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A Study of the Role of the Learning Resource Center in the Education of Gifted Elementary School Students

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A STUDY OF THE ROLE OF THE
LEARNING RESOURCE CENTER IN THE
EDUCATION OF GIFTED ELEMENTARY SCHOOL STUDENTS

A THESIS ABSTRACT

BY

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Submitted in partial fulfillment of the requirements
for the Masters of Education Degree
in the School of Education at
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ABSTRACT

This study was designed to examine three existing gifted programs located in elementary schools in East Central Illinois for the purpose of understanding the role of the Learning Resource Center (LRC) in the development and implementation of programs to meet the needs of gifted students within the school populations.

The case study approach was used to conduct the study.

Personal interviews, observations, and questionnaires were the major methods used for the collection of data. The study was organized into four areas: 1) "Background Information": This area included all data concerning the school and community, the budget, the organizational structure, personnel, aspects of the gifted programs not associated with the LRC, and statements of philosophy and policy. 2) "Analysis of the Gifted LRC Program Using an Instructional Systems Model":

The following major elements of an instructional systems model were researched: identification of students, assessment of student needs and entry levels, specification of goals, specification of objectives, selection of strategies, implementation of learning activities, evaluation of performance, analysis of feedback, and implementation of modifications.

3) "Analysis of the Gifted LRC Program Using the Enrichment Triad Model Checklist": The Enrichment Triad Model, a system for developing defensible gifted programs created by Joseph S. Renzulli, was used to determine the success or failure of each gifted LRC program in meeting the needs of gifted students. An observational checklist with twenty key elements was developed and used for this purpose.

4) "Attitude Surveys": Attitudes of the gifted student participants,

their classroom teachers, and their parents toward the gifted LRC program were researched. Teachers and parents were given brief attitude surveys; the students were interviewed individually.

The gifted LRC programs selected for study were located in elementary schools within a specified eight-county area of East Central Illinois. The Learning Resource Center and the Learning Resource Center professional were both integral aspects of the gifted programs in the schools. Permission for the study was granted by the LRC professional. Three gifted LRC programs were found which conformed to the established criteria.

Five instruments were used in the accumulation of data: 1) the Data Collection Outline, 2) the Enrichment Triad Model checklist, 3) the Student Attitude Interview format, 4) the Teacher Attitude Survey, and 5) the Parent Attitude Survey.

The three methods of presentation of data used were narrative description, tables, and illustrations. The data for each gifted LRC program was presented separately, and the three programs were not compared or contrasted.

Conclusions and recommendations were made separately for each gifted LRC program. The conclusions consisted of a list of the strengths and a list of the weaknesses identified for each program based on the data collected. A specific list of recommendations made for each program included suggestions to maintain or expand those areas identified as strengths within the program, and suggestions to correct those areas designated as weaknesses. In addition, conclusions and recommendations were constructed for the role of the Learning Resource Center in the education of gifted elementary students in general.

In summary it was concluded that Learning Resource Centers have the potential to offer significant contributions to the education of gifted elementary school students, and that attention to the various areas covered in this study would aid in developing and implementing gifted Learning Resource Center programs.

Acknowledgements

No research study is ever completed solely through the efforts of one individual. This paper is no exception. I am, therefore, pleased to take this opportunity to express my sincere appreciation to Dr. Floyd Landsaw whose inspiration, patience, and guidance went far beyond the traditional role of an advisor.

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CHAPTER I

BACKGROUND OF THE STUDY

Introduction

An increased awareness and interest in the need for special programs for gifted elementary school students has emerged as a significant educational concern in the past decade. Department of Education statistics claim that there are nearly two million gifted children in the United States comprising approximately two to four percent of all pupils. On the other hand, Sidney P. Marland, former U.S. Commissioner of Education and Background Papers, has labeled these children "our most neglected students," and has estimated that less than five percent of the number of children identified as gifted actually receive the enrichment and special programs they need to fully develop their potential. (4:22)*

Unfortunately there exist some important deterrents to the full implementation of gifted programs: 1) a lack of trained personnel in the area of gifted education (8:48); 2) an era of budget restrictions and even reductions ranging from moderate to severe within public education; 3) lack of space and facilities for a new program; and 4) the lack of resources and/or the ability to purchase extensive instructional materials to supplement such a program, which is a concern directly related to budget restrictions.

*Numbers in parentheses refer to numbered references in the bibliography; those after the colon are page numbers.

One solution to the problem of meeting the needs of gifted students is to utilize the school Learning Resource Center. In this way, many of the potential problems of establishing or expanding services for gifted children can be eliminated or reduced. The Learning Resource Center professional often has had training in areas which are beneficial to gifted students. (41:478) Many of the resources which gifted students need are already located in the Learning Resource Center. (41:498) Therefore, the need for a large additional expenditure in the school budget for a gifted program may be avoided by utilizing the existing services of the Learning Resource Center professional and the Learning Resource Center's collection of instructional materials and references. The Learning Resource Center facility itself can provide the necessary space and conducive climate so that additional areas of the school do not need to be found or created. (41:498) Therefore, it appears possible that the Learning Resource Center could be a very appropriate and economical aspect of the elementary school gifted program.

Purpose of the Study

The purpose of this study was to observe, research, and analyze the gifted programs which were based in the Learning Resource Centers of three public elementary schools in East Central Illinois.

To accomplish the broadly-stated purpose above, the study was divided into four areas of research. Each area was designed to contribute data and insight into the total gifted Learning Resource Center program at each school.

The first area of study was labeled "Background Information". This area was designed to focus on the organizational and structural

aspects of each gifted Learning Resource Center program, including information about the nature of the school and community; the budgets of the Learning Resource Center and the gifted Learning Resource Center program; the organizational structure of the gifted Learning Resource Center program; the personnel involved in the gifted Learning Resource Center program; and the statements of philosophy and policy applicable to the Learning Resource Center and the gifted Learning Resource Center program.

The second area of study was "Analysis of the Gifted Learning Resource Center Program Utilizing an Instructional Systems Model". For this area, an instructional systems model was developed specifically for the analysis of gifted Learning Resource Center programs. The gifted Learning Resource Center program at each school was examined by locating all available information pertaining to each of the major elements of the model. The purpose of Area II in the research study was to identify the presence or absence of each element of the instructional systems model for each gifted Learning Resource Center program.

The third area of study focused specifically on the key elements required of a gifted program to meet the educational needs of gifted students. The Enrichment Triad Model by Joseph S. Renzulli was chosen as the standard for this analysis. An observation checklist of twenty of the most essential points from the model was constructed and used.

The fourth area of study emphasized the attitudes and opinions of three groups of people involved in the gifted Learning Resource Center program at each school: the gifted student participants, their classroom teachers, and their parents. Attitude surveys were designed and used to indicate the opinions of the teachers and parents. Students were individually interviewed for the same purpose.

This study has potential value to educators who desire to expand the role of the Learning Resource Center in their school, or who wish to initiate or expand a gifted program for elementary students. By reviewing three prototypes for such a program, educators may build on the strengths and avoid the weaknesses of each to create programs of excellence appropriate for their own students and situations. Furthermore, the structure and outline of analysis may provide a useful reference for establishing guidelines and evaluation criteria for gifted programs.

Assumptions

This study of the role of the Learning Resource Center in three elementary gifted programs was based on the following general assumptions:

1. Gifted students need and should be provided with special programs which are qualitatively different from the basic educational program (28:2)
2. The Learning Resource Center and the Learning Resource Center professional can be integral to gifted programs (10:133)
3. A model of an instructional system can be effectively used to analyze the components of Learning Resource Center gifted programs
4. Joseph S. Renzulli's Enrichment Triad Model can be effectively used as a model for the analysis of the Learning Resource Center programs' abilities to meet the educational needs of gifted students

Scope and Limitations

The study was limited to programs involving both the Learning Resource Center and gifted students which were located in public elementary schools in an eight-county area of Illinois: Champaign, Clark, Coles, Cumberland, Douglas, Edgar, Moultrie, and Shelby counties. The programs all received reimbursement from the Illinois State Board of

Education under the jurisdiction of the Region V Area Service Center for the Gifted located in Rantoul, Illinois. Furthermore, the Learning Resource Center professional must have been actively involved in the planning and/or implementation of the gifted program, and must have indicated a willingness to participate in the study.

It should not be assumed that the programs selected were the only gifted programs in the eight-county area, that they were the best, or that they were representative samples. Instead, they were chosen because they were the only three programs which met all of the stated criteria.

This study does not attempt to compare or contrast the three programs in terms of their effectiveness or desirability. No analysis was made concerning the IQ gains, achievement gains, or academic progress of the students in any of the programs. The gifted students selected for study were those identified by their respective schools, and not through any independent criteria.

Although a tremendous volume of literature is available concerning all aspects of gifted education, this study utilized one resource as a primary reference and model for the analysis of whether the gifted programs studied were meeting the educational needs of the gifted students. The reference selected, after a thorough examination of the field of gifted education, was Joseph S. Renzulli's book: The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented.

Definitions of Terms

Behavioral objective. An instructional objective which meets these four criteria: 1) describes something which the learner

does or produces, 2) states a behavior or product of the learner's behavior, 3) states the conditions under which the behavior is to occur, and 4) states the standard which defines whether or not the objective has been obtained (15:49)

Enrichment Triad Model. Created by Joseph S. Renzulli, this model is "a guide for developing defensible programs for the gifted and talented" which focuses on three types of activities: General Exploratory Activities, Group Training Activities, and Individual and Small Group Investigations of Real Problems. (31:14)

Entry level. The skills, knowledge, attitudes, and behaviors a student possesses prior to the initiation of a unit or program of study.

Feedback. Feedback refers to the elements in an instructional system which provide information concerning the effects or results of instruction.

General intellectual ability. "The child possessing general intellectual ability is consistently superior to that of other children in the school to the extent that he [or she] needs and can profit from specially planned educational services beyond those normally provided by the standard school program." (36:1)

Gifted children (gifted students). ". . . those children who consistently excel or show the potential to consistently excel above the average in one or more of the following areas of human endeavor to the extent that they need and can profit from specially planned educational services: General Intellectual Ability . . . Specific Academic Aptitude. . . Creative Thinking . . . Leadership Ability . . . Visual and Performing Arts Ability . . . Psychomotor Ability. (36:1)

Gifted Learning Resource Center program (gifted LRC program). A general name for the three programs which are the focus of this study, as well as other gifted programs which are based in the Learning Resource Center, or which involve the Learning Resource Center to a significant extent. Hereafter the gifted Learning Resource Center program shall be referred to as the gifted LRC program.

Goals. Broadly conceived, long-range instructional objectives. (15:10)

Instructional system. A model used for the design, implementation, and/or evaluation of instruction in which each element is part of and contributes to the total educational plan.

