consent has been obtained.

Identify special factors among students with outstanding intellectual ability--The administrator needs to be aware and alert the staff to potential health and emotional problems of the student(s).

Preparing list of selected students--The administrator and his staff will select the participating students from the students screened.

Table 3

Questions to be Answered Before

A Program Is Born

Questions	Procedures
Do the citizens, parents, and staff think that the gifted curriculum intended for implementation will meet the needs?	Interview Questionnaire
What are the attitudes of pertinent groups and individuals toward installation of the intended type of curriculum?	Questionnaire Interview
What is the morale and organizational climate in my school?	Inventories
What setbacks have been encountered by other schools installing this type of program?	Literature Search
What are the attitudes and preferences of groups and individuals concerning a one-or two-year installation of the proposed gifted program?	Questionnaire Interview
Do various integral groups perceive the setbacks encountered by other schools as threats to our own installation?	Interview

(Renker 1972)

Program for the selected students--The program will be implemented by the administration after the selection is completed.

Special motivation and counseling for the selected student--The administrator will have the counselor, social worker, and school psychologist counsel the gifted students. The administrator will talk to the student for motivation.

Evaluating the program--The administrator will have the program evaluated by persons knowledgeable of gifted programs from outside the district. (Appendix G contains an evaluation of a gifted program by someone outside of the school district.)

Reporting progress--The administrator will report to the school board, staff, parents, students, and citizens on the success of the program at the end of the year. The report will be oral and written. (Neagley 1969)

Appendix H contains a checklist for Administrative Steps for Implementing a New Program.

Parent and Teacher Roles

Parents and teachers who deal with the gifted child have special responsibilities to perform. The key is to encourage, not push. The gifted child needs exposure to all kinds of stimuli, especially cultural events and books. (Martinson 1968)

At home, the gifted child needs privacy and large a-

mounts of unscheduled time. There is a need for open communication between parent and child. When questioned, gifted students stated that they appreciated the sense of responsibility instilled in them and the initiative to seek out and explore new interests. (Abraham 1976) Parents who are industrious and have diverse interests as well as a love of reading serve as excellent role models. (Makuch 1978)

As all youngsters do, the gifted child wants the three A's--Affection, Achievement, Aspiration. These children have greater insights into their own needs, and into their parent's capabilities to help meet them than other children do. They aren't fragile, they don't require pampering, and they may demand less time than the other children in the family. (Abraham 1976)

A child spends many hours a day with a teacher. The characteristics of an enabling teacher are important. Many of the characteristics are essential to teach any child, not just the gifted. The teacher should have an understanding toward giftedness, have a sense of humor, and be sensitive. The teacher should accept errors and not restrict a child's imagination. Kindness and intelligence are valued as well as the ability to make each child feel significant. The teacher should not accept work that is substandard and should be open to change and new ideas.

Gifted children report that "recognition and help from teachers are crucial to us. These people who give of

themselves, of their time and advice and large spirits stretch us and help us to understand our bewildering selves." (Krueger 1978)

In a study completed by Mackie, Dunn, and Cain, the following description relates to the curriculum modification required. Teachers must create a favorable classroom environment which is free from pressure and conducive to good mental health. Providing for individual differences in learning rates and styles is essential. Pupil's skills in problem solving, independent research, library skills, and reading a variety of materials should be developed. Teachers of the gifted should also have the ability to relate to parents by explaining giftedness and helping them to accept giftedness. A knowledge of a variety of programs and ways to organize educational programs is beneficial. (Mackie)

William Bishop conducted a study in 1964, the results of which showed that teachers identified as successful by intellectually gifted and high achieving high school students were mature, experienced teachers who:

Were mentally superior themselves

Had high achievement needs

Pursued literary and cultural events

Were student-oriented in their teaching

Possessed favorable opinions of students

Were systematic

Were businesslike

Were stimulating

Were imaginative

Were well-informed

Were enthusiastic

Encouraged students to engage in independent study and thought

Preferred to teach gifted students

Favored educational provisions for the gifted (Bishop 1964)

The administrator must organize his ideas, persons, and facilities in order to effectively work for a gifted program. The administrator must provide facilities, equipment, and materials of instruction for the program. He/she should stimulate and guide the teachers in developing and carrying out the program. (Martinson 1968)

Curriculum

Gifted children have special characteristics and special demands are placed on them. A program for such children should be designed to accomplish the following goals;

Gifted students must develop problem solving skills.

They should participate in challenging vocational and avocational activities.

They must develop decision-making competency.

They should develop ability to work at the higher

levels of Bloom's Taxonomy and Guilford's Structure of the Intellect.

Their learning should become more self-directed.

Creativity should be encouraged. (Makuch 1978)

The curriculum that is presented to the students should be rich and satisfying. A continuity of growth is important in all curricula, but especially in a gifted program. The nine year old in the program is not going to be functioning like the average nine year old or fourth grader.

Developmental tasks should be followed for children six to 12 years. There are skills and attitudes that a child needs to master and to acquire to insure his/her best development and success at later tasks. The developmental tasks are:

Learning physical skills necessary for ordinary games.

Learning to get along with age mates.

Learning an appropriate female, male social role.

Building wholesome attitudes toward self as a growing organism.

Achieving personal independence.

Developing fundamental skills in reading, writing, and calculating.

Developing concepts necessary for everyday living.

Developing conscience, morality, and a scale of values.

Developing attitudes towards social groups and institu-

tions. (Havinghurst 1952)

Stendler feels that all children have developmental tasks at the elementary level that should be brought out by the teacher. They are:

Teaching concepts and skills in communication and quantification.

Transmitting the knowledge that will enable them to understand their physical and social development.

Encouraging creative abilities and aesthetic development of a child.

Promoting optimal physical and mental health of all pupils.

Hildreth believes that a child's interests and abilities should develop in such a way that he/she will be happy through adulthood and become a contributing member of society. This can be accomplished with a preschooler learning self-fulfillment, for self-interest is important at the preschool age. According to Hildreth there are three goals for the gifted preschool students to gifted students age eleven. The gifted child should be taught self-exploration, self-direction, and self-mangement.

Self-exploration is the discovery and the developing of worthwhile interest. Self-direction implies independence with responsibility for won actions. Self-management is accepting responsibility for behavior and other actions.

(Hildreth 1943)

Harry Passow, who has worked with gifted children,

feels the following objectives need to be accomplished by teachers of gifted students:

To help students to deal competently with themselves, their fellow men, and the world about them as human beings, citizens, parents, and participants in the good life.

To help students to build a sound liberal foundation to sustain the vigorous development of specialized competencies at the higher levels which they can handle.

To help students to foster self-direction, independence, a love of learning, and a desire to create and experiment with ideas and things.

To help students to provide self-understanding, inner consistency, and ethical standards to see their own uniqueness in terms of responsibility to society.

To help students to stimulate critical thinking and a scientific approach to solving their persistent problems.

To help students to nurture an appreciation of the cultural heritage bequeathed by societies through the ages.

To help students to motivate the desire to meet the special expectations society has for individuals with unique talents.

While these objectives are desirable for all students, they are essential for the gifted if they are to achieve self-realization and to implement their potential leadership. (Cronbach 1954) (op. cit)

The Educational Policies Commission in 1952 felt that there were ten imperative needs of youth:

Youth should develop sellable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life.

All youth need to develop and maintain good health and physical fitness.

All youth need to understand the rights and duties of the citizens of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.

All youth need to use leisure time well.

Youth should grow in the ability to think rationally, express thoughts clearly, and to read and listen with understanding.

The youth need to have respect for other persons to grow individually with ethical values and principles, and to be able to live and to work cooperating with others.

The youth need the opportunities to develop the capacities to appreciate beauty in literature, art, music, and nature.

The youth need to know how to purchase and use goods and services intelligently while understanding both the values received by the consumer and the economic consequences of it.

The youth need to understand the significance of family for the individual and society and the conditions that are conducive for a successful family life.

The youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of man and the world. (Educational Policies Commission 1952)

Decision Making, Problem Solving, and Critical Thinking

Educational objectives do not determine the curriculum. Objectives present points of emphasis to be considered in planning and teaching a course, in organizing, and carrying out the activity that it sponsors. (Cronbach 1954)

Educational objectives for the gifted should focus on maintenance skills, enrichment through global approaches to problems and acceleration through integrated application of knowledge. (Makuch 1978)

Experts in gifted education agree that the gifted would benefit most by developing skills in critical thinking, decision making, and problem solving. Rote memorization will not be important in the ever changing content of society. The gifted need an experimental base from which to make decisions.

Decision making skills are:

Outlining alternatives in terms of limitations, relevance, and people affected.

Weighing each alternative in terms of needs and/or goals.

Making a final choice.

Defending the decision, listing as many reasons as possible for the choice made.

Appendix I has a list of items to consult to check criteria to be considered in the accountability of decision making. (Feldhusen 1977)

Self-Directed Learning

A move toward self-directed learning is needed in gifted education. The research of Torrance and others indicates that the gifted child's characteristics of being

critical, self-starting, and perseverative indicate a need for more self-direction. Self-directed learning enhances the possibility of increased student involvement and motivation for learning. It provides an effective way to realize other goals such as helping students apply what they have learned to everyday problems. (Feldhusen 1977)

Treffinger pointed out what self-directedness was not in order to define what it was.

Self-directed learning is neither random nor disorganized.

It is not just activities to do.

It is not "unstructures". There is a supportive structure.

Not all work is done alone.

Evaluation is not absent; the learner is actively involved in the evaluation.

It does not just happen, but is acquired through planned instructional experiences.

It is not merely changing the rate, but involves a variety of cognitive and affective processes and outcomes. It is not just giving children the same low level thinking worksheets quickly, but giving them different questions emphasizing higher level thinking skills. (Treffinger 1973)

There are varying degrees of self-directedness so that the student can gain confidence and develop skills in self-management. Table 4 displays steps for self-directed learning. The teacher is essential in helping gifted students develop self-directedness. The teacher acts as a resource person suggesting sources, by being able to discuss problems,

Table 4

 Self-Directed Learning

Identify the goals and objectives

teacher directed:	teacher prescribes for class
self-directed: 1st step:	teacher provides choices for pupils
self-directed: 2nd step:	teacher involves pupil in creating options
self-directed: 3rd step:	learner controls choices, teacher provides resources and materials

Assess entering behavior

teacher directed:	teacher tests and makes specific prescription
self-directed: 1st step:	teacher diagnoses, provides several options
self-directed: 2nd step:	teacher and learner use diagnostic conference, tests employed individually if needed
self-directed: 3rd step:	learner controls diagnosis, consults teacher for assistance when unclear about needs

Implement instructional procedures

Teacher directed:	teacher presents content, provides exercises and activities, arranges and supervises practice
self-directed: 1st step:	teacher provides options for learner to employ independently, at learner's own pace
self-directed: 2nd step:	teacher provides resources and options, uses student contracts which involve learner in scope, sequence, and pace decision
self-directed: 3rd step:	learner defines projects, activities, etc.

Continued

Table 4

Asses procedure

teacher directed:	teacher implements evaluation and gives grades
self-directed: 1st step:	teacher relates evaluation to objectives, gives student opportunity to react
self-directed: 2nd step:	peer-partners used in providing feedback; teacher-student conferences for evaluation
self-directed: 3rd step:	student self-evaluation

(Gifted 1976)

making tests, and by being there for challenges in evaluation and grading.

Treffinger points out that while additions to the curriculum to stimulate divergent thinking, positive attitudes, and problem solving skills are necessary steps, they are not sufficient in instituting an environment in which significant creative learning occurs. School learning must become more applicable to real life situations and flexible in meeting unique needs. Changes in self-management will result in improvement in other areas such as evaluation or grading. (Treffinger 1973)

According to Wood, self-directed learning should not be over-emphasized because some students require more structure. Just to have one type of learning such as self-directed learning is as bad as all traditional style learning. Wood conducted a study to determine if achievement and self-directed learning were related. He concluded that forty percent of the students can learn on their own, but many are unprepared for freedom in the educational setting. It can therefore be hypothesized that this would also apply to gifted students. A majority of the students did possess the ability to use the self-directed learning skill of studying. The higher the grade point average the better the student perceived his/her ability to use class time effectively, plan his/her work schedule, use basic study skills, learn

from curriculum materials without assistance, and work at a pace commensurate with perceived ability. Those with lower grade point averages felt that they were low in the ability to operate independently of the teachers and to seek answers to questions on their own. (Wood 1975)

Treffinger and Johnson elaborate on self-directed learning at the college level and state the fact that most students want to be told what to do and experience disbelief when they find they must accept responsibility for choice in learning. Learner Controlled Instruction (self-directed learning) is designed to give the student more responsibility for his/her learning, to make learning more relevant, to overcome boredom, and to make use of creative abilities and preferred styles of learning. In the study Treffinger and Johnson found that there were adaptation problems for the student because he/she lacked self-confidence in the ability to manage his/her learning. Those students with a high anxiety level, low tolerance for ambiguity, and disorganization could not learn in a learner controlled or self-directed situation. Alternative procedures must be made available. (Treffinger & Johnson 1973)

Appendix J lists alternative instructional modes for the gifted.