Learning Resource Center (LRC). A collection of all forms of learning resources, both print and non-print, together with the equipment for their use, and, often, for their manufacture, which is available in a centralized location for the use of teachers and students within a school. In this study, the term Learning Resource Center is used in place of the related terms of Library, Learning Center, Media Center, Library Learning Center, and so on, unless a source is quoted directly. Hereafter, the Learning Resource Center shall be referred to as LRC.

Learning Resource Center professional (LRC professional). A trained person who is in charge of the LRC and its programs. In this study, the title LRC professional is used in place of the related titles of Librarian, Media Specialist, Media Professional, LRC teacher, Library Media Specialist, and so on, unless a source is quoted directly. Hereafter the Learning Resource

Center professional shall be referred to as the LRC professional.

Objectives. General statements of the purposes and goals of an educational program or specific instructional activity which may or may not be stated behaviorally. See behavioral objectives.

Region V Area Service Center for the Gifted. One of the nine Area Service Centers in Illinois established by and funded by the Illinois State Board of Education, which offers information, assistance, supervision, and financial aid to public school district gifted programs and gifted educators.

Resources. Print and non-print materials in all forms, and the equipment necessary to locate and utilize them. This term also encompasses realia and human resources.

Specific academic aptitude. "The child possessing a specific academic aptitude is that child who has an aptitude in a specific subject area that is consistently superior to the aptitudes of other children in the school to the extent that [she or] he needs and can profit from specially planned educational services beyond those normally provided by the standard school program." (36:1)

Strategies. The techniques, groupings, resources, time, and space allocations planned for and used in an instructional system.

Techniques. The procedures and practices used to accomplish teaching objectives. Techniques may be viewed as falling on a continuum ranging from expository (teacher-presented material) to inquiry (student-discovery learning). Examples of various

teaching techniques are: lecture, discussion, audio-visual presentation, computer assisted instruction, research, oral reports, and experimentation.

CHAPTER II

RELATED LITERATURE AND RESEARCH

Introduction

A survey of contemporary literature dealing with both gifted students and the role of the LRC revealed a small, but apparently growing, body of information in this area. Among the writers who have approached the concept, there appears to be a general agreement that LRCs have the potential to be important aspects of gifted programs. However, very little supporting data exists to independently verify this assumption.

The first section of this review of related literature will cover those references which were found that dealt specifically with the role of the LRC in gifted education. The second section of the review will attempt to present selected research in four general areas of study: background information; the instructional systems model approach; the Enrichment Triad Model for developing defensible gifted programs; and the attitudes of gifted students, their teachers, and their parents toward gifted programs.

LRCs and the Education of Gifted Children

The Historical Role

LRCs have traditionally been involved in the education of gifted children. (4:21; 35:178) It is in the LRC that very bright children

have been able to escape from the demands of being in a group, and have been able, instead, to explore materials on an individualized and self-paced basis. (19:120) Since gifted students generally consume far more materials than regular students, the relative abundance of resources in the LRC has often been a major attraction. (41:498) Furthermore, LRC professionals are trained to offer the type of help gifted children need, and to guide the independent study work they have pursued. (41:498)

Unfortunately many of these activities for gifted students based in the LRCs of schools were neither organized or structured. Smith notes that:

Throughout the years, the 'librarian' has more contact with gifted students than any other professional in the school. Conceding the fact that such a generalization might indeed be true, educators must realize that at that point library services are, simply stated, a provision and not a program. (35:178)

Many of the services to gifted students have been created spontaneously and informally by the LRC professional in response to the perceived need. (4:21)

The Current Lack of Information

Among the few educators who have addressed themselves to the concept of utilizing the LRC for gifted programs, the lack of information about the subject was constantly mentioned. Laughlin noted that:

. . . despite the growth of this literature [on gifted students in general], few writers have addressed themselves to the crux of the problem, viz., what can the library do to meet the needs of today's special students? (26:69)

When Barbara Baskin and Karen Harris compiled their book of readings, The Special Child in the Library, they were reportedly astonished to find so few articles in the literature which dealt with the subject of gifted students in the LRC. (26:69) Thomas H. Walker agrees, stating that:

The nationwide proliferation of school programs for gifted and talented students in recent years has not, surprisingly, been the subject of any particular notice in school library literature . . . a thorough search of the recent literature yields little result. (42:253)

Norman Beswick claimed that despite thirty years of close study of gifted children in the United States, ". . . it was found that very little had been significantly written about library work with highly gifted." (7:42)

According to these authors, the role of the LRC in the education of gifted students is an area in need of further research and study.

The Need for Gifted LRC Programs

A core of concerned educators have considered the advantages of utilizing the LRC for gifted students. These educators have recognized that it cannot be assumed that gifted students will manage entirely with the same resources selected for the average student within the LRC. (7:42) Nor are informal, loosely conceived LRC programs for the gifted considered adequate. Baker and Bender state that:

While spontaneity is important as an energizer and may lead to creative results, the times require justification, accountability, and objectives--and these are not incompatible with good programs for the gifted and talented. A loosely planned and unfocused program is hard to evaluate, difficult to follow up, and almost impossible to replicate. It is possible to structure gifted and talented programs without restricting them. (4:225)

The Benefits of Gifted LRC Programs

There appear to be several persuasive reasons for developing gifted LRC programs:

1. As previously mentioned, the LRC has traditionally been one place where gifted students have felt welcome and comfortable

2. "The scope of knowledge has become too vast to be covered extensively within the boundaries of classroom instruction, superior though that instruction may be. Through the school library, these boundaries can be extended immeasurably in all areas of knowledge and in all forms of creative expression. . . (2:3)

3. The LRC has abundant materials and resources for independent or small group study at a wide range of interest and ability levels (4:22)

4. The LRC provides the student with "openness and flexibility of space" (41:498)

5. The LRC professional's emphasis on the development of creative thinking, ability to aid in the location of a variety of materials, and concern for the development of research skills, parallels the need of gifted students (4:32)

6. The LRC can serve as a bridge to the tapping of resources beyond the school. Using networking systems and inter-library cooperation, the gifted student's horizons can be expanded even further (4:22)

Support for an active role for the LRC in gifted education is present within the various disciplines in the field of education as indicated by the following statements:

Nowhere in the school is there to be found a more promising situation for the academically gifted. . . than in the library. (9:133)

The library is the heart of the enrichment program for the superior learner with special interest in mathematics. (17:133)

Studies have shown how clearly good school libraries in elementary and secondary schools are related to academic achievement, to remaining in high school, and to going on to college. (24:133)

Throughout the literature, the benefits of utilizing the LRC for the education of all children, and especially gifted children, has gained a significant amount of attention.

Research Relating to Four Areas of Gifted LRC Programs

Area I: Background Information

Information pertaining to the following four categories concerning the basic structure of gifted LRC programs was researched: budget, organizational structure, personnel, and statements of philosophy and policy.

Budget

All of the gifted LRC programs in this study were in school districts which received reimbursement from the Illinois State Board of Education, by completing an "Application for Gifted Education Reimbursement Program" form for the current school year. Section IIa of this form states that, "The applicant hereby gives assurances to the Illinois State Board of Education that . . . the gifted education reimbursement program will fully comply to the conclusion of the program with all aspects of the Rules and Regulations to Govern the Administration and Operation of the Gifted Education Reimbursement Program." Therefore, a close relationship between the finances of each gifted LRC program and specific state regulations was established. However, the Rules and Regulations do not include specific information concerning the planning or implementation of a budget, the dollar amounts to be spent, or any other facet of budgeting. (36:1-11)

S.P. Marland's report to Congress on the education of gifted and talented in the United States, answers the question "What does a good program cost?" in this way:

We frankly don't know because an optimal program has never been funded. Costs of programs for the gifted are frequently constrained or limited to the monies which can be made available - which in turn constrain the kinds of activities carried out with these funds. (28:43)

The report goes on to assert that state funding of local programs "cannot be interpreted as more than token payment to encourage local effort" and concludes that "the problem of costs merit further investigation." (28:44)

In Illinois, two methods of reimbursement are used by the State Board of Education.* In the "Personnel Method," expenditures for qualified personnel are submitted along with documentation that the personnel meet the requirements stated in the Rules and Regulations. The second alternative for the school district applying for reimbursement involves the multiplication of the average daily attendance of gifted students, a reimbursement factor based on the prior year's Equalized Assessed Valuation for the district (the total district valuation of property after the state's multiplier has been applied), and a constant dollar amount, which was \$88.00 for the school year 1981-82. The formula for calculating estimated maximum reimbursement

*The following information was taken from Section VI (Budget Breakdown) of the required forms submitted to the Illinois Board of Education by school districts applying for reimbursement for gifted program expenditures.

for gifted programs in Illinois is stated as:

$$(\$88.00) \times (RF) \times (ADA/prog) = \text{estimated maximum reimbursement}^{**}$$

The school district must submit documentation indicating that expenses were incurred for the gifted program which equaled or exceeded the maximum reimbursement, thereby qualifying the district for the full amount. Any additional funds spent by the school district beyond the maximum reimbursement figure must be included in the district's normal operating budget.

In addition to the budget specifically allocated to the gifted LRC program, consideration was given to the total LRC budget. It was assumed that in locating the gifted LRC program in the LRC, all or most of the resources there were made accessible to the gifted students.

In Standards for Educational Media Programs in Illinois, recommended expenditures for the LRC ranged from "a total of all sources of 1.0% of the State Average per pupil Instructional costs" (for Phase One) to six percent of the state average per pupil instructional costs (for Phase Three). (29:528)

The most recent statistics available, from the Statistical Abstract of the United States, 1981, gave the average per pupil in average daily attendance expenditure for Illinois as \$2,041. (40:154) One percent of this amount would be \$20 per pupil; six percent would be \$122.46.

**\$88.00 is constant for school year 1981-82, "RF" is the reimbursement factor based on equalized assessed valuations, and "ADA/prog" is the average daily attendance of students in the gifted program (not to exceed five percent of the district average daily attendance).

In addition to determining actual money amounts available for the LRC and the gifted LRC program, consideration was given to the allocation of responsibility for the distribution and spending of the money. Media Programs: District and School recommended centralized purchasing whenever possible, but also stated that the director of the district media program should act upon the recommendations and requests of the heads of the school LRCs. (3:43) Emphasis was also placed on various "essentials" of good budgeting procedures: prior planning, the articulation of specifically defined objectives, a clearly defined system of responsibility within the budgeting structure, the support of the chief executive to whom the LRC professional must answer, an adequate accounting system, and detailed research and data collection. (20:110)

Organizational structure

Related to the budgeting process is the system of organization involved in the gifted LRC program. Hicks and Tillin summarized it in this way:

. . . the essential components which would be reflected in the organization are these: that it starts with objectives, provides for personnel requirements, indicates task divisions, describes physical assets, sets down policies and procedures, defines authority, accountability, and responsibility, and provides for lines of communication. The combination of these ingredients into the structure should assure the attainment of organizational objectives. (20:23)

The Rules and Regulations for gifted reimbursement programs in Illinois state that the establishment and operation of all such gifted programs:

. . . shall be under the coordination and educational direction of a designated administrator or teacher who shall be known

as the gifted program reimbursement director. This person shall facilitate the development and operation of the local gifted education program and services . . . in cooperation with appropriate state education agency personnel, area service center personnel, parents of gifted students, and gifted students themselves. (36:5)

Personnel

Certain personnel requirements for professionals involved in gifted programs in Illinois have been established. In addition to the outline of job responsibilities for the gifted program reimbursement director mentioned in the preceding section, a very specific list of duties was established for this position in Section 6.02 of the Rules and Regulations. A copy of these responsibilities can be found in appendix A.

Furthermore, Section 6.01 detailed the requirements for professional personnel for whom reimbursement funds in excess of three hundred dollars were claimed when the "Personnel Method" of reimbursement was used. The LRC professional involved with gifted education must hold a registered teaching, supervisory, or administration certificate, and must meet two of the following three requirements: 1) have completed three semester hours of college credit in the education of gifted children, 2) have completed an approved summer training institute for teachers of the gifted, and/or 3) have at least two years of experience in working with programs specifically for gifted children. (39:9) For the complete text of the regulation, see appendix A.

The standards for Illinois recommend that the LRC be staffed with one full-time certified teacher with library science and audio-visual education for each five hundred students in the school, and one half-time media aide for each professional. One half-time LRC

professional should be hired for schools with fewer than four hundred students. (29:528)

A review of the literature revealed many references to the importance of clearly defining the job responsibilities and duties for all members of an organization such as a gifted LRC program. (20:85; 11:187; 3:35) In some cases, formal job descriptions were recommended as an aid to creating a sense of stability, to maintaining clarity for all personnel, and to making appropriate hiring decisions. (20:85) The specific numbers and ranges of duties, however, should be determined by the size and scope of the program. (3:25)

Statements of philosophy and policy

A final section of importance in this area was the development of appropriate statements of policy and philosophy for both the gifted LRC program and the LRC itself. Hicks and Tillen have stated:

Every system comes into being as a result of certain beliefs and concepts. This is the philosophy from which the purpose of the system is derived, the foundation on which the system is structured. To avoid misinterpretation of the system's real mission, state this philosophy clearly. (20:9)

A philosophy statement for the State Board of Education of Illinois concerning the education of gifted students was found in the forward of the Rules and Regulations published by the Department of Specialized Educational Services. The complete text for this statement can be located in appendix A.

Statements of policy are useful at all levels of organizational structure, especially if various levels of authority are present. (20:38) Policy provides a basis for the coordination of decision-making activities so that various personnel within an organization are operating with

consistency. A statement of policy is a guide, with implied flexibility, which may combine these three basic components: a statement of objectives, a statement of principles, and a statement of implementation. (20:38)

Area II: The Instructional Systems Model

Overview of the instructional systems model approach

The decade of the 1970's was an important transition period for LRC professionals. The emphasis began to shift from being a caretaker of books and a disseminator of knowledge to a more comprehensive view of the LRC program. (21:14) One aspect of this process was the evolution of the instructional design process, including the creation and utilization of instructional systems models. "Instructional design is a process which involves solving an instructional problem by utilizing all available resources to develop a program which accomplishes stated objectives." (37:251) One goal was a shift from the educator as the "giver of information" to the role of "director or facilitator of learning experience." (15:9) To accomplish this new function, educators, prepared with their knowledge of content areas and their goals and objectives for students, would assume the directorship of a system for reaching the defined goals and objectives. A variety of such systems were developed. The differences between them reflect various educational and philosophical perspectives; however, the general systematic concept remained very similar for each one. The following two models should serve to illustrate the systematic approach to education.

Vernon S. Gerlach and Donald P. Ely developed an instructional systems model with ten basic elements:

1. specification of objectives and
 2. selection of content,
 3. the assessment of entering behaviors,
 4. the strategy which will be employed,
 5. the organization of the students into groups,
 6. the allocation of time.
 7. the allocation of learning spaces, and
 8. the selection of appropriate learning resources.
- Once the design of the previous elements has been established,
9. the evaluation of teacher and learner performances follows, with
 10. an analysis of feedback by the teacher and the learner. (15:12)

These elements, arranged on a model which represents their relationship and sequence, can be found in appendix B.

A second example, developed by Janet S. Sullivan, contained elements flowing from first to last, and back to first again in a circular pattern. The following elements are based on the Sullivan model:

1. analyze need (determine problems, analyze the subject matter to be learned, identify specific areas of concern)
2. state objectives (write clear, performance-based objectives which students can utilize)
3. determine mode (the mode of instruction is the arrangement of events to be presented, e.g., demonstration, discussion, lecture, laboratory, tutor, independent study, and so on)
4. select media (to satisfy objectives)
5. develop the sequence (arrange the media to develop the concepts expressed in the needs analysis from simple to complex and from concrete to abstract)
6. implement the program (allow the students to use the program and monitor its progress for necessary changes)
7. evaluate the outcome (determine if the students learned the content and can satisfy the objectives for the program) (42:257)

The results of the evaluation step would be used to influence and modify the system beginning with step one again.

Important characteristics of any instructional systems approach are that the program be viewed as a whole; that the organizational structure follows the identified functions within the program; that all personnel, materials and facilities are selected to fit the tasks, not the tasks to them; and that the system changes as the educational program of which it is a part changes. (21:50)

Instructional systems are generally used to design programs. However, it is possible to utilize them to analyze or evaluate instructional programs as well. By gathering information (feedback) from various sources, it is possible to isolate areas within a system which are strengths and other areas which are weaknesses to the system as a whole.

The eight major elements of an instructional systems model used to evaluate gifted LRC programs

Identification of gifted students

The first step in identifying gifted students would be to define what is meant by giftedness. The Illinois definition of giftedness, taken from the Rules and Regulations, states that:

Gifted children shall be defined as those children who consistently excel or show the potential to consistently excel above the average in one or more of the following areas of human endeavor to the extent they need and can profit from specially planned educational services: General Intellectual Ability . . . Specific Academic Aptitude . . . Creative Thinking . . . Leadership Ability . . . Visual and Performing Arts Ability . . . Psychomotor Ability. (36:1,2)

Article V of the Rules and Regulations, found in appendix A, clarifies the acceptable methods of identification of gifted students in Illinois.

Numerous other experts in the field have discussed the process of identification of giftedness. Joseph S. Renzulli, Sally M. Reis,

and Linda H. Harris have written that research indicates ". . . giftedness is an interaction among three clusters of traits: above average general abilities, high levels of task commitment, and high levels of creativity." (34:648) They go on to propose a "revolving-door model" in which students enter and leave the gifted program based on the criteria of a flexible identification system. (34:648, 649)

Assessing student needs and entry levels

Identifying gifted students is not the same as assessing their needs and entry levels into the gifted program. Alexander and Muia state:

The needs assessment not only provides information as to what presently exists in terms of the school program but also examines the present curriculum's goals and gives insight as to the relevant socio-economic, geographic, educational and cultural characteristics of the program environment. (1:66)

Several methods can be used in assessing student needs: collecting demographic data concerning the gifted population, identifying the school district's philosophy toward exceptional students, examining relevant characteristics of the school curriculum, and soliciting the opinions of those populations (parent, teacher, student, and administration) with direct or indirect association with the gifted program. (1:69, 72, 76, 78)

Section 5.04 of the Rules and Regulations mandates that:

All children who have been identified as gifted shall be given an appropriate educational assessment. The assessment process shall be determined by the LEA [Local Educational Agency] and may include some or all of the following components:

1. An academic history.
2. Testing.
3. Staffing.
4. Other measures to determine the most appropriate personalized instructional program for the child. (36:8)

Two types of selection data are differentiated in the Renzulli, Reis, and Smith "revolving-door model" for identification. The first type, called "status information," refers to the data traditionally used to select gifted children, which is collected prior to their entry into the gifted program. However, a second type of selection data, called "action information," is really the essence of the model. Action information can be thought of as those dynamic interactions that take place when a student becomes inspired by a particular topic, area of study, issue, event, or form of creative expression. Action information gives the teacher some reason to believe that a child might enjoy and benefit from pursuing a particular topic in great depth. (34:649)

According to this model, the needs of the gifted students are seen as the interests and task commitment the student has for a particular area of inquiry.

Gifted LRC program goals

The importance of identifying the broad, long-range goals of gifted LRC programs is clear. Without goals, developing even specific, performance-based objectives may not produce a coherent program. Goals provide a focus and a sense of direction for the program. (1:99)

The program goals should arise directly from the assessment of the needs of the gifted students and should indicate, in writing, the priorities of the program. (1:100)

The process of establishing goals for gifted LRC programs is likely to be an activity which will differ significantly from school to school and from district to district. Alexander and Muia suggest

that the first step is to identify the overall goals of the gifted program. These goals represent the philosophical beliefs of all the educators involved in gifted education. The second phase is the development of group goals which are designed with the needs of specific groups of gifted students in mind. These goals evolve from and are reflections of the program goals. In writing them, an attempt is made to recognize the learners' social, emotional, and physical development. (1:126)

Gifted LRC program objectives

The importance of objectives in guiding the development of all educational programs has been well established in recent years. Joseph S. Renzulli claims that:

Although there is some possibility of well developed programs existing without written statements about the nature of philosophy and objectives, it seems highly improbable that school systems that have not taken the time to develop such documents will make serious inroads toward the implementation of comprehensive differentiated programming. (33:126)

The objectives created should be based on the group goals previously established. (1:126) In an instructional model, objectives are a key element. They are a description of the changed behavior or product which will occur if learning has taken place. Thus, they are written in behavioral terms, since the focus is on the observable behavior of the learner. A good behavioral objective contains four characteristics: a description of what the learner will produce or do, a statement of the behavior or product of the learner's behavior, a statement of the conditions under which the behavior is to occur, and a statement of the standards which will determine whether or not the objective has been obtained. (15:49)

Objectives are often written in the three areas or domains developed by Bloom, Krathwohl, and their associates:

1. cognitive: the recall or recognition of knowledge and the development of intellectual abilities and skills;
2. affective: changes in interests, attitudes, and values, and development of appreciations; and
3. psychomotor: development of manipulative or motor skills. (39:2)

The interdependence and continuity of these three domains must be stressed.