Gifted children need an opportunity to develop their creative thinking to the extent that when they are college

students, they are using their full capabilities to creatively research topics and not just regurgitating the material. If the gifted receive training in their elementary and secondary education their self-confidence to manage self-directed learning will grow.

Counseling the Gifted

Gifted children are often set apart because their ideas are different and they find themselves alone or isolated. They depart from self-centered concerns and values earlier than other students of the same age. The highest functioning of able people requires a high degree of mental health. Table 5 contains a list of characteristics and correlating problems of gifted children.

(Bridges 1973)

Gifted children require specialized teaching and counseling to enable self-actualization to their highest unique potentials. A program of counseling at the elementary and junior high levels should include techniques to increase communication and to develop a clearer self-image. Efforts to increase and to secure self-esteem, to improve decision-making ability, to be more receptive to new experiences, and to be better equipped to cope with success as well as failure should be made. (Streich 1972)

Gifted children will be encouraged to do their best

Table 5

Characteristics and Correlating Problems of Gifted Children

Characteristics	Problems
critically observes, analyzes skepticism	teachers feel threatened, peer censure, try to si- lence discussion, argu- mentative
empathy response to people; leadership capabilities	rejection causes intense reaction, may seek to dominate rather than un- derstand
intellectual interests, intellectuality	snobbishness; limited re- creational outlets, boring others, intoler- ance for others
large vocabulary; verbal facility, high retention	inappropriate level of communication, dominates class discussion, unnec- essary elaboration
originality	perceived as "off the subject" by others, rad- icalism, frequent breaks with tradition
scholarliness	anti-intellectual reac- tions by peers, stuffi- ness, pedantry
thinks with logical systems, objective, rational problem solving	disregard for intuitive retrospective, or sub- jective solutions, rejec- tion of belief, revolu- tion as methods (Kough 1955)

through values clarification and leadership development activities.

CHAPTER III

PROGRAM PROPOSAL

The program described in this section was developed by the author in accordance with Article 14. A-1 of the School Code of Illinois and "Illinois Guidelines for Gifted".

The program is a proposal to be implemented by the South Eastern Special Education District, Ste. Marie, Illinois, for students grades two through twelve.

The program will be housed at Olney Central College, Olney, Illinois. Olney Central College was chosen as the sight for the gifted program because it is a centralized location for the twelve school districts. It would also eliminate any rivalry that might occur for one school being selected over another school. The campus at Olney Central College is large with facilities and equipment that elementary and secondary schools do not possess. Since Olney Central College is a community college, use of the building would be free or have a nominal charge.

The Director of South Eastern Special Education District will be the administrator in charge. The Board of Directors of South Eastern Special Education District, which is comprised of two members from each cooperating school district, will assume responsibility for approval in the program for gifted students and any changes in it. The Board of

Directors is equivalent to a school board in its duties and responsibilities.

Robinson (Crawford #2) will be the administrative district. There will continue to be two regional superintendents for the gifted program since there are two regional superintendents for the special education cooperative. One regional superintendent supervises the counties of Lawrence and Crawford, which includes the administrative district. The second regional superintendent supervises the counties of Richland, Jasper, and Clay. Olney, Illinois is in Richland County.

The following individuals will have duties within the gifted program:

Director of South Eastern Special Education District

Regional Superintendent--Lawrence, Crawford

Regional Superintendent--Richland, Jasper, Clay

Gifted Education Co-ordinator

Financial and Grant Advisor

Teachers--within the twelve districts

Teachers--gifted teachers

School Psychologist

Social Worker

Nurse

Speech Pathologist

The South Eastern Special Education Director will as-

sume responsibilities for establishing the program and supervise the work of the Gifted Education Co-ordinator in program operation.

The regional superintendents will register the administrators', teachers' and pupil personnels' certificates. Certificates will be registered in both regional superintendent's offices since the attendance center and administrative office are in separate regions.

An administrator is needed in the building where the gifted program is to be housed. A person who holds a Type 75 certificate will be employed as Gifted Education Co-ordinator. The position will be six-sevenths time. The Gifted Education Co-ordinator will teach one period per day in order to maintain contact with classroom work.

The Gifted Education Co-ordinator will be responsible for implementing and/or supervising the activities proposed within the South Eastern Special Education District gifted program proposal. He/she will also be responsible for facilitating the development and manage the operation of the gifted program as an integral part of the standard school program and gifted service as an integral part of the standard school program. The Co-ordinator must also meet the inservice needs of the teachers of the identified gifted children by establishing an on-going staff development program. The training needs of individual teachers

of the identified gifted also need to be considered.

The Gifted Education Co-ordinator shall also be responsible for:

Determining the appropriateness for gifted children staffings

Implementing gifted children staffings

Developing and implementing a self-evaluation process for the gifted program

Meeting all timelines designated by the Illinois State Board of Education regarding gifted reimbursement programs. This will also be done in cooperation with the Financial and Grant Advisor.

The Gifted Education Co-ordinator shall also assume the role of the primary advocate for gifted education within the district.

He/she shall perpetuate:

The development of gifted education programs

The development of gifted education services

The growth of gifted education programs

The growth of gifted education services

The Gifted Education Co-ordinator would be responsible for:

Meeting all program goals and objectives set forth and agreed upon by the Illinois State Board of Education and the special education district pertaining to the program within the district

Meeting all program goals and objectives as set forth and agreed upon by the Illinois State Board of Education and the special education

district pertaining to the services within the district

A Financial and Grant Advisor will be used to complete all financial forms and apply for additional funding. Olney Central College's Dean of Institutional Advancement could act as the financial person. He would be responsible for completing and filing Claim for Reimbursement form.

The methods of accounting shall be consistent with those prescribed by the Illinois State Board of Education. Financial records must be maintained for three years subsequent to the conclusion of the program.

The State Board of Education will give funding for only five percent of the school population. This is an arbitrary figure. Appendix K contains financial forms that must be filed for the funding. Districts will not be limited to the number of students that may participate in the proposed gifted program as long as all students meet the criteria.

The districts will increase their amount of contribution to the South Eastern Special Education District. The districts will be allowed ten students as part of their base contribution. After ten students the districts will be required to contribute one percent more of their normal contribution for each additional student enrolled in the gifted program.

Local industries, businesses, and organizations will be

contacted for financial support by the Financial Advisor. There are precedents for this with businesses, organizations, and industries contributing financial support for buildings, athletic equipment, and equipment for music departments. They will also be asked to donate materials, facilities, speakers, and volunteers for the gifted program.

The members of the teaching staff will be from the twelve participating school districts, teachers from outside the districts, and staff at Olney Central College. Priority will be given to those who have experience in gifted education. The teachers, excluding Olney Central College staff, will teach Reading, Art, Music, Foreign Languages, Spelling, Literature, English, Grammar, Social Studies, General Science, Biology, Chemistry I, and Arithmetic through Algebra I. Staff from Olney Central College will teach Physics, Calculus, Trigonometry, Organic Chemistry, and Computers. The teachers from the college will hold certificates in their respective fields for elementary, junior high, and senior high.

Those persons employed as teachers of the gifted shall hold the appropriate certificates. They shall also meet two of the three following requirements, excluding Olney Central College staff:

Completed at least three semester or four quarter hours

of college credit specifically in the education of the gifted child.

Completed a summer training institute approved by the Illinois State Board of Education for teachers of the gifted.

Have at least two years experience working with programs specifically for gifted children.

Teachers involved in teaching in the proposed gifted program shall write educational objectives, experiences, and evaluation techniques. They will stress personalized sequential education in objectives, experiences, and evaluation techniques. Teachers will provide learning experiences for the gifted within and outside the classroom.

Teachers in the twelve school districts who are trained and experienced in the use of screening and diagnostic instruments will screen all students who are recommended for the proposed gifted program. A requirement for those who administer the tests will be at least six semester or eight quarter hours in testing and measurement.

The regular classroom teacher will give a written report of academic performance, motor abilities, and social status.

A school psychologist with at least three semester or four quarter hours of college credit specifically in the education of gifted children will be assigned to the gifted program a minimum of two days a week. The school psychologist will assume responsibility for the selection and im-

plementation of identification instruments and processes.

The school psychologist will counsel one-on-one and conduct group sessions, observe students, consult with administration and teachers, and evaluate and complete a case study for each student enrolled in the gifted program.

The school psychologist will complete the psychological evaluation. He/she will administer intelligence tests, achievement tests, personality inventories, and tests of creativity. A review of past school performance will also be completed.

The social worker will counsel the gifted students also. The social worker will complete the case study of each student with a social developmental study. He/she will conduct follow up studies of students as necessary.

The school nurse will complete a health history including a recent (less than six months old) vision and hearing screening. (The health history form and other forms to be used in the complete case study evaluation are included in Appendix L.)

A speech pathologist will screen for language skills and any type of articulation problems. Speech services will be provided if needed.

The South Eastern Special Education District personnel and Gifted Program personnel will cooperate with the State Education Agency personnel, Area Service Center personnel,

parents of the gifted students, and the gifted students.

Individuals who are involved with the gifted will continually be involved in:

review of the objectives

evaluation of the objectives

revision of the objectives

review of the experiences

evaluation of the experiences

revision of the experiences

review of evaluation techniques

evaluation of evaluation techniques

revision of evaluation techniques

To be eligible for participation in the proposed gifted program, a student will be identified as gifted in general intellectual ability. The student must be at least six years eight months of age the first day of school (September 1) and have completed the kindergarten and first grades. The gifted child needs exposure to a regular classroom--academically and socially.

To consider a child for the proposed gifted program of South Eastern Special Education District two of three requirements must be met:

Teacher recommendation.

Students already participating in a gifted program

The students must have received a composite of at least

85% on group achievement tests. The figure of 85% is used because of the variance in achievement tests used in the 12 school districts, the manner in which the tests are administered (directions given and extent of directions) and the fact that the tests are administered to a group.

The ascreening instruments will be administered to the students who meet two of the three criteria mentioned previously. To receive a case study evaluation a student must meet three of the four following criteria on the screening instruments.

An intelligence quotient of at least 120 must be obtained on the Slosson Intelligence Test.

On the Wide Range Achievement Test the student must score two years above grade level in Reading and one and a half years above grade level in Spelling and Arithmetic.

On the Peabody Picture Vocabulary Test-Form A, the student must receive an intelligence quotient of at least 125.

On the Beery Buktenica Developmental Test of Visual Motor Integration Rest, the student should score at age level (up to 15 years of age).

The AAMD (American Association on Mental Deficiency) Adaptive Behavior Scale--Public School Version will be administered by the social worker. The parent and student will act as informants. (The student will answer questions when appropriate.) The test is presented in an interview format.

Two intelligence tests will be administered:

Stanford-Binet Intelligence Scale, Form L-M

Wechsler Intelligence Scale for Children-Revised or Wechsler Adult Intelligence Scale-Revised.

The Stanford-Binet will be administered because it is a highly verbal test. It also requires rote memory. It will be given to all students.

The Wechsler Intelligence Scale for Children-Revised will be administered to gifted students through the age of 16 years 11 months 30 days. The Wechsler Adult Intelligence Scale-Revised will be used for students beyond this age. The Wechsler would be used because it yields three intelligence quotients: verbal, performance, and full scale. It is a better measure for gifted than the Binet which yields only one intelligence quotient.

The Leiter International Performance Scale will be administered to a gifted student who is deaf or hearing impaired for an intelligence quotient.

The Peabody Picture Vocabulary Test, Form L will be administered to obtain a language quotient. (The new Peabody Tests, Form L and M do not yield intelligence quotients.) The gifted child's receptive language skills will be measured.

The Wide Range Achievement Test will be administered. It will allow the evaluator to analyze qualitative and quantitative data. The Wide Range Achievement Test yields scores through a grade equivalent of 13.7.

If there is a question specifically on arithmetic the Key Math test will be administered. The Woodcock Reading Mastery Test will be administered for specific questions involving reading. For a complete study of school skills the Woodcock-Johnson Psycho-Educational Battery will be administered to all potential participants in the gifted program.

A variety of personality tests can be used, but it is recommended that the Bender Motor Visual Gestalt Test and the Thematic Apperception Test or Children's Apperception Test be administered. The latter two tests let one learn about the student. All of the tests can be used to put the student at ease. To find out how the student feels about school the Education Apperception Test is available.

The Good-Enough Harris Draw a Person could be used as a test for relaxation and to obtain a gross assesment of the nonverbal component of intelligence. It can also help establish rapport.

A test of creativity such as Word Association could be used.

Criteria for admittance to the proposed gifted program after the psychological evaluation follow:

An intelligence quotient of at least 130 on the Stanford-Binet. An intelligence quotient of at least 130 on the verbal section of the Wechsler and/or and intelligence quotient of at least 130 on the Full Scale.

A standard score of at least 130 on the Peabody Picture Vocabulary Test, Form L.

Achievement on the Wide Range Achievement Test of at least three years above grade placement in Reading, two years above grade placement in Spelling, and two years above grade placement in Arithmetic.

If additional achievement tests are used, the student must score at least two years above grade placement.

The Draw A Person should yield an age score two years above age level.

The personality tests do not yield age or grade scores, but lend one to understand the student's emotional health. The tests are subjective in nature and will be used to meet state requirements for tests in a gifted program.

To enter the proposed gifted program, a potential student must meet three of the first four criteria listed above.