Strategies for the gifted LRC program

The allocation of space: the LRC facility. It has been stated that, ". . . facilities for media programs should support and enhance program activities, contributing to their efficiency of operation." (3:67)

Specific considerations for planning LRC programs and services, including gifted LRC program, encompass these areas:

1. the location of the LRC for easy access and frequent use;
2. the arrangement of the facility for minimal interruptions and distractions;
3. adequate provisions for comfortable and efficient staff working arrangements;
4. an environment that encourages the use of alternative media, that sponsors inquiry, and that motivates every type of student to use the collection and services;
5. viewing, listening, and reading areas which are properly shielded from production and conference areas;
6. availability for use beyond the normal school hours;
7. adequate electrical outlets, light control, communication devices, air conditioning, and sound control, as needed; and
8. temperature and humidity controls to prevent the deterioration of the collection . (3:94, 95)

The Illinois Standards for School LRCs recommends a minimum space allotment of forty square feet per student plus 2,500 square feet for basic functions; seating for ten percent of the student enrollment; and thirty percent of the seating to be in independent study carrels. Their optimum (Phase Three) arrangement would add two thousand square feet for additional LRC program functions, and seating for an additional five percent of the student enrollment. Specific space recommendations are also available for various aspects of the LRC functions. (29:529)

The organization of groups. Previously determined goals and objectives should be utilized to determine group size. (15:17) Considerations should be given to three basic types of grouping arrangements: individual; interaction among the learners; and interaction between the teacher and the learners, including formal presentation by the teacher. (15:17) There can be no question that the literature strongly favors a trend toward individualization for students in general, and gifted students in particular. (4:22; 44:300; 16:330-335)

Another consideration in determining groupings is the nature of the group. Ability grouping may make possible certain teaching and learning experiences which cannot be accomplished in a typical classroom (4:297), and may allow students to benefit from working with other gifted learners. (1:154) However, a review of research on homogeneous (ability) grouping versus other gifted provisions, by Walter B. Barbe, produced no definite conclusions for the best method. (5:314)

The allocation of time. The allocation of time depends on the nature of groupings, the chosen teaching strategies, and numerous other factors. (15:19) Utilizing an independent study approach requires that both

students and the LRC professional have control of a substantial amount of their own time. Furthermore, longer blocks of time (compared to traditional scheduled class periods), are often necessary to minimize interruptions. (16:332)

The selection of techniques. Various teaching techniques exist for the achievement of goals and objectives. Lecture, discussion, audiovisual presentation, verbal and written reports, and so on, are examples of techniques. (15:17) These different techniques can be seen as falling on a continuum from the expository approach to the inquiry approach. Exposition, the more traditional approach, involves teaching situations in which information is presented to the student from the instructor. The inquiry approach, by contrast, involves the educator in the role of facilitator of learning experiences to encourage student discovery. (15:17) Throughout the literature, there is broad agreement that the inquiry method (also called heuristic or discovery approach) has the best potential for instruction involving gifted students.(42:259)

The selection of resources. The first aspect of this section of the review concerns the numbers and types of resources available in LRCs in general. Standards for LRCs in Illinois, which detail the numbers and types of materials and equipment recommended, have been established. These standards are written in three phases. Phase One represents modest goals; Phase Three is a summary of national standards. For the purpose of this study, the minimum standards (Phase One) in selected areas of resources and equipment have been recorded in appendix C.

A second area of concern is the selection of appropriate resources for the gifted student population. Beswick summarizes a

selection policy for gifted student resources as:

No one book will suffice, we need a great many. Range of subjects is more important than pupil numbers, so far as size of collection is concerned. There should be a variety of approaches within each subject. We certainly need many authoritative reference books, of the encyclopedia kind, and bibliographies are not inappropriate either. Magazines, brochures, and pamphlets will be important . . . A high proportion of the books should be imaginatively and intellectually stimulating and challenging. Polytopical books and interdisciplinary studies are useful. Many books chosen will have been originally intended for much older children or for adults. The most serious book selection problem will be with literature requiring a degree of emotional maturity. (7:44)

Feldhusen and Treffinger have examined various instructional materials which were designed for the teaching of creative thinking, which is often associated with gifted education. Although most of the materials lacked empirical data attesting to their success in developing creative thinking, Feldhusen and Treffinger nonetheless concluded that: ". . . even without extensive formal research or evaluation, reasonably well-designed materials which were based on sound rationale should be effective in teaching creative thinking and problem-solving." (12:451)

Another area of consideration is the responsibility for selecting appropriate resources. The Illinois standards recommend that resources should be selected ". . . jointly by professional media staff with assistance from teachers and students." (29:530)

A final area of consideration concerns the systems for cataloging, shelving, and circulating the resources. Volumes have been written concerning each of these areas. However, a detailed account of such research was not considered necessary. It should only be noted that

materials must be organized to meet the demands of gifted students, especially those engaged in independent study. The emphasis should be on developing and maintaining a precise system which allows the students to spend the minimum amount of time locating materials and the maximum time using them. (19:120)

Evaluation

Three areas of evaluation were considered: evaluation of the gifted LRC program, evaluation of the gifted student participants, and evaluation of the role of the LRC professional involved in the gifted LRC program.

Evaluation of the gifted LRC program. Keating has stated that, ". . . to distinguish among programs for the gifted, we should welcome, and even insist upon, rigorous evaluations with clearly defined achievement criteria." (23:341) These criteria should be developed at the creation of the gifted LRC program, (1:287) and should reflect the goals and objectives established for the program.

Article VII, Section 7.03, of the Rules and Regulations for gifted programs, outlines the policy for evaluation of programs:

A LEA [Local Education Agency] receiving reimbursement funds for operating a gifted program shall develop its own gifted evaluations. The LEA gifted program administrator should conduct the evaluation in cooperation with the gifted program teachers, the students in the program, the parents of the students, and, ideally, a citizen advisory committee of appropriate community resources, and other appropriate personnel. (36:11)

Evaluation of the gifted student participants. Evaluation in an instructional systems model means evaluation of performance; in this case, the learner's performance. Performance is considered the focal point of learning, and the only way that achievement of the stated objectives can be measured. (15:28) Current emphasis in the literature is on working with the gifted students to assist them in learning to develop their own standards for self-evaluation. (35:166)

Evaluation of the role of the LRC professional. Performance also includes the act of teaching as well as the act of learning. Evaluation of the LRC professional is closely related to the issue of accountability. As educators, LRC professionals will be held accountable for the programs they organize for the gifted students. (1:272) Therefore, they must make careful choices concerning the gifted LRC program, and must be able to supply data to demonstrate the strengths of their choices. However, it should also be noted that such accountability can only be required when authority and responsibility have been clearly defined. (20:45)

Analysis of feedback

The concept of feedback implies a confirmation of correctness, and an evaluation of the end product in relation to the original objectives. (15:29) Research indicates that providing feedback as soon as possible after response has been made facilitates learning, while a delay in feedback decreases its effect. (15:29) Information from a variety of sources (facial expressions, tests, checklists,

projects, and so on) is assimilated to aid in making judgements concerning the continuation of the program as it is or with modifications. (15:308) Feedback should be used as the basis for modifications in the performance of the gifted students, the LRC professional and/or the gifted LRC program structure. It should be considered an on-going process, as is evaluation, and not something to be implemented only at the conclusion of a unit or semester of study. (15:308)

Implementation of modifications

When feedback from the gifted students' performances or other evaluative data is negative, two alternatives are possible. The standards of the original program or the learner objectives may be lowered; or changes in one or more strategies may be made. (15:312) In some cases, other areas of the instructional system may be modified.

Area III: The Enrichment Triad Model

All information for this section was taken from Joseph S. Renzulli's book, The Enrichment Triad Model: Developing Defensible Programs for the Gifted and Talented (Connecticut: Creative Learning Press, 1977.)

General program requirements and the role of the gifted teacher*

Renzulli's model evolved out of a dissatisfaction with many of the gifted programs with which he was familiar. His twofold approach

*The term "gifted teacher" is used in the following section because Renzulli's suggestions for a gifted program are not limited to gifted LRC programs or the LRC professional.

to developing the model involved the utilization of actual enrichment practices which he found in operation in several programs, and the foundation of what is known, through research, about giftedness. (31:2-3) He also has identified two "Program Objectives" which are central to an understanding of the model.

Program Objective Number One states:

For the majority of time spent in the gifted programs, students will have an opportunity to pursue their own interests to whatever depth and extent they so desire; and they will be allowed to pursue these interests in a manner that is consistent with their own preferred styles of learning. (31:5)

However, Renzulli also emphasizes that an important part of gifted programs should be to focus on the systematic development of the cognitive and affective processes which make gifted students notable in the first place. Once a student has chosen a topic and an appropriate learning style has been identified, the teacher's responsibility is to assist the student in the development of the skills of inquiry necessary to make that student a "first-hand inquirer". (31:6)

A second area of concern to Renzulli is the preoccupation of leaders in gifted education with mental processes accompanied by an absence of concern for the structure, methodology, and content of organized fields of knowledge. He suggests that Bloom's Taxonomy and Guilford's Structure of the Intellect Model are more valid as psychological concepts than educational ones. (31:7) Renzulli would emphasize that "process is the path rather than the goal of learning". (31:8) He prefers the use of the "turned-on professional" (defined

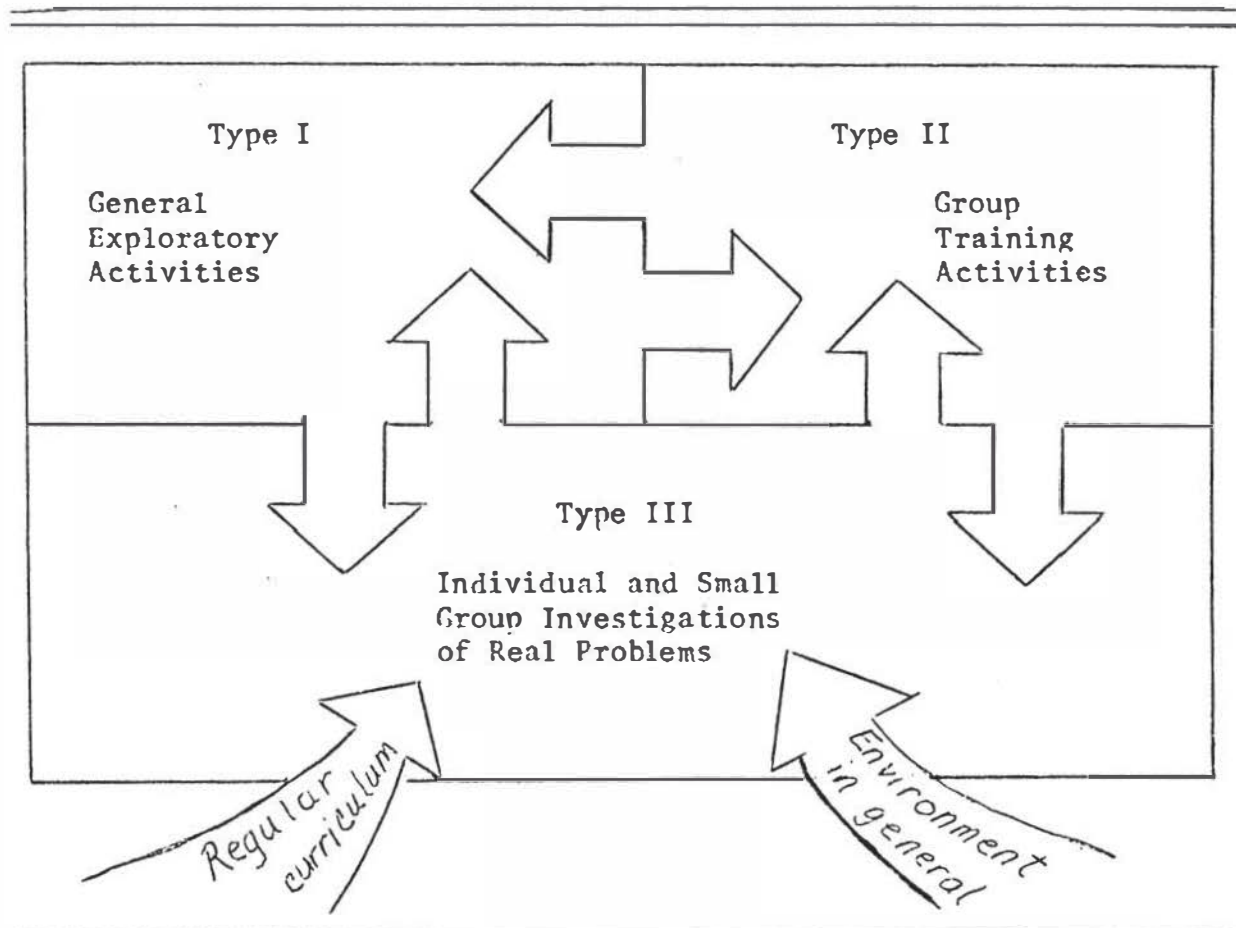
as a person actively engaged in solving problems and adding to a field of knowledge) as an appropriate model for students. The goal of the gifted program, therefore, would be to help students function as true inquirers. (31:10)

Program Objective Number Two focuses on the role of the gifted teacher in the model:

The primary role of each teacher in the program for gifted and talented students will be to provide each student with assistance in (1) identifying and structuring realistic solvable problems that are consistent with the student's interest, (2) acquiring the necessary methodological resources and investigative skills that are necessary for solving these particular problems and (3) finding appropriate outlets for student products. (31:10)

The Enrichment Triad Model identifies three interacting types of enrichment. Type I concerns General Exploratory Activities, Type II is called Group Training Activities, and Type III is entitled Individual and Small Group Investigations of Real Problems. Renzulli believes that the first two types of enrichment are appropriate for all learners, but that Type III enrichment, the major focus of the model which requires approximately half of the time the gifted students spend in enrichment activities, is particularly necessary for gifted learners. (31:15) Figure 1 shows the inter-relationship of the three components of the Renzulli model.

FIGURE 1
THE ENRICHMENT TRIAD MODEL



Type I Enrichment: General Exploratory Activities

The purpose of Type I enrichment is to help bring students into contact with the kinds of topics and areas of study in which they may have a sincere interest. (31:17) For this purpose, students are provided with a wide variety of opportunities designed to expose them to various areas of potential interest. Renzulli suggests three guidelines to help achieve Type I Enrichment: 1) students should be made aware from the very beginning that they will be expected to pursue exploration activities purposefully, and that they will be

responsible for eventually arriving at an area for further study; 2) specific strategies for exposing the students to a wide variety of topics or areas of study might include interest centers, field trips in which dynamic people are seen actively engaged in problem solving and the pursuit of knowledge, and visits from resource persons; and 3) the gifted teacher should be sensitive to the interests of the students when selecting materials to use with them. (31:17, 20-23)

It should be noted that Type I Enrichment activities are part of a cyclical, on-going process. Even when students are deeply involved in one or more projects, they should continually be given further opportunities to expand their experiences and develop new interests. Also, it is to be expected that not all students will be stimulated by the same exploratory activity, and it is for this reason that a wide variety of experiences should be provided. (31:24)

Type II Enrichment: Group Training Activities

Type II Enrichment is concerned with the methods, materials, and instructional techniques involved in the development of thinking and feeling processes. (31:24) These "training exercises" are not analogous with content-oriented learning situations in which the main goal is to increase knowledge of a particular segment of knowledge. Instead, the goal of Type II Enrichment is to develop processes and operations that enable the learner to deal more effectively with content. Bloom's Taxonomies and Guilford's Structure of the Intellect are considered particularly helpful in providing systems for organizing

Type II Enrichment activities. (31:35) Renzulli states:

The rationale for redirecting our efforts away from an emphasis on content and toward the thinking and feeling processes is based on research studies which show that these processes are more widely applicable or transferable to new learning situations . . . In a rapidly changing world where knowledge is expanding in geometric proportions, facility in the thinking and feeling processes will better prepare students for adaptive behavior in problem solving situations, especially situations where they cannot depend on memory or where there are essentially no predetermined answers to newly encountered problems. (31:24-6)

Two additional points are made concerning Type II Enrichment. First, the activities selected should represent a logical outgrowth of student interests and concerns. Secondly, care should be taken to view Type II Enrichment as only one aspect of the total enrichment model. Process-oriented activities should not be the "be-all and end-all" of a gifted program. (31:28-9)

Type III Enrichment: Individual and Small Group Investigations of Real Problems

This section deals with activities in which the students become investigators of real problems or topics by using appropriate methods of inquiry. (31:29) The students' attitudes are one key to understanding the concept of being an investigator. The students should be encouraged to think and act as much as possible like professionals in the field, rather than students engaged in presented exercises. The students are expected to take an active part in formulating both the problems and the methods by which the problems will be approached. (31:30) No routine method or established correct answer should be available, although there may be appropriate investigative techniques upon which to draw, and criteria within the discipline by which

a product should be judged. (31:30) Furthermore, emphasis is again placed on the topic selection: it must represent a sincere interest to the individual or small group, rather than the teacher's choice.

An important distinction exists between Renzulli's concept of an "investigation of real problems" and "doing research". Type III Enrichment involves using information as raw data to create real products, not the summaries of accumulated references which are typical of research reports. (31:30) Renzulli goes on to present research findings which support his contention that Type III Enrichment is especially important and relevant for the education of gifted students.

Area IV: The Gifted LRC Program and the Attitudes of Gifted Students, Teachers, and Parents

The gifted students

Students are seldom asked for input into their own education, and gifted students are no exception. No specific data was found concerning the attitudes of gifted students involved in gifted LRC programs.

Renzulli reports an almost universal finding: ". . . gifted students enjoy taking part in special programs." (31:5) The positive responses he has noted fall into two general categories: the students have liked the freedom of choice of activities; and they have enjoyed the freedom from the usual pressures that are associated with schoolwork, such as getting their work done on time, taking tests, and completing their work in a restrictive environment. Renzulli made the wry

analysis that gifted students enjoy gifted programs for essentially the same reasons they like recess, which is hardly a valuable source of data for educators.

Barbara Ford's survey of five hundred middle grade children who received special gifted program services for at least four and one-half hours per week, but not full-time, produced these major conclusions:

1. Most gifted and talented students are aware of their identification as such and know why they are placed in special programs. (76% of the sample)
2. Most appreciate their inclusion in such programs, as long as it does not lead to conflict with their regular class teachers or antagonism from their friends. These two possible results seem to occur very infrequently.
3. Most gifted and talented students in special programs have noted indifferent attitudes on the part of family, friends, and teachers regarding their work in the special programs.
4. The three reactor groups mentioned above seem to feel neutral regarding the special programs as long as
 - a. they don't put undue pressure on the child (family),
 - b. participation doesn't result in "snob" behavior (friends), and
 - c. they don't interfere with regular class work (teachers). (13:96-7)

Fully ninety percent of the students also responded that they enjoyed being in the gifted program, a statistic which parallels the Renzulli findings.

The classroom teachers

Occasionally it is imagined that a small gifted program will compensate for major deficiencies in the regular daily school program. However, a more acceptable viewpoint is that gifted programs of any type must grow out of and flow back into the classroom. (43:34) If a dramatic difference exists between the students' every day learning

activities and the learning style of the gifted program, the effectiveness of each will be decreased. The students may be caught in the middle of an unnecessary but very real dilemma: ". . . their excitement and their levels of learning will have to be concealed in order to diminish the threat to classroom teachers." (43:34) Unfortunately, research such as that undertaken by Dan C. Lortie, shows that:

. . . teachers attach great meaning to the boundaries which separate their classrooms from the rest of the school. . . Teachers deprecate transactions which cut across those boundaries. Walls are perceived as beneficial; they protect and enhance the course of instruction. All but the teacher and students are outsiders. That definition conveys implicit belief that, on site, other adults have potential for hindrance but not for help. (27:169)

If classroom teachers perceive the gifted LRC program as a hindrance, elitist, or a "frill," students will certainly notice, and the effectiveness of the program may be threatened. (43:34) Certain measures may be helpful in preventing or allaying negative teacher reactions. One important aspect of the role of the LRC professional would appear to be to act as a liaison with classroom teachers for curriculum development for the gifted students. Constant and meaningful communication would be essential to a team approach involving various educators working for the ultimate benefit of gifted students. (41:499)

The parents of the gifted student participants

Predictably, almost nothing appears to have been written by parents or from the parents' viewpoint concerning gifted LRC programs. One parent, in a personal statement of views which were felt to be shared by others, suggested that:

Surprisingly enough, parents of gifted children do not seem to have unusual expectations for the library. We do not, for the most part, want special programs or additional staff for

our children . . . What we do want is what every parent wants-- sensitivity to our children as individuals. Librarians rate high with us who have books, books, and more books for our children to choose. Librarians rate high with us who are responsive to our children's intellectual curiosity and to their personal search for identity as growing and changing human beings. (22:53)

The writer goes on to stress that important factors in the school LRC are: having LRCs open and available as many hours as possible; giving gifted students thoughtful encouragement; reducing the rules and limitations concerning the number, level, or length of time books may be checked out; and providing training for the children on effective use of the LRC facilities. (22:53)

CHAPTER III
DEVELOPMENT OF THE STUDY

To gain a better understanding of ways in which LRCs can meet the needs of gifted elementary school students, a case study survey was undertaken of three gifted LRC programs in Illinois.