A multidisciplinary conference will be held following the evaluation. Persons who will be invited to participate in the conference will be the parent(s), teacher(s), administrator(s), social worker, school psychologist, nurse, and speech pathologist. If the parent(s) cannot attend, they will be provided written notification of the results of the evaluation. If the student is eligible for the gifted program, a form letter will be sent to the parents whether they were in attendance or not. Appendix M has examples of form letters sent by districts to parents of gifted children in gifted programs. The parent(s) or legal guardian must give written consent for the child to participate in

the proposed gifted program.

Each student in the gifted program will have an Individualized Educational Program written. It will include:

a statement of present levels of performance

annual goals

short-term instructional objectives to meet the annual goals

appropriate objective criteria

evaluation procedures

schedules for determining at least annually whether the short-term instructional objectives have been achieved

If the student is participating in the proposed gifted program when he/she is 16 years of age, the student will be permitted to take classes at Olney Central College for college credit. Since the school year is nine months long, students may enroll in Olney Central College's Kollege for Kids (an enrichment program). Appendix N has copies of summer schedules for the enrichment program at Olney Central College.

Appendix O contains guidelines for an existing gifted program.

CHAPTER IV
SUMMARY AND RECOMMENDATIONS

Summary of Proposal

Learning experience started with the conception of creating a gifted program. The purpose of the filed experience was two-fold:

One, consult in program development according to the Rules and Regulations to Govern the Administration and Operation of Special Education

Two, satisfy personal goals

Seeing children with above average intelligence receive special educational services

Satisfying requirements to obtain the Specialist in Education Degree

Learning about the administration of South Eastern Special Education District

The author feels there is a need for the establishment of a full-time gifted program. Such a program would meet the educational needs of the students it is designed to serve. Many schools presently have limited special programs to meet the gifted child's needs. Today only 35 percent of the gifted population is served in the public schools.

The proposed gifted program was developed in accordance with Article 14. A-1 of the School Code of Illinois and "Illinois Guidelines for Gifted". It is to be implemented by South Eastern Special Education District for students

in grades two through twelve.

The proposed gifted program will be housed at Olney Central College, Olney, Illinois. The Director of South Eastern Special Education District will be the administrator in charge. The Board of South Eastern Special Education District will assume responsibility for approval of the program and any changes within it.

Two regional superintendents will work with the proposed gifted program. The regional superintendent of Lawrence and Crawford Counties is needed since Robinson (Cr #2) is the administrative district. The regional superintendent of Richland, Jasper, and Clay Counties is needed because Olney is in Richland County. The teachers, administrators, and pupil personnel who work with the proposed gifted program will register their certificates in both regions.

A Gifted Education Co-ordinator will be hired six-sevenths time as administrator. He/she will teach one period a day. The Gifted Education Co-ordinator will be responsible for implementing the activities proposed within the gifted program. He/she must meet the inservice needs of the teachers of the identified gifted. He/she will also be responsible for facilitating the development and manage the operation of the gifted program. The Gifted Education Co-ordinator will assume the role of advocate for gifted

education within the district.

A Financial and Grant Advisor will be used to complete all financial forms and apply for additional funding. Accounting methods shall be consistent with those prescribed by the Illinois State Board of Education.

The Illinois State Board of Education funds only five percent of the school population for gifted. Districts within the Special Education Cooperative will not be limited to the number of students that may participate in the proposed gifted program as long as the students meet the criteria. Districts will increase their contribution to South Eastern Special Education District by one percent for each additional student beyond ten enrolled in the gifted program.

Teaching staff will be from the twelve participating school districts, outside the districts, and Olney Central College staff. Teachers will hold certificates within their respective fields for elementary, junior high, and senior high. Those employed as teachers, excluding Olney Central College staff, shall meet two of three requirements:

Completed at least three semester or four quarter hours of college credit specifically in the education of the gifted child.

Completed a summer training institute approved by the Illinois State Board of Education for teachers of the gifted.

Have at least two years experience working with programs specifically for gifted children.

Teachers shall write educational objectives, experiences, and evaluation techniques. Teachers will provide learning experiences for the gifted within and outside the classroom.

Teachers within the twelve school districts who are trained and experienced in the use of screening and diagnostic instruments will screen all students who are recommended for the gifted program.

A school psychologist will be assigned to the gifted program a minimum of two days a week. He/she will assume responsibility for the selection and implementation of identification instruments and processes.

The school psychologist will complete the psychological evaluation. He/she will administer tests. The school psychologist will also counsel one-on-one, conduct group sessions, observe students, consult with administrators and teachers, and complete a case study on each student in the gifted program.

The social worker will counsel the gifted students also. He/she will complete a social developmental study of each student.

The school nurse will complete a health history including a vision and hearing screening which is less than six

months old.

A speech pathologist will screen all students proposed for the gifted program for language skills and identify any articulation problems.

Personnel involved with the proposed gifted program will cooperate with the State Education Agency personnel, Area Service Center personnel, parents of the gifted students, and the gifted students.

Individuals involved with the gifted students will continually be involved in review, evaluation, and revision of objectives; review, evaluation, and revision of the experiences; and review, evaluation, and revision of techniques.

To be eligible for the gifted program a student will be identified as gifted in general intellectual ability. He/she must have completed Kindergarten and the first grades and be at least six years eight months of age the first day of school (September 1).

To be considered for the proposed gifted program two of three requirements must be met:

Teacher recommendation

Already participating in a gifted program

Composite of at least 85% on group achievement tests

If a student meets the requirements, he/she shall be

screened.

After being screened, a case study evaluation will be completed if the student meets three criteria:

The student must obtain an intelligence quotient of at least 130 on the Stanford-Binet Intelligence Scale and must attain an intelligence quotient of at least 130 on the Wechsler Intelligence Scale for Children-Revised or Wechsler Adult Intelligence Scale-Revised verbal or full scale.

The student must attain a standard score of at least 130 on the Peabody Picture Vocabulary Test-Form L.

The student must receive a grade equivalent at least three years above grade placement on the reading section of the Wide Range Achievement Test and must score at least two years above grade placement on the spelling and arithmetic sections of the Wide Range Achievement Test. If other achievement tests are used the student must score at least two years above age or grade placement.

A multidisciplinary conference will be held following the evaluation. The results will be discussed along with recommendations. The parent(s) or legal guardian must give written consent for placement in the proposed gifted program along with written consent for the screening and evaluation.

Individualized Educational Programs will be developed for each student in the program. Students who are sixteen years old and in the proposed gifted program may take classes at Olney Central College for credit. The students can also participate in Kollege for Kids during the summer for enrichment.

Recommendations

Presently there are no local monies within the twelve school districts of South Eastern Special Education District to fund the proposed gifted program. A reduction in federal funds has forced a reduction in staff within South Eastern Special Education District and the twelve participating school districts. Programs have also been cut.

With no money available for the proposed gifted program, gifted programming does not have to be put on a shelf. There are several paths to take.

Each district within South Eastern Special Education District can operate a gifted program on a small scale. Gifted programming could be in one or more subject area. Part-time teachers can be reassigned to work with gifted students.

Objectives can be modified. Students should be allowed to graduate early. Double promotions should be allowed and the districts should set guidelines so that double promotion can be accomplished.

There are instructional materials that the schools already possess that can be used for gifted programming. There are numerous resource people in the area that can be brought into the school for lectures and demonstrations.

Sectioning the students according to ability is another way to offer gifted students a challenge. The gifted students can be moved at a faster pace and given enrichment activities.

Curricular changes can be made--offer Chemistry I and II, Trigonometry, Beginning Calculus. If students qualify according to grades, teacher recommendation, aptitude tests, and achievement tests, the students should be allowed to take classes ahead of the usual time. The following is an example:

Normal time to take the class	Class	Early time to take the class
Sophomore	Biology	Freshman
Sophomore	World History	Freshman
Junior	Chemistry	Sophomore
Junior	American History	Sophomore
Senior	Physics	Junior
Senior	Chemistry II	Junior
	Advanced Math	Senior

TRS 80"s can be used for gifted programming in all subject areas. If programs are individualized, students can set up programs on the computer. When classes are individualized, there is an easier transition toward gifted education.

Money can be obtained if one is diligent. The federal and state governments are presently interested in promoting gifted education programs. Money is awarded for gifted education through flat grants or appropriations per

child. School district officials should give serious consideration to attempts to obtain public and private grants to promote education of the gifted.

Communication can always be enhanced. A parent-teacher meeting should be held the first week of school to explain the goals for the year to the parent(s). Reports should go out with report cards if students are in a gifted program in addition to other classes. Parents should be encouraged to visit the school. The local radio stations could interview gifted teachers and administrators on their informational programs. The newspapers could also carry pictures and articles about gifted projects. Channel 16, WSIU, could be used to have the teacher, administrator, and student(s) explain gifted programs to viewers in the tri-state area.

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Psychological Services Report
SOUTH EASTERN SPECIAL EDUCATION
P.O. Box 185
Ste. Marie, Illinois 62459
PSYCHOLOGICAL SERVICES REPORT

74

STRICTLY CONFIDENTIAL

FOR QUALIFIED PERSONNEL ONLY

Name:

Eligibility:

Birthdate: 3-14-69 Sex: Female Age: 10-8

School: Elementary Grade: 5 Home District:

Parents: Home Address:

Date of Contact: 11-30-79

PSYCHOLOGICAL EVALUATION

EVALUATION TECHNIQUES:

Wechsler Intelligence Scale for Children-Revised: Verbal
I.Q. 141, Performance I.Q. 155+, Full Scale
I.Q. 155

Wide Range Achievement Test:	<u>Grade Equivalent</u>	<u>Standard Score</u>
Reading	9.6	138
Spelling	8.7	140
Arithmetic	8.9	139

RESULTS AND DISCUSSION:

Based on results of the WISC-R, Valerie is currently functioning in the "Very Superior" range of intelligence as defined by Wechsler. Relative to overall performance, non-verbal abilities are somewhat stronger than verbal. The average mental age equivalent on verbal subtests, which are most relevant to academic performance, was approximately 15½ years. Achievement in word recognition, spelling, and arithmetic vary from approximately a late eighth grade to late ninth equivalent.

RECOMMENDATIONS:

Enrichment activities, programs for gifted children, or advancement to a higher grade placement (seventh) level for 1980-81 would be appropriate.

, School Psychologist Intern
South Eastern Special Education

, Supervising Psychologist
South Eastern Special Education

cc (1)
(1)

APPENDIX B
ATTENDANCE CENTERS

JASPER COUNTY

Jasper Unit District

Newton High School

Newton Elementary & Central Junior High School

Hidalgo School

Rose Hill School

West Junior High School

Grove School

Willow Hill School

Yale School

East Junior High School

Ste. Marie Elementary School

Heritage Christian School

St. Thomas School

RICHLAND COUNTY

East Richland Community Unit District

East Richland High School

East Richland Middle School

Central School

Cherry School

Silver School

Claremont School

Calhoun School

St. Joseph School--Olney

St. Joseph School--Stringtown

Olney Christian Fellowship

West Richland Community Unit

Noble High School & Junior High School

Noble Elementary School

CLAY COUNTY

North Clay Unit District

North Clay High School

North Clay Elementary & Junior High School

Elementary K-1

Clay City Unit District

Clay City High School

Clay City Elementary & Junior High School

Flora Community Unit District

Flora High School

Flora Junior High School

McEndree Elementary School

Seminary School

Lincoln Elementary and Junior High School

Xenia Elementary and Junior High School

LAWRENCE COUNTY

Lawrenceville Community Unit District

Lawrenceville High School

Parkview Junior High School

Central School
Lincoln School
Arlington School
Brookside School
St. Francisville School
St. Lawrence School

Red Hill

Red Hill High School
Sumner K-4 & Red Hill Junior High School
Petty Elementary
K, 5th & 6th Center
Seed School
Washington Elementary

CRAWFORD COUNTY

Hutsonville Unit District

Hutsonville High School
Hutsonville Elementary & Junior High School

Palestine

Palestine High School
Palestine Elementary and Junior High School

Oblong

Oblong High School
Oblong Elementary and Junior High School
Alleghany Wesleyan Methodist Church School

Robinson Community Unit District**Robinson High School****Nuttall Middle School****Flat Rock Elementary and Junior High School****Washington Elementary School****Lincoln School****New Hebron Christian School**

APPENDIX C

Objectives for the United States Department of Education's
Office for the Gifted and Talented

The Department of Education's Office for the Gifted and Talented (OGT) addresses four primary objectives:

Strengthening the capacity of state education agencies (SEA's) to deliver services to gifted and talented children through local education agencies (LEA's) and by other indirect modes.

Strengthening the capacity of LEA's to deliver direct services to gifted and talented children.

Strengthening leadership through professional development and training programs (only one of every six teachers of the gifted has had any formal training for this special work).

Finding through research and distributing widely some answers to key questions concerning education for the gifted and talented.

Under legislation (PL 95-561) enacted in 1978, OGT initiated the State-Administered Grant Program. This program allows states to apply for two types of federal funds: a basic minimum grant award open to all states and additional grant awards distributed to about half the states on a competitive basis. This seed money, 75 percent of OGT's meager but highly leveraged \$6.28 million budget for fiscal year 1980, is designed to stimulate the investment of approximately 20 state dollars and 80 local dollars for every federal dollar invested. A full 90 percent of these state awards must flow through to local schools that compete successfully in a statewide competition. Fifty percent of these projects

must have a component for the gifted who are economically disadvantaged.