Description of Research Design

In a case study survey, the research unit is one even if more than one individual unit is studied. (14:427) Therefore, although three separate gifted LRC programs were studied, the treatment was as though each were an individual case. The case study survey seeks to achieve a depth of understanding which it is believed cannot be obtained from the typical mass survey (14:427)

Although there are various types of survey research techniques, Kerlinger states that, "... one far overshadows the others as perhaps the most powerful and useful tool of social scientific research. The best examples of survey research use the personal interview as the principle method of gathering information." (25:406) The study reported here utilized the personal interview as its primary research tool. In addition, the personal interview approach was supplemented by questionnaire, observation, and independent data gathering techniques.

The study was divided into four areas of research. Areas I and II were organized into a Data Collection Outline which provided the basic structure for the accumulation of information. Area III was based on an observational checklist, and Area IV utilized surveys and interviews.

Area I: Background Information

Background information was gathered from independent data sources such as the school parent-teacher handbook, records kept at the Regional Superintendent of Schools' office, and library references. Some information, specifically the hierarchy of personnel organization for the gifted LRC program, was learned through a personal interview with the LRC professional.

Area II: Analysis of Gifted LRC Program

Using an Instructional Systems Model

The various elements of an instructional systems model were utilized to structure the personal interview with the LRC professional. This interview was the main source of information for the data collected in Area II of the study. In some cases, the necessary information could not be supplied by the LRC professional. Independent data sources, such as the Regional Superintendent of Schools' office, the records kept in the LRC, the local school office, and so on, were used to supplement the personal interview technique when necessary. Observation was also used, especially for data concerning the implementation of the strategies utilized in the gifted LRC program.

Area III: Analysis of Gifted LRC Program

Using the Enrichment Triad Model

Observation and personal interview techniques were used to determine how the gifted LRC programs met the needs of the gifted students as described by the Enrichment Triad Model. A checklist based on the model was used to focus on the important elements.

Area IV: Attitude Surveys

Both the questionnaire and the personal interview technique were used to record the attitudes of students, teachers, and parents concerning the gifted LRC program. Teachers and parents were given brief attitude surveys. It was felt that elementary students could express themselves more completely through an oral interview rather than a written questionnaire. The oral interviews were taped and the results were later tabulated to correspond to a table format.

Selection of Subjects

Population

The population for this study consisted of all elementary schools within an eight-county area of Illinois (Champaign, Clark, Coles, Cumberland, Douglas, Edgar, Moultrie, and Shelby counties), which received reimbursement for school year 1981-1982, from the Illinois State Board of Education for gifted programs. A list of the school districts with elementary schools involved in gifted programs was obtained from the Region V Area Service Center for the Gifted, Rantoul, IL, in a booklet titled: Programs for the Gifted. (30)

Qualifications for inclusion in the sample

It was decided that each gifted LRC program used in this study must meet each of the following criteria:

1. The program must be included in the booklet Programs for the Gifted.
2. The program must be located in an elementary school and be for elementary school students.
3. The program must be located within the stated eight-county area in Illinois.
4. The program must either be located in the LRC in the school, or involve the LRC to a significant extent.
5. The LRC professional must be involved in the planning and/or implementation of the gifted LRC program.
6. The LRC professional and all other involved personnel must express their permission and cooperation for the gathering of the data necessary for the research study.

Sample Selection Procedure

The names of the various "program coordinators" for each school district within the eight-county area were obtained from the booklet, Programs for the Gifted, and contacted by telephone. Each program coordinator was given a brief description of the proposed research study and was asked, "Is your gifted program based in the Library or LRC, or does it utilize the Library or LRC to any significant extent?"

From the thirty school districts contacted, twenty-five were removed from further consideration on the basis of this initial telephone contact. Five programs were eliminated because they were not yet actually in operation. Twenty programs were eliminated because, according to the gifted program coordinator, they did not involve the LRC to any significant extent.

Five programs were identified as having the potential to meet the established criteria. In each case, the gifted program coordinator, or another person with authority in the gifted program, expressed a willingness to cooperate with the research project. A date for an initial observation of each potential program was arranged.

Initial visits of approximately two and a half hours for each program were made at each of the five schools. An informal data collection form was used to isolate specific information useful in determining the appropriateness of the gifted program for the study. Appendix D provides an example of the Initial Visit: Data Collection Form.

During these first visits, the general structure of the program was learned, the program was observed, and the proposed research study was further explained to the LRC professional. After the visits, an analysis was made concerning the ability of the gifted program to meet the stated criteria. A final decision selecting three of the five schools was made. The two schools eliminated, identified here only as School X and School Y, were not selected for the following reasons:

School X: The LRC professional did not play a significant role in the gifted program. The gifted students were sent by the classroom teacher to the LRC on a regular basis, but the assignments, resources, and activities were totally directed by the classroom teacher. The LRC professional's role was identical to that of any LRC professional when students are present in the LRC.

School Y: The gifted students actually did not use the LRC for their program, but instead used a computer room adjacent to the LRC.

Some learning centers were being developed in the LRC itself to attract more students to the LRC, and it was anticipated that these centers would especially appeal to gifted students "because they get their classroom work done fastest". However, this plan had not yet been implemented to any extent.

The three gifted LRC programs which did fulfill the necessary criteria and which were selected for the focus of this case study survey were:

1. Main Street Elementary School, Shelbyville, IL
2. Redmon Elementary School, Paris, IL
3. Thomasboro Consolidated Community Unit #5,
Thomasboro, IL

A brief personal thank you note was sent to the appropriate person at each of the five schools observed. The decision not to use the school as part of the study was stated in the thank you notes for schools X and Y. Follow up letters were sent to the three schools chosen informing them of their selection for the study. The letters included the Data Collection Outline and samples of each of the attitude surveys (parent, teacher, and student). The participants were asked for their input concerning this information, and were told that in a future telephone call they would again be asked if they agree to participate in the study, now that they have a clearer idea of what it would entail. See appendix E for a sample of one of the letters.

Instrumentation

No established instruments for collection of the data were found. Therefore, such instruments were created for the purpose of

this study. The instruments used were:

1. The Data Collection Outline (Areas I and II)
2. The Enrichment Triad Model Checklist (Area III)
3. The Student Attitude Interview (Area IV)
4. The Teacher Attitude Survey (Area IV)
5. The Parent Attitude Survey (Area IV)

The Data Collection Outline

The Data Collection Outline was used as a tool to organize the search for relevant information in Areas I and II of the study. Appendix F contains a sample of the Data Collection Outline.

Area I: Background Information

It was decided that an overview of the school, community, and gifted LRC program structure would provide a perspective for the further description and analysis of the program. Therefore, background information was collected in the following six areas.

Description of the school and community

A brief narrative was composed to describe the environment of the gifted LRC program. This information was included for informative purposes only and was not used to make comparisons or to draw conclusions.

Budget

Financing is always an essential aspect of any program. Two areas of the budget were explored: the money budgeted for the total LRC, and the money allocated specifically for the gifted LRC program. In addition to the actual money budgeted and spent, consideration was

given to the role of the LRC professional in determining the budget and spending the allocated funds.

It was determined that a line item analysis of the budget was not relevant to this study.

Organizational structure and hierarchy

The hierarchy of personnel with direct or indirect involvement in or influence on the gifted LRC was constructed.

Personnel

The importance of the role of the LRC professional cannot be over-emphasized. Information was gathered to summarize the LRC professional's background and influence on the gifted LRC program in three areas: 1) education and professional background; 2) job description of duties and responsibilities, both associated with the gifted LRC program and separate from it; and 3) a typical week's schedule of the LRC professional's working day.

Similar information was collected from paid aides (if any) and other supportive staff (if any) involved in the gifted LRC program.

The school gifted program not associated with the LRC

In one school it was found that the gifted LRC program was only one aspect of a broader gifted curriculum for the students. Therefore, the gifted LRC program was not expected to meet the total needs of the gifted students within that school. A brief description of this additional aspect of the gifted educational curriculum was considered important to the total understanding of the gifted LRC program itself.

Statement of philosophy and policy

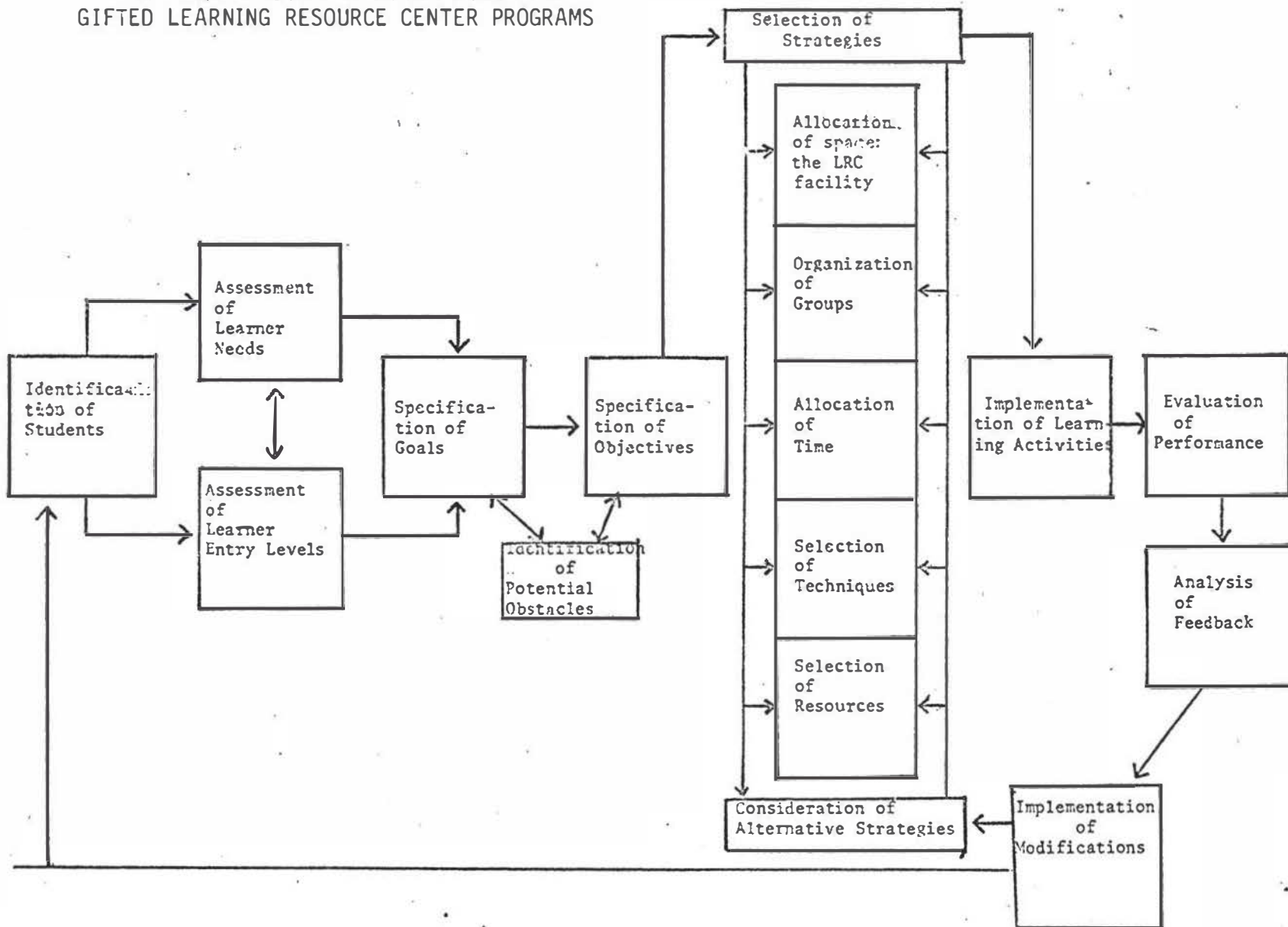
All available statements of philosophy or policy concerning the LRC in general or the gifted LRC specifically were accumulated.

Area II: Analysis of the gifted LRC program utilizing an instructional systems model

An instructional systems model was developed which incorporated different elements of various existing models in a somewhat different structure which it was hoped would be especially applicable to gifted programs. (15:29; 37:251-8) Figure 2 shows a diagram of the interaction of the seventeen elements contained within the model. Although all of the elements of the model are considered essential to the total system and are important when a program is being designed or implemented, they are not of equal significance for the purpose of analyzing an existing program. For the purpose of this study, the following major elements were identified as contributing significantly to an analysis of the gifted LRC programs: identification of gifted students; assessment of the needs and entry levels of gifted students; specification of goals for the program; specification of objectives for the program; selection of strategies; implementation of activities; evaluation of teacher, learner, and program performance; analysis of feedback; and implementation of modifications.

FIGURE 2

THE INSTRUCTIONAL SYSTEMS MODEL FOR GIFTED LEARNING RESOURCE CENTER PROGRAMS



Identification of gifted students

Alexander and Muia claim that, ". . . the ultimate success of any gifted program must relate directly to the population of learners it will serve." (1:21)

Three general aspects of the identification process were examined for each gifted LRC program. First, the target gifted population was learned. Of the six areas of giftedness recognized in the state of Illinois (general intellectual ability, specific academic aptitude, creative thinking, leadership ability, visual and performing arts ability, and psychomotor ability), those areas which each gifted LRC program identified for their own emphasis were noted. In addition, the grades or ages of the students involved in the program were recorded.

Second, information was gathered concerning the specific methods used to determine which students in the general school population would qualify to receive the specialized services of the gifted LRC program. Any discrepancies between the stated procedures and the actual procedures used were noted.

The third aspect examined was the continuity of placement in the program from year to year for individual students.

Assessment of the needs and entry levels of the gifted students

To some extent, each program targeted specific needs of their gifted students when it was determined which areas of giftedness would be emphasized in the gifted LRC program. Therefore, for example, a gifted LRC program for enrichment in mathematics can be assumed to be developed to meet the needs of students who are gifted in mathematics, and that such a need has been established.

However, this area of research also attempted to isolate two important steps in the planning and implementation of the gifted program:

1. The documentation or prior study, if any, which was undertaken to assess specifically the needs of the gifted students of the school before the gifted program was implemented, and

2. The methods, if any, which were used to determine the individual strengths and weaknesses (needs) of the gifted student participants.

Specification of goals

All written information concerning the broad, long-range goals of each gifted LRC program was recorded. It was also noted whether these goals were created by the LRC professional, with input from the LRC professional, or were given to the LRC professional from some other source. Furthermore, it was noted whether the LRC professional had possession of a copy of the goals or had knowledge of them.

Specification of objectives

Both program objectives and specific unit or learner objectives were considered in this section.

Written program objectives were a requirement of the State Board of Education for all three programs because they received state funding. (36:6) These objectives were located and recorded. It was also determined whether the program objectives were created by the LRC professional, with input from the LRC professional, or were given to the LRC professional from some other source. It was further determined whether the LRC professional had possession of a copy of the program objectives, or had knowledge of them.

The LRC professional was asked if individual behavioral objectives were developed for students. It was also learned whether the creation of written behavioral objectives was established for specific units or areas of study within the gifted LRC program.

Strategies

This broad area contains five distinct components which together represent the general structure of the gifted LRC program.

The allocation of space: the LRC facility. The size, shape, and physical plan of the LRC was examined. A scale drawing of the LRC was made noting the general layout and prominent features. The location of the LRC within the school building was noted, and a brief narrative description of the LRC was compiled. Limitations due to location, size, or physical attributes were specified.

The organization of groups. Information was gathered concerning the size of the gifted LRC program groups, and the criteria for placing students in the groups.

The allocation of time. Two time allotment elements were considered: 1) the frequency of the students' participation in the gifted LRC program on an average per week, and 2) the length of time, on an average, for each session. Limitations due to irregular, infrequent, or unrecorded scheduling procedures were noted.

The selection of techniques. A discussion of the primary and supplementary techniques used in the gifted LRC program was made for each school.

The selection of resources. One of the major benefits of locating a gifted program in an LRC was considered to be the convenient access to a wide variety of instructional materials and resources. Therefore, detailed attention was devoted to this particular area of strategy.

Three fields of concentration were developed:

1. A survey of the resources available in the LRC, including print, non-print, and audiovisual equipment, was made

2. A survey of the resources utilized extensively or specifically with the gifted LRC program participants, including the professional materials used for reference by the LRC professional was made

3. The procedures and policies developed for the acquisition, cataloging, shelving, and circulation of materials, with special emphasis on any differences between the procedures and policies used for the LRC in general and those used for the participants of the gifted LRC program, were examined

Limitations in the numbers of available resources, their organization, or the access of gifted students to the resources were noted.

Daily Learning activities

A narrative description of the typical daily activities for the gifted student participants was composed.

Evaluation

Three types of evaluation were considered: 1) the evaluation procedures developed and implemented to determine the success of the gifted LRC program in meeting its stated goals and objectives; 2) the evaluation procedures developed and implemented to determine the success of the students in meeting the goals and objectives established for them; and 3) the evaluation procedures developed and implemented to determine the success of the LRC professional in fulfilling the stated job description and/or duties and responsibilities associated with the gifted LRC program.

Analysis of feedback

The procedures for analyzing the results of the previously-stated evaluation techniques were listed and discussed.

Implementation of modifications

Based on the analysis of feedback, the proposed program modifications were recorded. It was noted whether these modifications were realistic and feasible, planned for future implementation, or merely "wishful thinking".

Analysis was made concerning the relationship between the evaluation procedures, analysis of feedback techniques, and the proposed program modifications.

The Enrichment Triad Model Checklist

The Enrichment Triad Model, developed by Joseph S. Renzulli, was used in evaluating each gifted LRC program's success in meeting the needs of gifted students. A limitation to this approach was that the Enrichment Triad Model was designed to aid educators in "developing defensible programs for the gifted and talented," (31:1) and was not intended specifically for the evaluation of existing programs. No guidelines were included in the model for the purpose of evaluation. Therefore, an instrument was developed for this study which would accomplish that aim. Appendix G contains an example of the Enrichment Triad Model checklist.

The work of Gerdon Gundy, Jr., who utilized a survey approach to studying LRCs in elementary schools for a doctoral dissertation, (18:63) was used to construct an appropriate checklist form. The three categories Gundy developed, "this was easy to see," "this was hard to see, but I think I saw this," and "I couldn't see this," were used to

categorize the presence of the various elements of Renzulli's model. In order to assure accuracy, the phrase "to see" was occasionally assumed to mean "to ask about it" because not all things were visible to the eye.

The actual items on the checklist itself represented five areas of concern taken directly from the Enrichment Triad Model.

General program requirements

Items one through four reflect the general atmosphere and philosophy of the gifted LRC programs as described on pages five to nine in Renzulli's book. They apply to all three aspects of the actual model.

Type I Enrichment: General Exploratory Activities

Items five through nine on the checklist reflect the characteristics of the first phase of the Enrichment Triad Model found on pages seventeen to twenty-four of Renzulli's book.

Type II Enrichment: Group Training Activities

The next four checklist items, numbered eleven to thirteen, were based on the second phase of Renzulli's model, and were described in detail on pages twenty-four to twenty-nine in the book.

Type III Enrichment: Individual and Small Group Investigations of Real Problems

This phase of Renzulli's model was summarized into four checklist items, numbered fourteen through seventeen. Pages twenty-nine through thirty-two highlight the description of Type III Enrichment in Renzulli's book.

The role of the LRC professional

Three important responsibilities of the LRC professional are outlined by Renzulli on page ten ("Program Objective No. 2"), and again on page thirty-two. Items eighteen, nineteen, and twenty on the checklist represent these functions.

Attitude Surveys

The purpose of this fourth area of the study was to identify the attitudes and perceptions of the gifted student participants, their parents, and their classroom teachers toward the gifted LRC program. No instruments specifically for this purpose were found. The Gifted Student Attitude Interview, Teacher Attitude Survey, and Parent Attitude Survey, found in appendices H, I, and J, were developed for this study. It should be noted that the terms used on the surveys were those with which the respondents were familiar, not necessarily those which were used in writing the study.

Gifted Student Attitude Interview

It was decided that an oral interview technique was preferable to a written survey for the elementary students involved in this study who ranged from grade one to six. It was hoped that lengthier and more detailed answers would be provided through verbal expression than could be expected from written responses from this age group. The interviews were recorded on a cassette tape. Each interview followed a nearly identical script with this basic format:

1. An introduction was made stating the interviewer's name, the purpose of the interview, and the basic format the interview would follow

2. Background questions were asked for the purpose of relaxing the student as well as for future tabulation. These questions, which were recorded, included the student's name, sex, grade, length of participation in the gifted LRC program, and regularity of participation in the gifted LRC program

3. A series of six open-ended questions concerning the student's attitudes toward the gifted LRC program were asked. In conclusion, the student was allowed to add any further comments desired

Teacher Attitude Survey

This survey was distributed to all classroom teachers who had contact with students involved in the gifted LRC program, but who were not involved in the gifted LRC program themselves. In some cases, surveys were distributed to teachers who did not have gifted students in the gifted LRC program during the current year, but had had such students in previous years.

The first paragraph of the survey introduced the researcher, identified the purpose of the survey, and stated the researcher's authority to request the teacher's participation in the survey. A second paragraph detailed the directions for completing and returning the survey.

The first part of the survey contained five initial questions, with yes/no responses, which were posed to establish familiarity or non-familiarity with the program. (Only four initial questions were used in the Redmon School Survey, since referring to "having had students in the program in previous years" was an irrelevant question for a program in its first year of operation.)