The remaining 25 percent of OGT's budget is for discretionary grant awards, including national model projects, professional development and leadership training in gifted education, statewide activities grants for further assistance to less developed SEA's, and research and information products.

States may also obtain funds for gifted education from a variety of sources in the federal government, including the Office of Indian Education, the Office of Bilingual, Title IV c, Title I, and the National Institute of Education. (Lyon 1981)

APPENDIX D

CHARACTERISTICS OF THE GIFTED

Ann Fabe Issacs, founder of the National Association for Gifted Children, lists the following characteristics for gifted children:

Gifted children

- are curious
- have a large vocabulary
- have long memories
- sometimes learn to read alone
- have a keen sense of humor
- are persistent
- like to collect things
- are independent
- are creative and imaginative
- are healthy and well-coordinated, some may be delicate
- may be bigger and stronger than average
- sustain interest on one or more fields over the years
- initiate their own activities
- develop earlier
- learn easily
- enjoy complicated games
- are interested and concerned about world problems
- analyze themselves, are often self-critical
- like older children when very young
- are original
- set high goals and ideals
- are leaders
- have talents in art, music, drama, dance, writing
- use scientific methods of research
- see relationships and draw sound generalizations
- produce work that is fresh, vital, and unique
- create new ideas, substances, and processes
- invent and build new mechanical devices
- often run counter to tradition
- continually question the status quo
- do the unexpected
- apply learning from one situation to different ones
- solve problems on a superior level, divergently, and innovatively
- may appear different
- enjoy reading, especially biography (Isaacs 1976)

Joanne Rand Whitmore, author, lists the following characteristics for gifted children:

- the ability to form concepts
- the ability to do creative thinking
- wide variety of interests
- power of inductive and deductive thinking
- ability to improvise
- sensitivity to problem situations
- ability to retain and recall information
- active imagination
- extraordinary insight
- curiosity
- originality in thinking
- power to generalize
- fluency of ideas
- increased vocabulary
- ability to memorize rapidly
- ability to visualize objects in several dimensions
- relatively long span of attention (Whitmore 1980)

Characteristics for teachers to look for in gifted students according to Kough follow:

Gifted students

- learn rapidly and easily
- use a great deal of common sense and practical knowledge
- reason out things, think clearly, recognize relationships, comprehend meanings
- retain what they have heard or read without much rote drill
- know about many things of which most students are unaware
- have a large vocabulary which they use easily and accurately
- can read books that are one to two years in advance of the class
- perform difficult mental tasks
- ask many questions, have a wide range of interests
- complete academic work one to two years in advance of the class
- are original in thinking, use good but unusual methods
- are alert, keenly observant, and respond quickly (Kough 1955)

The relationship between intelligence quotient and popularity have been shown by a large group of investigators. According to Doughty social characteristics of gifted are:

The social status of gifted children seem to show a relative decrease at the secondary level.

Gifted children are able to identify correctly the social status of others and themselves better than the average.

Gifted children tend to choose each other for friends when they are removed from the classroom for a period of time each day.

Gifted children lose some general social acceptance when removed from the classroom for a special workshop.

Gifted children seem to act as ego-ideals to the average child, who chooses them even though he sees differences between himself and the gifted.

Acceleration at the elementary level does not seriously affect their social judgement.

APPENDIX E

STANFORD-BINET AND WECHSLER INTELLIGENCE SCALES MEASURE:

Stanford-Binet Intelligence Scale-Form L-M

judgement and reasoning
 visual discrimination of incongruous elements
 social intelligence
 general comprehension
 verbalization of perceptual and ideational development
 conceptual thinking
 visual-motor ability
 visual-motor coordination
 verbal facility
 evaluation of semantic transformations
 divergent production of semantic implications
 divergent production of semantic units
 convergent production of semantic implications
 memory and concentration
 auditory vocal sequencing
 language verbal fluency
 cognition of semantic implications
 cognition of semantic transformations
 relationship between cause and effect

Wechsler Intelligence Scale for Children-Revised

verbal comprehension
 perceptual organization
 directionality
 freedom from distractibility
 common sense
 attention
 arithmetic reasoning
 ability to think abstractly
 verbal fluency
 perceptual and conceptual abilities
 analytical ability
 ability to see relationships
 ability to perceive and analyze

APPENDIX F

TEST TO IDENTIFY FOUR TYPES OF MENTAL FUNCTIONING

Stanford-Binet Intelligence Scale

Painted Cube Construction Test

The Four Form Boards

The Portwus Maze Test

Picture Arrangement Test

Pyle Marble Sorting Test

Healy-Pentner Picture Completion Test (Whipple 1919)

Stanford Early School Achievement Test

Teacher Rating Scale

Stanford-Binet Intelligence Scale-Form L-M

Wechsler Intelligence Scale for Children-Revised

Wechsler Adult Intelligence Scale

Iowa Tests of Basic Skills

Scholastic Aptitude Test

Preliminary Scholastic Aptitude Test

Differential Aptitude Test

School and College Ability Test

Raven's Progressive Matrices

Bennett's Mechanical Comprehension Test

Sequential Tests of Educational Progress

Wide Range Achievement Test

Peabody Individual Achievement Test

Leiter International Scale

Key Math

Woodcock Reading Mastery Test

Woodcock-Johnson Psycho-Educational Battery (Jackson 1980)

Director Of Gifted Education

UNION HEP 439-9489

Dear Coordinator

The Region VII Gifted Area Service Center is in the process of monitoring 20% of the districts in this region at the request of the state office.

We were in your district for a monitoring visit on May 20, 1987. Attached you will find a completed checklist based on documentation presented during the visitation. In addition we are noting particular strengths and weaknesses perceived by the visiting person(s) on the visitation in regard to your gifted program. Recommendations for improvement are also cited for your consideration. If you have additional questions or concerns, please do not hesitate to contact us at 439-9489.

We find you and your teacher(s) to be receptive, helpful, and willing to receive constructive criticism. Thank you for your cooperation in this matter.

Sincerely,

Area Service Center Staff

School District Flora	District Number 35	LEA Project Number D201870	County Clay
Address 509 South Locust St. Flora 62830	Date of Visitation 5/20/82		
Program Coordinator Carl House	Site of Visitation McEndree		

Please check one: First Year Program
 Continuing Program

ILLINOIS GIFTED PROGRAM
 LEA REIMBURSEMENT COMPREHENSIVE ONSITE VISITATION

Establishment and Administration of Programs	Yes	To Some Extent	No	Comments
1. The program is operational.*	<u>X</u>	---	---	
2. The program is available for viewing.	<u>X</u>	---	---	
3. A written district plan is available.	<u>X</u>	---	---	
4. A written needs assessment has been completed.	<u>X</u>	---	---	
5. A staff development plan is in operation.	<u>X</u>	---	---	
6. Budget expenditures and encumbrances are supported by appropriate documentation.*	<u>X</u>	---	---	
7. Budget expenditures are within the parameters of gifted regulation.*	<u>X</u>	---	---	
8. Information and publicity about the development of the program is available.	<u>X</u>	---	---	
Instructional Program				
9. There are written teacher lesson plans or IEP's for identified gifted students.	<u>X</u>	---	---	
10. There is a match between individuals working in the program and those claimed in the LEA budget.*	<u>X</u>	---	---	
11. Learning objectives and activities being implemented match those approved in the LEA application.*	<u>X</u>	---	---	
12. The activities observed are appropriate and differentiated.	<u>X</u>	---	---	
13. Appropriate grouping strategies are used.	<u>X</u>	---	---	
14. There is sufficient contact time to carry out the objectives of the program.	<u>X</u>	---	---	

	Yes	To Some Extent	No	Comments
Identification and Assessment of Children				
15. There is documentation that gifted and other students' abilities have been compared.*	<u>X</u>	---	---	
16. Documentation of identification procedures is available.*	<u>X</u>	---	---	
17. Three criteria are utilized for identifying children (i.e. intellectual ability, one is IQ.)*	<u>X</u>	---	---	
18. There is evidence of cutoff pts. used in the selection process.	<u>X</u>	---	---	
19. There is an equitable process for selecting children.*	<u>X</u>	---	---	
20. The identification instruments used for each area of giftedness are on file.	<u>X</u>	---	---	
21. A roster of students in the program is available that contains at least the number of students contained in the approved LEA application.*	<u>X</u>	---	---	

Personnel

22. There is a written job description.	<u>X</u>	---	---	
23. Professional personnel for whom reimbursement (over \$300.00) is claimed meet qualifications according to rules and regulations, Article VI.*	<u>X</u>	---	---	
24. There is documentation of completed inservice work.	<u>X</u>	---	---	
25. Past evaluation reports on the program are available.	<u>X</u>	---	---	
26. Records of pupil progress in the program are on file.	<u>X</u>	---	---	
27. Evaluation data is being collected as per the LEA application.*	<u>X</u>	---	---	

Signature(s) of violation person(s)

[Handwritten Signature]
Date

* Any "No" response requires an explanation. Please attach additional page(s).

Date

Strengths: Program expanding for better articulation.
2 - 1/2 time teachers for the gifted
Each year program changes to meet the needs of the school
Extremely supportive administration and parent group

Weaknesses: Continuity between regular classes and gifted resource room

Recommendations: More inservice to regular classroom teachers about gifted programs.

All-in-all a terrific program, well organized, energetic staff. Plenty of good things happening for gifted children.

APPENDIX II

CHECKLIST FOR ADMINISTRATIVE STEPS
FOR IMPLEMENTING A NEW PROGRAM

READINESS

1. Secure teacher volunteers.
2. Collect curricular information; circulate to faculty.
3. Allow ample time for faculty to inspect and discuss.
4. Organize teacher committees.
5. Help teachers understand requirements of the new curriculum in their classroom instructional styles.
6. Schedule some inservice training to build faculty confidence.
7. Identify teacher cliques and involve them.
8. Involve the local district subject specialist from the very beginning.
9. Try to interest at least two teachers per grade level to share the challenges of program change. They will encourage each other.

SELECTION

1. With staff, analyze the curriculum to be instituted.
2. With staff, assess the instructional program of your school and construct a priority list of needed innovations.
3. With staff, prepare a descriptive statement of what each particular curriculum will be expected to produce in terms of student and teacher behavior.
4. Provide time for curriculum review and selection. Go visit other innovative administrators.

5. Obtain outlines and portions of each program's content, methods, and materials for your teachers.
6. Make sure there is storage space to house the "stuff" of a potential new curriculum.
7. Encourage teachers to try teaching a piece of each "new" curriculum.

EQUIPMENT

1. Examine curricular hardware and software carefully before placing purchase orders.
2. Try to talk to school people who are using the material.
3. Establish a procedure for teachers to document flaws in the new curriculum.
4. Forward teacher reports to curriculum developers and commercial vendors. Make sure all teachers using materials are aware of errors immediately. Share ideas for making the curriculum better. Do this in staff meetings and through a newsletter.
5. Order complete hardware and software kits. Everything should be at hand.
6. If the program requires expendables, establish a petty cash system for teacher's use.

WORKSHOP

1. Form a teacher committee to organize continuing comprehensive inservice training.
2. Insure that workshop experiences are carefully balanced with "hands-on" sessions included.
3. Provide equipment for workshop sessions.
4. Try to obtain collaboration with a local university to get college credit for your teachers participating in the workshop.

5. Ask innovating teachers what they want included in the workshop
6. Evaluate working experiences through personal involvement.
7. Organize relevant workshop activities.
8. Schedule summer workshop training for teachers and principals.

INSERVICE EDUCATION

1. Establish a series of inservice workshops on the new curriculum during the year.
2. Budget for A-V examples of teaching behaviors for the new curriculum, if available.
3. Obtain video tape equipment, if at all possible. This is an invaluable teacher training tool as well as a very effective classroom teaching tool.
4. Provide consultants for innovating teachers.
5. Establish a series of grade level meetings with a consultant.
6. Investigate the use of "mini-courses" as an inservice education device.

ASSISTANCE

1. Identify potential collaborators.
2. Put all collaborative agreements in writing. Spell out everything--everyone's roles and responsibilities.
3. Establish ways to assist teachers in the acceptance and implementation of the new curriculum.
4. Create a system for analyzing the role of any internal or external curriculum consultant and meet periodically to refine and strengthen that role.
5. Put some of your own school's money into the innovative program.

6. Supervise the activity of the consultant in your school.
7. Schedule part of any provided consultant service for district inservice.
8. Request central office assistance in identifying services or change agencies.

IMPLEMENTATION

1. Install a sequential curriculum in only a few grades at once.
2. Give the new program a fair trial by scheduling the time it needs to be taught.
3. If necessary, obtain state department approval to teach an innovative program.
4. Use the new curriculum in the manner prescribed by its creators.
5. Work with faculty to clarify instructional goals for each grade level.
6. Conduct faculty meetings designed to establish identity of crucial prerequisites.
7. Keep careful records of your curriculum installation.
8. Project maintenance costs over a three- to five-year period.

MAINTENANCE

1. Identify and train teacher-leaders.
2. Plan a program to make use of teacher-leaders.
3. Hire a new or replacement teachers committed to teach the new curriculum.
4. Budget money for replacement of expendables, repair of special equipment, etc.
5. Plan for activities, publicity, and dialogue that maintain much of the original innovative enthusiasm.

6. Remember that a continuous sequence of learning experiences must be provided to pupils in the years that follow the introductory year.
7. Provide supportive assistance to new teachers undertaking the new program.
8. Distribute descriptive materials on the new curriculum to all teacher applicants and personnel administrators.
9. Provide workshop and/or inservice training for new teachers.

ASSESSMENT

1. Make plans for continuous evaluation of the new program.
2. With teachers, set goals for pupil achievement, thereby contributing to a coordinated instructional program.
3. Document your disasters as well as your successes.
4. Explain new pupil assessment procedures to parents.
5. Expect the quantity and quality of the innovative instruction to increase in subsequent years as teachers develop greater expertise.
6. Ascertain that materials exist that are designed to assess pupil attainment of objectives.
7. Determine questions that teachers want answered and insure their incorporation in the initial evaluation plan.
8. Collaborate with teachers to establish the importance of periodic review and evaluation.
9. Prepare a schedule of times when teachers will provide data on installation efforts.
10. Organize data collection to facilitate candid expressions of teachers' feelings.

DEMONSTRATION

1. Allow your teachers to help other schools innovate.
2. Have all financial facts ready to share with others.
3. Free teachers for informal discussions with observers.
4. Work with teachers to organize a realistic demonstration program.
5. Small "shows" allow greater audience observation than very large presentations.
6. Allow visitors to talk freely with teachers and students.
7. Invite the neighbors to see the new curriculum in action.
8. Publish a report on curriculum installation. (Mahan 1972)

APPENDIX I
CRITERIA TO BE CONSIDERED FOR ACCOUNTABILITY
IN DECISION MAKING

Whom will it affect?

Can it be easily implemented?

What will it cost in time or money?

Will it serve the purpose?

Will it serve the problem?

What new problems will it create?

Will happiness be achieved from the outcome? Why?

What will be the consequence?

(Feldhusen 1977)

APPENDIX J

ALTERNATIVE INSTRUCTIONAL MODES FOR THE GIFTED

Contracts

Learning Packages

Learning Centers

Independent Study

Self-Paced Materials

Role Playing

Groupwork

Lectures

Speeches

Trips

Projects

Simulations

Textbooks

Peer-Teaching (Blackburn 1976)

CRITERIA FOR REVIEWING GIFTED
LEA REIMBURSEMENT APPLICATIONS

It should be clearly understood that in order for a district to apply for gifted funds, said district must be able to demonstrate and document that gifted students are being served through differentiated means.

1. Compliance with requirements for completing the application form in accordance with the stated due date.
2. Compliance with Article 14.A of The School Code of Illinois which requires that state dollars be allocated and spent on the basis of gifted children actually identified and served through differentiated programming, not to exceed 5% of the district average daily attendance for a given fiscal year.
3. Compliance with the Rules and Regulations that Govern the Administration of the Gifted Program and the State Board of Education policy statement.
4. Compliance with Gifted Application Guidelines regarding budget expenditures and staff requirements.
5. The use of appropriate identification procedures.
6. The specification of student objectives in behavioral terms which focus on appropriate learning of gifted students.
7. The specification of activities related to differentiated instruction.
8. The specification of appropriate evaluation procedures which identify both instrumentation and level of success.
9. A comprehensive description of the teaching strategies, administrative arrangements and subject matter of the program.
10. A program summary that is suitable for publication.
11. A proposed budget that is congruent with the nature and scope of the intended program as reflected in the objectives.

SECTION II – ENROLLMENT LOCATIONS

A. Please indicate the number of identified gifted children for each grade level included in the proposed program(s).

GRADE LEVEL														
K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	TOTAL

B. Please list all attendance centers in your district which are included in the proposed program(s) and the name of the teachers involved in the gifted instructional program at each attendance center. (Use additional pages if necessary)

ATTENDANCE CENTER NAME(S)	NAME OF PERSON(S)

SECTION IV — PROPOSED PROGRAM OVERVIEW

INSTRUCTIONS: Please read each of the following statements, A through D. If the information requested in the statement has not changed from last year's application, check (✓) the box labeled "Information Same as was Submitted on Last Year's Application" and go to the next statement. If the information has changed, please provide the requested data.

A. For each category of giftedness which your proposed program(s) is to address, please provide the information requested in the following columns. (See Rules and Regulations to Govern the Administration and Operation of Gifted Education Reimbursement Programs, Article V.)

If information asked for on this page was submitted on an earlier application and has not changed, attach a copy of the previously submitted page.

CATEGORY OF GIFTEDNESS (general intellectual ability, and specific aptitudes)	SELECTION CRITERIA (criteria that will be used in identification such as achievement tests, teacher recommendations, etc.)	INSTRUMENTS (names of tests, inventories, checklists, etc. that will be used for identification)	CUT-OFF POINTS (if applicable) (point on each instrument which will be considered minimal for acceptance into program)	BRIEF DESCRIPTION OF PROCESS (steps that will be taken in applying selection criteria or in combining multiple criteria)

B. Your objectives should be statements of what you expect students to learn or accomplish as a result of your gifted program. These objectives should be stated in behavioral terms and should focus on the impact or outcomes of the program in terms of students. Your activities should be statements of how you intend to accomplish your objectives. For each objective listed, indicate in the Evaluation Procedures column, what instrument you will be using to measure the objective and what level of success you will consider satisfactory. Please be sure your responses to these columns are precise and clear. If additional copies are needed, please reproduce this page.

If information asked for on this page was submitted on an earlier application and has not changed, attach a copy of the previously submitted page.

OBJECTIVES	ACTIVITIES	EVALUATION PROCEDURES

In paragraph form, describe your program in respect to the following areas:

If information asked for on this page was submitted on an earlier application and has not changed, attach a copy of the previously submitted page.

Administrative arrangements (i.e., grouping procedures, frequency of contact, site, etc.)

Subject matter (i.e., differentiated curriculum in individual content areas, interdisciplinary, etc.)

Teaching strategies (i.e., individualization, independent study, small group discussion, etc.)

Please provide a one or two paragraph overview of your proposed program. This paragraph description may be used for publication so be as precise and grammatically correct as possible.

If information asked for on this page was submitted on an earlier application and has not changed, attach a copy of the previously submitted page.

Check one:

Initial Application (11)

Budget Summary Amendment (12)

BUDGET SUMMARY AND PAYMENT SCHEDULE Gifted Education Program

Project Number	
Total Grant	\$
Carryover Funds	\$
Current Funds	\$

INSTRUCTIONS: Check the appropriate box in the upper left hand corner to indicate the purpose for which this form is being submitted. Refer to Gifted Education Guideline for completion instructions.

CODE (Region-County-District-Type)		EDUCATIONAL SERVICE REGION	DISTRICT NAME	DISTRICT NUMBER					
LINE	ACCT. NO. (1)	EXPENDITURE ACCOUNTS (2)	BUDGET SUMMARY			PAYMENT SCHEDULE		- Office Use Only -	
			SALARIES (3)	CONTRACT AND OTHER (4)	TOTAL (5)	PAYMENT MONTH(S)	REQUEST		
01	INSTRUCTION 100	A Salaries for Instruction				1 July and August \$			
02		B Textbooks						(81)	
03		C Instructional Materials					2 September		
04		D Title I Reference Books (needed in program)							(82)
05		E Instructional Equipment (other than audiovisual)					3 October		
06		F Teaching Supplies and all other expenses for Instruction							(83)
07	211	Attendance Services				4 November			
08	212	Guidance Services						(84)	
09	213	Health Services				5 December			
10	214	Psychological Services						(85)	
11	215	Speech and Audio Pathology Services				6 January			
12	221	Improvement of Instruction						(86)	
13	MEDIA SERVICES 222	A Library Resources				7 February			
14		B Audiovisual Equipment						(87)	
15		C Audiovisual Materials					8 March		
16	230	General Administration						(88)	
17	240	School Administration				9 April			
18	253	Construction and Remodeling						(89)	
19	254	Operation and Maintenance				10 May			
20	255	Pupil Transportation						(90)	
21	256	Food Services				11 June			
22	290	Supporting Services - Other						(91)	
23	300	Community Services				12 July and August			
24	410	Diffusion - Title IV, Part C						(92)	
25	Total Direct Costs		\$	\$	\$	TOTAL	\$		
26	Approved Indirect Costs				\$				
27	TOTAL PROJECT BUDGET				\$				

I have checked and approve the facts, figures, and representations in this form for the Gifted Education Program.

Date

Signature of District Superintendent

PERSONNEL METHOD (Acct. 100A)

Enter expenditures for certified personnel. If the Personnel Method is used, omit Parts B and C. Attach documentation that personnel meet requirements stated in Rules and Regulations that govern the operation and administration of Gifted Programs.

\$

BUDGET FORMULA FOR CALCULATING ESTIMATED MAXIMUM REIMBURSEMENT (if not using A above)

- 1. Total ADA of district for FY 80
- 2. District's 1979 Equalized Assessed Valuation
- 3. District's 1979 Equalized Assessed Valuation Per ADA
- 4. Reimbursement Factor Based on Equalized Assessed Valuation
 The factor is: 1.2 for \$20,000 or more per pupil
 1.3 for \$15,000 but less than \$20,000 per pupil
 1.4 for \$9,000 but less than \$12,000 per pupil
 1.5 for less than \$9,000 per pupil
- 5. Compute ADA of Participating Students in the Program (not to exceed 5% of district ADA) ---
- 6. Compute the following formula: \$100. X Line 4 X Line 5 = Estimated maximum reimbursement

DETAIL BUDGET BREAKDOWN (if not using A above)

ACCOUNT NAME	ACCT. #	SALARIES	CONTRACT AND OTHER	TOTAL STATE FUNDS
INSTRUCTION				
Program Coord.	100A			
Materials/Equipment				
Instructional	100C			
Professional				
	100F			
Instructional Equipment				
	100E			
Account				
	100			
IMPROVEMENT OF INSTRUCTION				
Teacher Pay				
a. Curriculum Planning	221			
b. Inservice	221			
for Teachers				
a. Curriculum Planning	221			
b. Inservice	221			
Travel and Expenses				
a. Mileage	221			
b. Meals	221			
c. Lodging	221			
Consultant Fees and Exp.				
	221			
Registration Fees				
a. Inservice	221			
b. Conferences	221			
Testing and Scoring				
	221			
Student Tuition				
	221			
Account				
	221			
Administration				
	230			
Account				
	230			

TOTAL PROPOSED BUDGET

APPENDIX L
CASE STUDY FORMS

Family Data

Child's Name

Birthdate

Sex

Age

Address

Phone

Place of Birth

Father's Name

Age

Education

Employment

Business Phone

Mother's Name

Age

Education

Employment

Business Phone

Siblings

Name

Grade

Age

Name

Grade

Age

Name

Grade

Age

Stepfather

Age

Education

Stepmother

Age

Education

Age when parents were separated, divorced, or deceased.

If deceased, cause.

Prenatal and Birth History

While you were pregnant with this child were you under a doctor's care?

During this pregnancy did you have: Yes No When

anemia
 elevated blood pressure
 toxemia
 swollen ankles
 kidney disease
 heart disease
 bleeding
 measles
 German measles
 vomiting
 medication during pregnancy
 emotional problems
 threatened miscarriage
 early contractions

How many hours from first contraction to birth?

Were you given medication?

Did you have natural childbirth?

Was labor induced?

Were you under anesthesia during childbirth?

Was this a breech delivery?

Was the delivery unusual in any way? How?

Did you have a cesarean? Complications?

Did this baby have: Breathing problems?
 Cord around neck?

Did this baby cry quickly?

Was the baby's color normal?

Was oxygen used for the baby?

Was the baby premature?

Birthweight	Length		
Has your child Had:	Yes	No	Age
Measles			
German measles			
Mumps			
Chicken pox			
Whooping cough			
Diphtheria			
Flu			
Meningitis			
Encephalitis			
High fever			
Abscessed ears			
Allergy			
Convulsions			
Injuries to head			
Other injuries			
Other illnesses			
Hospitalizations			
Operations			

Does anyone in your family have any of the following conditions? Who?

Hearing loss
 Cleft palate
 Epilepsy
 Head injuries
 Upper respiratory infections
 Hereditary diseases
 Congenital anomalies
 Emotional problems
 Diabetes
 Kidney trouble
 Heart trouble

Developmental History

Age sat alone Age crawled Age stood alone
 Age walked unassisted Age started using words
 Age spoke in sentences
 Has your child ever been unconscious?

Health Information

Insofar as known, what kinds of health problems does the child have at the present time? Explain.

Is your child presently taking any medication? Explain.

Social History

What family members are currently reading at home? (age, name, relationship)

How does the child spend his spare time?

What responsibilities/duties are expected of the child?

In what other places has this child attended school?

EVALUATION CONSENT

I, _____, consent to the case study evaluation that is being recommended.

I have been advised of my rights and my child's rights.

_____ Parent or Guardian Signature

_____ Date

_____ Witness

ATTENDIX A
Communication Techniques
West Richland Community Unit Schools

Noble, Illinois 62868

November 30, 1981

Dear Mr. & Mrs.

Your child _____ has been selected to participate in our gifted program. According to our criteria, your child qualifies as gifted based on academic achievement and test results from the SRA Achievement Test. Our goal for the gifted program is to introduce your child and 16 others in 4th, 5th and 6th grades who qualify to participate in the gifted program to the new and fast moving world of computer programming.

The gifted program was approved last Spring to take effect this school year, with the funds that we received from the gifted grant from Springfield and local money from our district we were able to purchase an Apple II Plus Computer with a power disc drive. The computer is located in my office and the students will spend time with the computer learning computer language and program technology along with a "buddy", approximately 30 minutes three days a week.

If you have any questions, please call the grade school at 723-2415.

Sincerely,

Chuck Lowell, Principal
West Richland Elementary

West Richland Community Unit Schools**Noble, Illinois 62868**

January 21, 1982

Dear ~~Mr.~~ & Mrs: _____,

Your child _____ has been selected to participate in our gifted program. According to our criteria, your child qualifies as gifted based on academic achievement and test results from the SRA Achievement Test. Our goal for the gifted program is to introduce your child and 36 others in 4th, 5th, 6th, 7th, and 8th grades who qualify to participate in the gifted program to the new and fast moving world of computer programming.

The gifted program was approved last Spring to take effect this school year, with the funds that we received from the gifted grant from Springfield and local money from our district we were able to purchase an Apple II Plus Computer with a power disc drive. The computer is located in my office and the students will spend time with the computer learning computer language and program technology along with a "buddy" approximately 90 minutes a week.

If you have any questions, please call the grade school at 723-2415.

Sincerely,

Chuck

Chuck Lowell, Principal
West Richland Elementary School

UNIT DISTRICT 25

RAY J. GREEN, Principal Phone 665-3513

Box 279

Louisville, Illinois 62858

September 3, 1980

Dear Parents:

This letter is an introduction and a follow-up of our testing programs to identify students that do well in mathematics. For those students that qualify, we have them participating in an accelerated math program. Most of the work requires that students work independently and at their own rate.

Our goals for these students are to increase their knowledge in the math field and to increase their motivation to excel through independent studies.

For some students, math comes easier than being able to work independently; therefore, it is very important for students to be properly motivated and monitored while in this program.

It is suggested that parents meet with their child's teacher and to discuss the concerns you may have. Appointments may be obtained by contacting your child's teacher or through the school office (665-3593).

Charles Stortzum
Gifted Coordinator

NORTH CLAY ELEMENTARY And JR. HIGH SCHOOL

UNIT DISTRICT 25

RAY J. GREEN, Principal Phone 665-3513

Box 279

Louisville, Illinois 62858

September 22, 1980

ABC's for Parents of Gifted Children:

Allow your child experience using mathematics at home. Mention the size of containers, such as pints of cream and half gallons of milk. Encourage help when you bake, lay carpet or tile, or seed or fertilize the lawn, and allow your child to actually measure ingredients, areas, or quantities of material. Use the metric system of measurement to increase the child's knowledge and use of the metric system.

Before a shopping trip, encourage comparison of prices and quantities marked on containers to determine the best buys. Allow the child to purchase an item and figure out the change to be received. Other ways to help children apply their growing knowledge of mathematics to practical situations are: letting them double check the addition on grocery tapes, manage allowance, read thermometers, barometers, or even stop watches. Let them calculate age, weight, height, and dimensions. They can also figure gas purchases, mileage, tolls, and other trip expenses.

Card games, bingo, dominoes, toy telephones, board games, calendars, and clocks with large numbers all can help familiarize your child with the world of numbers. A small inexpensive hand calculator can be a good "toy."

Charles Stortzum
Gifted Coordinator

APPENDIX N

ENRICHMENT CLASSES FOR THE GIFTED

ABE-160-02	Reading and Speech Development	2
BUC-172-02	Small Business Management	2
ELM-112-01	Basic Electricity	3
ENG-050-07	Writing Lab	2
ENG-050-08	Writing Lab	2
ENG-050+09	Writing Lab	2
FUM-131-03	Music Fundamentals	4
HIS-173-01	Civil War & Reconstruction	3
MTH-020-02	Developmental Math II	2
MTH-020-02	Developmental Math II	2
MTH-020-03	Developmental Math II	2
MTH-020-04	Developmental Math II	2
MTH-020-05	Developmental Math II	2
MTH-191-01	Computer Programming in BASIC	2
PHO-113-01	Basic Photography	3
RDG-111-04	Speed Reading	2
SCI-010-02	General Science	5
TYP-111-01	Typing I	4

Olney Central College Summer 1981

Summer 1982

ABE-140-21	Enrichment reading, grades 1-5	2
ABE-140-22	Enrichment reading, grades 1-5	2
ABE-140-23	Sign language, grades K-3	2
CSC-163-21	Kids to the rescue, grades 1-5	2
ENG-050-21	Writing lab	2
GER-113-21	Conversational German	2
IND-020-21	Art, grades 6-9	2
IND-020-22	Arts & Crafts, grades 1-5	2
IND-020-23	Creativity for preschoolers, ages 4,5, & 6	2
IND-020-24	Creativity for preschoolers, ages 4,5, & 6	2
IND-020-25	Industrial arts, drafting, grades 5-10	2
IND-020-26	Industrial arts & crafts, grades K-8	2
IND-020-27	Industrial arts & crafts, grades K-8	2
IND-020-28	Investigating living things, grades 6-8	2
IND-020-29	Introduction to music	1
IND-020-30	Tutoring	2
IND-020-31	Introduction to typing	2
IND-020-32	Social studies, grades 6-12	2
MTH-020-21	Enrichment math, grades K-5	2
MTH-020-22	Enrichment math, grades K-5	2
MTH-020-23	Enrichment math, grades 6-12	2
MTH-020-24	Introduction to micro-computers, grades 6-12	2
RDG-010-21	Folk tales & mythology, grades 6-9	2
RDG-010-22	Little House on the PrairieI, grades 4-6	2

RDG-010-23	Primary phonics	2
RDG-010-24	Intermediate phonics	2
RDG-010-25	Speed reading, grades 6-12	2
SPA-113-21	Spanish, grades 1-5	2
Second Session-July 20 - August 12		
ABE-140-21	Little House on the Prairie II, grades 4-6	2
ABE-140-22	Sign language, grades 4-6	2
ABE-150-21	Enrichment reading	2
ABE-150-22	Enrichment reading	2
CSC-163-21	Kids to the rescue, grades 6-9	2
ENG-050-21	Writing lab (grades 6-12)	2
ENG-050-22	Creative writing, grades 4-12	2
ENG-050-23	News writing, grades 6-12	2
IND-020-21	Art, grades 6-12	2
IND-020-22	Arts & Crafts, grades 1-5	2
IND-020-23	Creativity for preschoolers, ages 4,5, & 6	2
IND-020-24	Creativity for preschoolers, ages 4,5, &6	2
IND-020-25	Animals with backbones, grades 6-8	2
IND-020-26	Introduction to music	1
IND-020-27	Thinking skills, grades 5-12	2
IND-020-28	World history, grades 6-12	2
MTH-020-21	Enrichment math, grades K-5	2
MTH-020-22	Enrichment math, grades K-5	2
MTH-020-23	Intro. to micro-computers, grades 6-12	2
RDG-010-21	Speed reading, grades 6-12	2

RDG-010-22	Literature for young people, grades 2-6	2
SCI-163-21	Chemicals, rocks, & fossils, grades 6-12	2
SPA-113-21	Spanish, grades 6-9	2

GUIDELINES
PROGRAM FOR THE GIFTED

FLORA COMMUNITY UNIT DISTRICT#35 SCHOOLS
Flora, Illinois

(Revised October 1978)

GENERAL PROGRAM GOALS

1. To apply uniform identification criteria and procedures for all students in the school system in the areas of general intellect, specific academic aptitude, creative thinking, visual and performing arts, leadership, and psychomotor ability.
2. To stimulate students to understand and utilize a hierarchy of thinking levels based on Blooms' Taxonomy.
3. To stimulate increased enthusiasm and interest within the staff in the peculiar needs of the gifted student.
4. To assimilate and distribute information about the program and the nature and needs of the gifted child so as to generate interest and concern in the public.

RATIONALE

If a major purpose of American education is to meet each child's individual needs, then the intellectually gifted require the same consideration as those who are slow learners, handicapped, economically disadvantaged, or emotionally disturbed. Research reveals that there are approximately one and one-half to two million gifted children in the United States which means that between two and three percent of the students in any given classroom fall into this category. It is an alarming fact that between ten and twenty percent of the gifted students become high school dropouts and a much larger number never attend college.

The efforts of concerned educators and legislators have led to the allocation of special funds for "gifted and talented children". The schools of Flora Community Unit #35 support the philosophy that each individual develop his abilities to his full potential, therefore, the program for gifted is developing.

This program will serve as a guide for the teacher. It will be an aid in identifying the gifted in each classroom. It will serve as a basis for the developing program for the gifted in the Flora Community Unit #35 Schools.

INTRODUCTION

In October 1977 and October 1978, a planning committee was formed for the purpose of developing a policies and procedures statement for identifying gifted students in kindergarten through sixth grade in Flora Community Unit #35 in three talent areas: General Intellectual Ability, Specific Academic Aptitudes and Creativity.

The following purposes were defined by the committee:

1. Develop identification policies and procedures for K-6 in the areas of general intellect, specific academic aptitude and creativity talent areas. Included will be suggested criteria for identification of gifted students in these areas.
2. List suggested activities for identified students in the above areas.
3. Assimilate and distribute information about the program in order to stimulate teacher interest in the gifted program.
4. Encourage teachers to use suggested criteria to identify gifted students in their classrooms.
5. Encourage the development of gifted programs in individual classrooms.

The Committee was composed of classroom teachers and guidance personnel. It was assisted in its work by the Region VII Area Service Center for Educators of Gifted Children. Our appreciation and thanks for the work of the Committee and the invaluable assistance of A.S.C.

EXPLANATION OF GIFTED/TALENTED

Gifted children shall be defined as those children who consistently excel or show the potential to excel in one or more of the following six areas of human endeavor to the extent they need and can profit from specially planned educational services.

AREAS OF GIFTEDNESS

1. General Intellectual Ability: The child's intellectual ability is so superior to other children in the school that his educational needs are not being adequately met by the standard school program.
2. Specific Academic Aptitude: The child has an aptitude in a specific subject area that is so superior to the aptitudes of other children in that specific subject area that his educational needs are not being adequately met by the standard school program.
3. Creative Thinking (creativity): The child tends to engage in divergent thinking that results in unusual responses to conventional tasks which significantly affects his ability to learn within a standard school program.
4. Leadership Ability: The child exhibits exceptional leadership ability so that he not only assumes leadership roles, but also is accepted by others as a leader in such a manner that his educational needs in this respect are not adequately met by a standard school program.
5. Visual and Performing Arts: The child is recognized by his outstanding aesthetic production in graphic arts, sculpture, music, or dance, as superior to, and beyond the means of, the average person so that his educational needs are not adequately met by a standard program.
6. Psychomotor Ability: The child displays physical and mental coordination so superior to the other children that his educational needs in this respect are not being met by a standard program.

REQUIREMENTS FOR THE IDENTIFICATION PROCESS

The identification process for gifted children shall meet these standards as prescribed by State guidelines:

1. The process must compare the gifted student's abilities to that of other students in the Flora Community Unit #35 population.
2. The process must establish criteria before the child is selected for the program.
3. The process must establish specific cutoff points when possible.
4. The process must indicate that the criteria for selection has been applied equally to every child in the district.
5. The identification process must use a minimum of three identification criteria in identifying gifted children in the six talent areas.

INSTRUCTIONAL PROGRAM FOR GIFTED CHILDREN

1. Identification of the gifted child.
2. Assessment of the nature of the child's educational needs for the purpose of personalizing program development.
3. Conference with parents regarding special program. Parents and student should be given the opportunity to decide whether they want to participate.
5. Continual evaluation and refinement of the program.

Some of the possible instructional programs to be used with identified gifted children are:

1. Acceleration of some children in selected subjects or areas.
2. Selective grouping of children in either classroom groups or within classrooms.
3. An enriched program within the classroom for individual children in usual classroom groups.

4. Independent study contract.
5. Others depending on the imagination and ingenuity of teacher.

METHODS OF STRUCTURING A GIFTED PROJECT

A Gifted MINI-PROJECT shall be defined as those instructional services, supportive services, unique materials, learning settings, and other educational services which modify, enrich, supplement and/or support the standard educational program of a selected group or individual.

A MINI-PROPOSAL shall be defined as a simplified proposal that fulfills the necessary guideline requirements submitted by a teacher or a team of teachers designed as a program plan for a particular area of endeavor for a gifted/talented individual or group. A mini-proposal shall be submitted to the reimbursement director of the gifted program prior to the development of a mini-project but following the identification of the gifted child in the classroom. The names of those identified shall be on the mini-proposal with projects developed for their particular needs.

FLORA COMMUNITY UNIT #35

Mini-Proposal Form

Program Development for Gifted Children

Staff Member Name _____ Attendance Center _____

I. PROGRAM: List which of the following six areas of giftedness for which your program is designed:

1. General intellectual ability
2. Specific academic aptitude
3. Creative thinking
4. Leadership ability
5. Visual and performing arts ability
6. Psychomotor ability

A. Area(s): _____

II. INSTRUCTION: List the grade level (K, 1, 2, etc.) of your program. List the curriculum area of your program (Math, Spelling, Art, etc.)

A. Grade Level. _____

B. Curriculum Area. _____

III. IDENTIFICATION: List at least three methods used to identify the students in your classroom that will participate in your program for gifted children education. They may include three of the following: intelligence tests; achievement tests; creativity tests; personality inventories; self-concept inventories; teacher or specialist evaluation; past school performance.

A. Three methods used. _____

- B. Number of identified students in your program. _____
 Names of identified students in your program.

- C. List assessment process of student's educational needs using some or all of: Student history, testing; staffing, other measures.

1. _____
 2. _____
 3. _____

- IV. OBJECTIVES OF PROGRAM: List the major objectives of your program. State them in some type of evaluative form. These objectives will be the major source for your evaluation as the year goes on and at the end of the year. If you need more space, turn to the back side of this page and continue.

- A.
 B.
 C.

- V. METHODS OF EVALUATION OF OBJECTIVES: During the year, a continual evaluation and refinement of the program will be made. At the end of the year there will be a formal evaluation. Here we deal with our strengths and weaknesses.

- A. List methods for continual evaluation.

1.
 2.

- B. List methods for final evaluation.

1.
 2.

VI. INSTRUCTION: List the experiences and personalized methods of instruction to be used with the children in the program, based on student identification and your assessment of the student's educational needs. Identification and assessment MUST precede development of the instructional program.

A. Experiences

1.

2.

B. Methods.

1.

2.

COST OF MINI-PROPOSAL

Released time _____

Instructional Materials _____

Professional Materials _____

Travel _____

ADDITIONAL INFORMATION AND/OR COMMENTS _____

Submitted: _____
Date

APPROVED BY:

Building Principal _____

Reimbursement Director _____

Date: _____

GIFTED PROGRAM PARTICIPATION RECORD

(To Be Filed by Teacher)

NOTE: THIS RECORD IS TO BE MAINTAINED AT ALL TIMES IN STUDENT'S CUMULATIVE FOLDER. It is to be recorded at the conclusion of each year of participation by the cooperating teacher.

_____ student's name was identified as being gifted as checked below during school year _____.

- General Intellectual Talent _____
- Specific Academic Aptitude
 - Reading _____
 - Mathematics _____
 - Other _____
- Creativity _____
- Visual and Performing Arts _____
- Leadership _____
- Psychomotor _____

CUMULATIVE PARTICIPATION RECORD

Year	Area/Program	Evaluation
------	--------------	------------

GIFTED PROGRAM I.D. ALERT

_____ qualified for the gifted program
 in the areas checked below in IQ and achievement testing.
 Teacher evaluation was not satisfactory to qualify this
 student. This student should be re-evaluated periodically.

General Intellectual Talent	_____
Specific Academic Aptitude	_____
Reading	_____
Mathematics	_____
Other	_____
Creativity	_____
Visual/Performing Arts	_____
Leadership	_____
Psychomotor	_____

(Note: To Be Filed in Cumulative Folder)

UNIT DISTRICT #35
GIFTED PROGRAM EVALUATION INSTRUMENT

Date	Grade Level	Teacher's Name
------	-------------	----------------

This instrument is designed to help us document our instructional attempts for gifted children during the past school year. Your input will not only assist in state funding procurement but in program planning/revision/improvement.

All teachers K-6 are requested to use Sections I, V, and VI. Teachers who have run either a formal or informal gifted program this year are requested to complete the remaining sections.

Your cooperation in completing this instrument and your active participation in the gifted program efforts are sincerely appreciated.

Carl House, Coordinator of
Local Gifted Program Efforts

I. Identification

- A. Number of students in your room this year who have been formally identified as gifted.
- B. Number of students in Item A you provided learning opportunities different from the regular program.
- C. In what gifted area(s) did you provide special learning opportunities.
- D. Did you operate a formally approved mini-project?

II. Needs Assessment Procedures

- A. Was your Gifted Project based on individual needs of identified students?
- B. How did you determine the needs of your gifted students?
 - 1. Interview
 - 2. Checklist: teacher student parent
 - 3. Other (explain)

III. Instructional Program

- A. What specific student objectives you established for your gifted project differed from your general education objectives?
 - 1.
 - 2.
 - 3.
 - 4.
- B. Who was involved in the establishment of these objectives:
 - 1. Teacher only 3. Parent
 - 2. Teacher and Student 4. Other

- C. Was it necessary for you to obtain special or additional instructional materials funded through gifted programming. If so approximate amount.
- D. Were there any special types of program strategies or models utilized with your gifted students (e.g., program-solving, Blooms' Taxonomy, higher level thought processes, etc.)? Identify.
- E. Approximately how many minutes do gifted students participate in the gifted program per week?
How many weeks?
- F. Approximately how much of your time is given to the special gifted project per week?

IV. Evaluation

- A. Briefly describe how you evaluate your gifted students in terms of your project objectives. (stated in III - A.)
- B. Did you administer pre-post test of any kind? If they were commercially made tests, please identify.
- C. Based upon your evaluation, approximately what percent of participating students successfully accomplished all project objectives?

20%	40%	60%	80%	100%
-----	-----	-----	-----	------

V. Staff Development

- A. Did you attend a gifted sponsored workshop this year?
Give title of workshop.
- B. Do you wish to be considered for gifted workshop participation next year?
- C. Is there a particular topic or area of inservice training oriented toward working with gifted children that you would like to attend?

VI. Other judgements or suggestions you have about this year's gifted program to help next year's planning.

CONSLUSION

In the remainder of this paper the planning committee for gifted/talented children in K-6 have provided a set of criteria for identifying gifted children in these three areas of giftedness:

General Intellectual Ability

Specific Academic Aptitude

Creativity

The planning committee has also provided suggested activities which can be used with identified children within the regular classroom. (To be included later.)

CRITERIA FOR IDENTIFYING
GENERAL INTELLECTUAL ABILITY
GRADES K-6

Intelligence Test - IQ 125 (minimum)

Use Cognitive Abilities Test Score
SRA Test Score, and/or
Slosson and Peabody Scores

Achievement Test - at least 90 percentile
for composite scores

Use Iowa Test of Basic Skills or
SRA Test Score when available,
otherwise use Peabody Individual Ach. Test
and/or Gates MacGinitie Reading Test

Teacher Questionnaire
with 75% yes answers -
(worksheets follows)

TEACHER OBSERVATION WORKSHEET
K-3
GENERAL INTELLECTUAL TALENT

SCHOOL
STUDENT'S NAME
COMPOSITE SCORE

TEACHER
GRADE
DATE

Directions: Please mark yes or no. Place an X in the space beside each item which best describes the pupil.

1. Performs at least one year above grade level.
2. Asks many penetrating questions, wants to know the causes and reasons for things.
3. Quick to recognize relationships and understand meanings, is sensitive to problems and suggests improvements.
4. Tendency to figure out what is wrong with an activity and figure out a better way to do it.
5. Is recognized by other students as being smart.
6. Has rapid insight into cause-effect relationships: tries to discover the how and why of things; wants to know what makes things (or people) "tick".
7. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc., than others.
8. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, and things.
9. Reads a great deal on his own.
10. Does not avoid problems because they are complex; is persistent; enjoys challenge of difficult problems, materials, assignments.
11. Works independently; self-disciplined.
12. Retains and uses information well.
13. Has an attention span beyond normal expectancy; able to concentrate.
14. Has knowledge about and an interest in a variety of things; aware of many stimuli.
15. Uses free time constructively.
16. Uses a large vocabulary effectively.

CRITERIA FOR IDENTIFYING
SPECIFIC ACADEMIC APTITUDE FOR
AREAS OF MATH AND READING
GRADES K-6

Intelligence Test - IQ 120 (minimum)
Achievement Test Score
90 percentile in specific area
(worksheets follow)

SPECIFIC ACADEMIC APTITUDE

KINDERGARTEN

Teacher Checklist

SCHOOL

TEACHER

POSTSCORE

DATE

Directions: Place an X in the space beside each question which best describes the pupil.

READING READINESS

YES NO

1. Does the student remember facts?
2. Does the student follow directions?
3. Does the student retell experiences? Stories?
4. Does the student read words?
5. Does the student show special interest in reading material?
6. Does the student use reading material independently?
7. Does the student recognize most letters in the alphabet?
8. Does the student communicate ideas clearly?
9. Does the student tell interesting stories?
10. Does the student recognize rhyming words?
11. Does the student recognize initial sounds?
12. Does the child have an unusually good vocabulary?

MATHEMATICS

YES NO

1. Does the student count to twenty and understand the concepts to 20?
2. Does the student recognize and write numerals to 20?
3. Does the student recognize the coins and know their value?
4. Does the student recognize the six basic shapes?
5. Does the student show skill in abstract thinking?
6. Does the student work independently on math projects?

YES NO

- 7. Can do simple addition to 10?
- 8. Recognizes plus (+) and minus (-) signs?

SPECIFIC ACADEMIC APTITUDE

Teacher Checklist

Math

Grades 1, 2, 3

SCHOOL
 PUPIL'S NAME
 COMPOSITE SCORE

TEACHER
 DATE

Directions: Place an X in the space beside each question which best describes the pupil.

- | | YES | NO |
|---|-----|----|
| 1. Can do mental computations accurately within a reasonable time. | | |
| 2. Shows an interest in and performs problems above grade level. | | |
| 3. Demonstrates a problem-solving ability with use. | | |
| 4. Wants to know reasons and causes. | | |
| 5. Doesn't need counters to compute math facts. | | |
| 6. Willing to do the assignment. | | |
| 7. Uses equipment and/or materials in a variety of ways. | | |
| 8. Finds more than one way of doing problems, whenever possible. | | |
| 9. Recognizes when a mistake is made, what the problem is, and corrects it. | | |
| 10. Expresses a desire to achieve at a higher level. | | |
| 11. Completes assigned tasks with a high degree of accuracy. | | |
| 12. Retains what is learned with little repetition. | | |
| 13. Works independently on assigned tasks. | | |
| 14. Reads and follows directions well. | | |
| 15. Has a long attention span. | | |
| 16. Listens well. | | |

SPECIFIC ACADEMIC APTITUDE

Teacher Checklist

Math

Grades 4, 5,6

SCHOOL
PUPIL'S NAME
COMPOSITE SCORE

TEACHER
DATE

Directions: Place an X in the space beside each question which best describes the pupil

YES NO

1. Can do mental computations accurately within a reasonable time.
2. Shows an interest in and performs problems above grade level.
3. Demonstrates a problem-solving ability with use.
4. Wants to know reasons and causes.
5. Willing to do the assignment.
6. Uses equipment and/or materials in a variety of ways.
7. Finds more than one way of doing problems, whenever possible.
8. Recognizes when a mistake is made, what the problem is, and corrects it.
9. Expresses a desire to achieve at a higher level.
10. Completes assigned tasks with a high degree of accuracy.
11. Retains what is learned with little repetition.
12. Works independently on assigned tasks.
13. Reads and follows directions well.
14. Has a long attention span.
15. Listens well.

SPECIFIC ACADEMIC APTITUDE

Teacher Checklist

READING

Grades 1-6

SCHOOL
 PUPIL'S NAME
 COMPOSITE SCORE

TEACHER
 DATE

Directions: Place an X in the space beside each question which best describes the pupil.

YES NO

1. Uses a vocabulary above his grade level effectively.
2. Reads books above grade level.
3. Shows an interest in a wide range of reading materials.
4. Asks intelligent questions.
5. Demonstrates comprehension.
6. Is clear and accurate in oral expression and/or written expression.
7. Expresses enthusiasm for individual reading.
8. Spends much time in independent reading activities.
9. Can retell stories in sequence.
10. Completes assigned tasks with high degree of accuracy.
11. Reads and follows directions well.
12. Listens well.
13. Has a longer attention span than most children at that grade level.
14. Works independently.

CRITERIA FOR IDENTIFYING
CREATIVITY
GRADES K-6

Teacher Creativity Worksheet

Torrance Test of Creative Thinking

Informal Testing

Art Talent Worksheet - 75% yes answers

(to be administered by art teacher)

Parent Inventory - 75% yes answers

CREATIVITY

Teacher Checklist

SCHOOL
PUPIL'S NAME
COMPOSITE SCORE

TEACHER
DATE

Directions: Place an X in the space beside each question which best describes the pupil.

YES NO

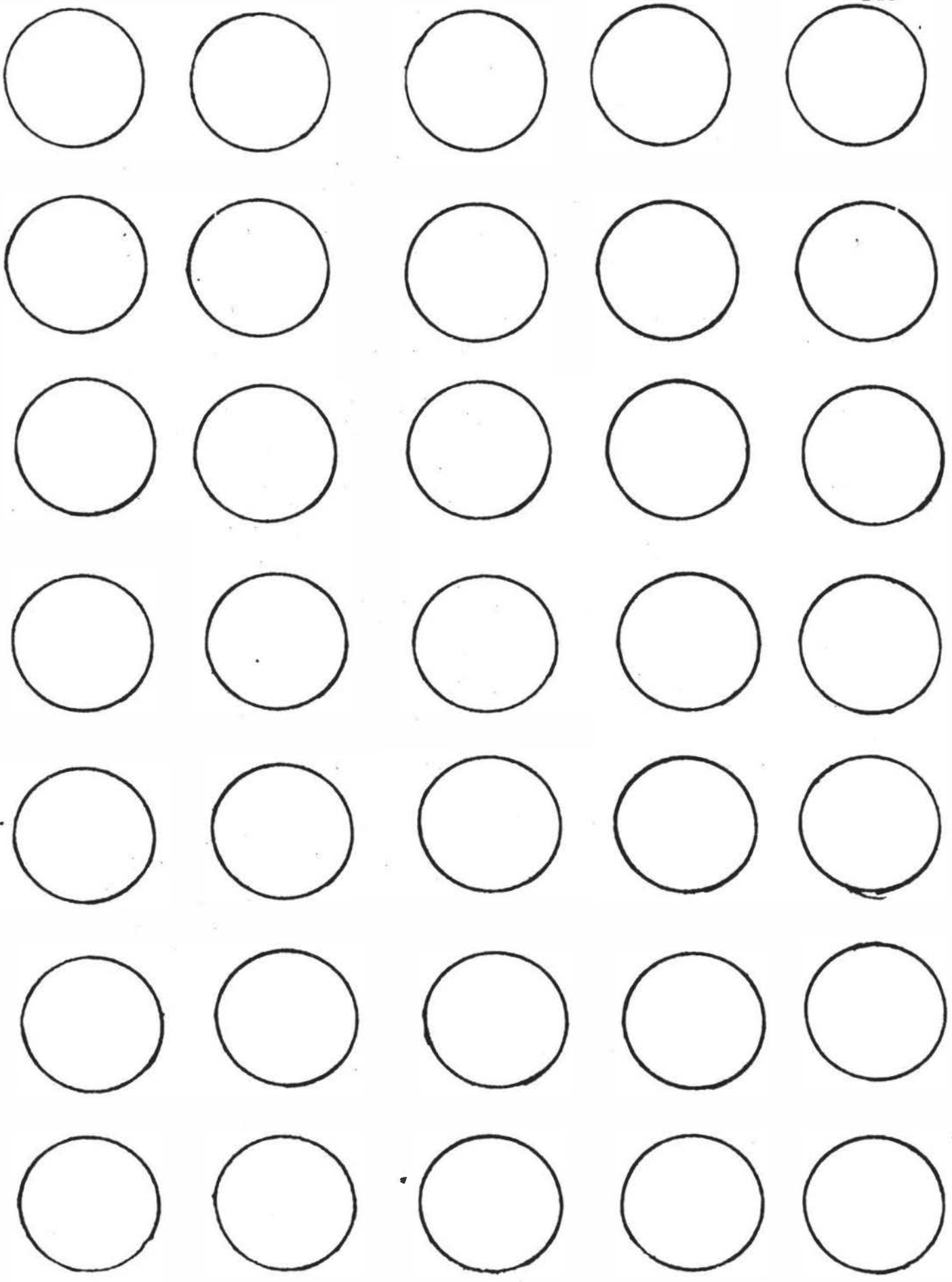
1. Learns by experimenting, manipulating objects in many ways.
2. Able to adapt as the situation demands.
3. Tries to find answers to his questions in his way.
4. Has long attention span on selected activities is able to organize those activities.
5. Does not fear being different; expresses individuality openly.
6. Bored with recitation, drill and memorization of facts; prefers talking about ideas and problems.
7. Expresses strong feelings which may be positive or negative.
8. Leans toward the unconventional.
9. Seems to rely on his own evaluations rather than on others.
10. Displays humor, playfulness and relaxation in his creative products.
11. Wishes to work alone.
12. Generates a large number of ideas or solutions to problems.
13. Sees humor in situations that may not appear humorous to others.
14. Can tolerate disorder.
15. Is sensitive to beauty, particularly natural phenomena.
16. Displays ability in role playing and creative expression.
17. Is critical of his own and others work.

TEST OF CREATIVE THINKING

Adapted from G. Paul Torrance
and William M. Rogge

Fluency Score	Originality Score	Elaborateness Score	Flexibility Score
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In ten minutes see how many objects you can make from the circles on the next page. A circle should be the main part of whatever you make. With pencil and crayon add lines to the circles to complete your picture. Your lines can be inside the circle, outside the circle, or both inside and outside the circle or connect the circles. Try to think things that no one else in the class will think of. Make as many things as you can and put as many ideas as you can in each one. Add labels or titles, if the identity is not clear. (Raise your hand if you have a question; the teacher will come to your desk.)



DIRECTIONS FOR SCORING

CIRCLES TEST

Fluency. The score for fluency is determined simply by counting the number of responses that the subject made; i.e., the number of objects drawn. Do not count the number of circles used as some subjects may have used two or more circles.

Originality. The score for originality is made by counting all of the responses with the exception of these:*

Balloons (only toy balloons)	Pans (excluding pans with some contents, such as fried eggs)
Buttons	
Balls	
Donuts	Tires
Earth, Moon, or Sun (excluding models, globes, etc.)	Wheels
Human faces (excluding definitely expressive or fantasy faces)	The two examples of glasses and jack-o-lanterns)

*The list may vary according to the responses from the particular group. For example, if thirty children take the test and only two mention the response of "buttons" then "buttons" would be given a point on originality. Whether the response is original or not depends on if it is frequently mentioned or not frequently mentioned.

In the case that an original category of response (bicycles, tables, numbers, hats, etc.) is repeated with little or no modification, all repeated responses are not scored. An example would be the use of circles in constructing letters, "p", "q", and "b". The category of response-letters is repeated; however, only the first response "p" would be regarded as original and "q" and "b" would not be. However,, if there is a shift in script style, or a change to capitalization, then all the responses are scored.

Elaborateness. The score for elaboration is determined by giving one point for each extra line added to the picture that means a new and significant detail. Thus, an apple might be elaborated to include a stem, leaves, a rotten spot, a worm coming out of the apple, a pitted shape, or mixed coloration. One point would be added for each of these. If the stem, etc., is filled in with many lines, it still receives only one point; for the person is elaborating in the same manner. Only when the person changes his style of elaboration does the individual receive additional points for scoring. An illustration of how several lines might count only one point would be that of a clock. You would give one point each for the hour hand, the minute hand, the pin which these hands would be attached to, all of the numbers, a stand, an alarm bell, and a handle, for a total of seven points, even though the number of lines and extra figures would number possibly 20 or more. A point should be added for each new idea or significant detail or change in style of elaboration, but not for repetition of the detail needed to complete it, such as the numbers of the hour.

Flexibility. Give one point for each category referred to by a response (if a category appears twice or more, do not give more than one point for it). If a response fits into two categories, give points for each such category.

CATEGORIES

- | | |
|--------------------------|---------------------------------|
| 1. Animals | 17. Fruits |
| 2. Animal faces | 18. Furniture |
| 3. Animal parts | 19. Games--part of |
| 4. Buildings | 20. Heavenly bodies--artificial |
| 5. Building parts | 21. Heavenly bodies--natural |
| 6. Candy | 22. Household items |
| 7. Clocks and watches | 23. Humans |
| 8. Coins | 24. Humans--fantasy |
| 9. Containers | 25. Human parts |
| 10. Cooking utensils | 26. Human faces |
| 11. Covers of any kind | 27. Human faces--fantasy |
| 12. Decorations | 28. Human faces--parts |
| 13. Designs | 29. Jewelry |
| 14. Devices--audiovisual | 30. Kitchen utensils |
| 15. Dial instruments | 31. Letters |
| 16. Flowers | 32. Mechanical equipment |

- | | |
|--------------------------------|------------------------------|
| 33. Musical instruments | 44. Tools |
| 34. Nails, nuts, bolts, etc. | 45. Toys |
| 35. Numbers | 46. Transportation--means of |
| 36. Optical instruments | 47. Transportation--means of |
| 37. Pastry | (parts) |
| 38. Plants--other than flowers | 48. Trees, parts of trees |
| and trees | 49. Vegetables |
| 39. School supplies | 50. Weapons |
| 40. Signs | 51. Or any other category |
| 41. Sports equipment | that is not mentioned |
| 42. Symbols | above |
| 43. Tableware | |

CREATIVE THINKING

(informal test)

NOTE: Teacher administer orally grades K-3.
Student reads own and answers grades 4-6.

1. How could you change a jumping rope so it would work better an last longer.

2. If you were going on a trip and could only take 5 items, what would you take?

3. Fill in the blanks.
Love is _____ Soft is _____
Food is _____ Sweet is _____
Blue is _____ Yellow as _____
Big is _____ Hot as _____

4. Make as many words as you can from Christmas. (2nd or 3rd only.)

5. How are bananas and telephones alike?

WORKSHEET FOR IDENTIFYING CHILDREN WITH ARTISTIC TALENT
K-3
CREATIVITY

SCHOOL
PUPIL'S NAME
COMPOSITE SCORE

TEACHER
GRADE
DATE

DIRECTIONS: Please mark all items yes or no.
Place an X in the space beside each item which
best describes the pupil.

YES NO

1. Draws a variety of things (not just jets or horses or people)
2. Put depth into picture, plans pictures, and uses good proportion.
3. Takes art work seriously. Seems to find much satisfaction in it.
4. Shows originality. Draws things in ways no other children do.
5. Is willing to try out new materials and experiences.
6. Fills extra time with drawing and painting activities.
7. Uses art to express his own experiences, his own feelings.
8. Is interested in other people's art work. Can appreciate, criticize, and learn from other's work.
9. Likes to model with clay, dough, or work with other forms of three-dimensional art.
10. Shows rapid progress through the stages of growth in art experiences; scribble to symbolic to realistic.
11. Art work shows richness of detail developed from retention of keen observations, awareness of environment, recall of past experiences.
12. Mastery of fundamental equipment and principals.

WORKSHEET FOR IDENTIFYING CHILDREN WITH ARTISTIC ABILITY

CREATIVITY

4-6

SCHOOL
STUDENT'S NAME
COMPOSITE SCORE

TEACHER
GRADE
DATE

Directions: Please mark all items yes or no.
Place an X in the space beside each item which
best describes the pupil.

YES NO

1. Draws a variety of things(not just jets or horses or people).
2. Put depth into pictures, plans pictures, and uses good proportion.
3. Takes art work seriously. Seems to find much satisfaction in it.
4. Shows originality. Draws things in ways no other children do.
5. Is willing to try out new materials and experiences.
6. Fills extra time with drawing and painting activities.
7. Uses art to express his own experiences, his own feelings.
8. Is interested in other people's art work. Can appreciate, criticize, and learn from other's work.
9. Likes to model with clay or work with other forms of three-dimensional art.
10. Shows rapid progress through the stages of growth in art experiences; scribble to symbolic to realistic.
11. Art work shows richness of detail developed from retention of keen observations, awareness of environment, recall of past experiences.
12. Mastery of fundamental equipment and principals.

PARENT INVENTORY

K-3

NAME	DATE
SCHOOL	GRADE
BIRTHDATE	

A. What special talents or skills does your child have?

Give examples of behavior that illustrates this.

B. Check the following items as best describes your child as you see him or her. Please answer yes or no.

YES NO

1. Is alert beyond his years.
2. Likes school.
3. Has interests of older children or of adults in games and reading.
4. Sticks to a project once it is started.
5. Is observant.
6. Has lots of ideas to share.
7. Has many different ways of solving problems.
8. Is aware of problems others often do not see.
9. Uses unique and unusual ways of solving problems.
10. Wants to know how and why.
11. Likes to pretend.
12. Other children call him/her to initiate play activities.
13. Asks a lot of questions about a variety of subjects.
14. Is concerned with details.
15. Enjoys and responds to beauty in nature and/or art.
16. Is able to plan and organize activities.
17. Often finds and corrects own mistakes.
18. Others seem to enjoy his/her company.
19. Makes up stories and has ideas that are unique.
20. Has a wide range of interests.

PARENT INVENTORY
4-6

NAME
SCHOOL
BIRTHDATE

DATE
GRADE

A. What special talents or skills does your child have?

Give examples of behavior that illustrates this.

B. Check the following items as best describes your child as you see him or her. Please answer only yes or no.

YES NO

1. Is alert beyond his years.
2. Likes school.
3. Has interests of older children or of adults in games and reading.
4. Sticks to a project once it is started.
5. Is observant.
6. Has lots of ideas to share.
7. Has many different ways of solving problems.
8. Is aware of problems others often do not see.
9. Uses unique and unusual ways of solving problems.
10. Wants to know how and why.
11. Other children call him/her to initiate play activities.
12. Asks a lot of questions about a variety of subjects.
13. Is concerned with details.
14. Enjoys and responds to beauty in nature and/or art.
15. Is able to plan and organize activities.
16. Often finds and corrects own mistakes.
17. Others seem to enjoy his/her company.
18. Makes up stories and has ideas that are unique.
19. Has a wide range of interests.