The next six questions utilized a standard five-point continuum of responses: strongly agree, agree, no opinion/don't know, disagree, and strongly disagree. Each question was designed to solicit opinions

concerning the attitudes of the teachers toward various aspects of the gifted LRC program. Specifically, question one focused on meeting the needs of gifted students; question two, on one aspect of the perceived coordination and cooperation between the regular classroom experience and the gifted LRC program; question three, on the general impact of the program on the school; question four, on a personal evaluation of the program; question five, on the perception of the communication between the LRC professional and the faculty concerning the gifted LRC program; and question six, on the perception of the importance of the LRC itself to the gifted LRC program.

A note at the end of the survey invited comments concerning the gifted LRC program, the LRC, or the survey itself.

Parent Attitude Survey

This survey was distributed to the parents of all the identified gifted student participants.

The first paragraph of the survey introduced the researcher, identified the purpose of the survey, and stated the researcher's authority to request the parent's participation in the survey. A second paragraph detailed the directions for completing and returning the survey, including instructions for the possibility that two parents might have differing responses.

Three initial questions, with yes/no responses, were posed to establish the parent's familiarity or non-familiarity with the gifted LRC program.

The second part of the survey contained five questions which utilized a standard five-point continuum of responses: strongly agree, agree, no opinion/don't know, disagree, and strongly disagree. Each

question was designed to solicit opinions concerning the various elements of the gifted LRC program. Specifically, question one focused on meeting the needs of the gifted students; question two, on one aspect of the perceived coordination and cooperation between the child's regular classroom and the gifted LRC program; question three, on a personal opinion of the program; question four, on the perception of communication between the school and home concerning the gifted LRC program; and question five, on the perception of the importance of the LRC itself to the gifted LRC program.

As with the Teacher Attitude Survey, comments concerning the gifted LRC program, the LRC, or the survey itself were invited.

Data Collection, Recording, and Analysis

Data Collection

Collecting the necessary information was accomplished primarily through a series of visitations to the three gifted LRC programs. During these visits, the LRC professional and other LRC staff were interviewed, the LRC facility was sketched, school files were examined and recorded, LRC acquisition records were located and copied, gifted students were interviewed, parent and teacher surveys were distributed, and the gifted LRC program was observed. An expanded version of the Data Collection Outline was used which contained appropriate blanks and spaces for the recording of information. The Enrichment Triad Model checklist was completed.

In addition to the visitations, copies of certain gifted program documents were collected and copied from the files of the Regional Superintendent of Schools office in Charleston, Illinois. Background

information about the communities in which the gifted LRC programs were located was obtained through a search of library references.

Supplementary telephone calls were made to the LRC professionals, when necessary, to verify information or solicit specific data needed to complete an area of study.

The Gifted Student Interview

All gifted student participants were interviewed in or near the LRC during school hours, with the exception of one first grade boy from the Main Street School who was unavailable on the two days interviews were held there. The interviews lasted less than five minutes each, and were tape recorded for future reference. A total of forty students were interviewed. Eighteen students were from the gifted LRC program in Main Street School, thirteen from Thomasboro School, and nine from Redmon School.

The Teacher Attitude Survey

The Teacher Attitude Surveys were distributed to all classroom teachers in the three schools who had, or had the potential to have had, gifted student participants in their classroom during the current school year or in previous years. The surveys were placed in the labeled mailbox for each teacher which was located in the school office. The completed surveys, sealed in envelopes addressed to the researcher which had accompanied the surveys, were collected by the LRC professional and then mailed to the researcher.

The Parent Attitude Survey

At the conclusion of each student interview, the student was given an envelope addressed to his/her parent. The student was instructed

to place the envelope in a safe place at school and to deliver it to a parent when school was over that day. A brief explanation of the contents was provided to alleviate any possible worries the student might have, and to stress the importance of the parent survey to the researcher's study.

Data Recording

The goal of this case study survey was to accumulate as much information about each gifted LRC program as possible. The broad spectrum of information which was, in fact, gathered, did not assemble neatly into a series of tables or charts. Instead, the methods of recording the data needed to be extremely versatile and flexible.

It was decided to present the data for each gifted LRC program as a unit. This decision was consistent with the fact that no attempt would be made to compare or contrast the three gifted LRC programs. For each gifted LRC program, the same format would be used. The data would be organized into the four previously-described areas of study. Within each area, the data would be recorded in a manner appropriate for that information. The various recording techniques used were: narrative descriptions, tables, and illustrations.

Data Analysis

It was decided that a brief analysis would follow each item in the Data Collection Outline, the sections of Enrichment Triad Model checklist, and each of the three attitude surveys as the results were reported. It was felt that this method would aid in reference and readability. Due to the wide variety of types of data, more than one type of analysis was used. Reference to Chapter II, "Related Literature and Research," will aid in understanding the data analysis for each section.

Background information

Data collected and recorded in this area was analyzed in accordance with the Phase One recommendations found in the Standards for School Media Programs in Illinois, when these standards applied to the particular area in question. It should be noted that, at the time of writing, these standards were already ten years old. It should be further emphasized that these standards are recommendations only, and are in no way binding on any school program, individual school, or school district.

When the recommended standards for Illinois were not available for a particular subject, analysis was made based on the results of the review of related literature and research.

The instructional systems model

In general, analysis for this section was based on the presence or absence of the various major elements of the instructional systems model as determined by available data. In some cases, further analysis was made concerning a particular element of the model based on the recommended standards for Illinois or the results of the review of related literature and research.

The Enrichment Triad Model checklist

Analysis for this area was based on the responses for each of the five areas of the checklist. "This was easy to see" was assumed to be the most desirable response; "I could not see this" was considered the least desirable response.

The attitude interview and attitude surveys

Results from the three tools used for analyzing the attitudes of gifted students, classroom teachers, and the parents of the gifted students were tabulated and comments were recorded. Analysis was made by summarizing the major findings of the survey or interview which were based on the results of the data.

CHAPTER IV
RESULTS OF THE STUDY

Introduction

As presented in Chapter III, the data for this study was collected in four areas. Area I, background information, provided data concerning a description of the school and community, the budget, the organizational structure, personnel, aspects of the gifted program not associated with the LRC, and statements of philosophy and policy.

Area II of the study concentrated on gathering information pertaining to the various components of an instructional systems model, including identification of students, assessment of learner needs and entry levels, specification of goals, specification of objectives, selection of strategies, implementation of learning activities, evaluation of performance, analysis of feedback, and implementation of modifications.

The third area of study concerned analysis of the ability of the gifted programs to meet the needs of gifted students based on Joseph S. Renzulli's Enrichment Triad Model. A checklist was developed and utilized for the purpose of identifying the presence or absence of twenty key factors from the model for each of the three gifted LRC programs.

Area IV concerned the attitudes and opinions of the gifted student participants, classroom teachers, and parents toward the gifted LRC programs. Interview and survey techniques were used to accumulate information in this area.

Each gifted LRC program was considered separately. Analysis follows the presentation of the findings for each element within the

the four areas.

For the purpose of this study, the three schools with gifted LRC programs have been identified as following:

School A refers to Main Street Elementary School, Shelbyville, IL

School B refers to Redmon Elementary School, Paris, IL

School C refers to Thomasboro Consolidated Community #5,
Thomasboro, IL

The Gifted LRC Program at School A

Area I: Background Information

Description of the school and community

The gifted LRC program was located in an elementary school which served approximately 350 students in kindergarten through third grade. The school itself was located on the main street of a town in East Central Illinois, with a population of 4,887. Originally built in 1925, the two-story building contained fifteen classrooms, a gymnasium/cafeteria, a kitchen, the LRC, and assorted small rooms for Music classes, Title I classes, EMH, the school office, and so on.

Budget

The budget for the LRC for print and non-print material at School A was approximately six thousand dollars for the school year studied. A specific dollar amount for audiovisual equipment was not available, however funds had been allocated for such equipment. The budget was prepared by the LRC professional and submitted for approval to the building principal. The building principal then forwarded the budget to the School Board for final approval. The budget, as prepared by the LRC professional, was accepted.

In addition, approximately four hundred dollars was allocated to School A from the school district for the purchase of instructional materials for the gifted LRC program. These funds were later reimbursed by the State Board of Education.

An exact total for the budget of the LRC for School A was not available. However, a logical estimate, including the budget for instructional materials, the budget for audiovisual equipment, and the budget allocated for gifted instructional materials, would fall between \$6,500 and \$7,000.

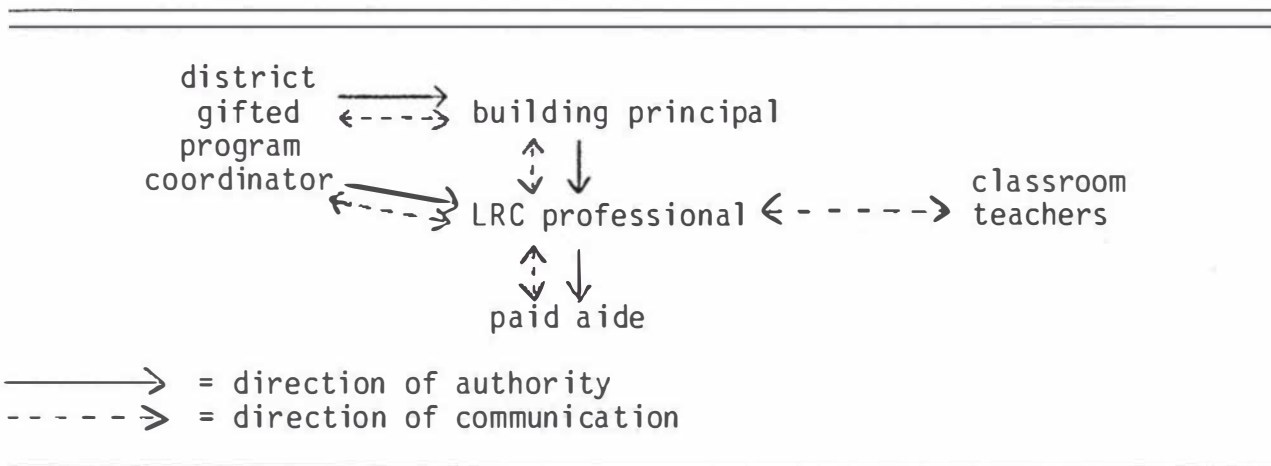
The Illinois minimum recommended standards (Phase One) state that one percent of the State Average per pupil instructional costs should be used to determine the appropriate budget total for a school LRC. This per pupil amount was twenty dollars for school year 1981-82, based on a State Average total per pupil expenditure of \$2,041. Therefore, with an enrollment of 350 students, the recommended minimum total LRC budget would be approximately seven thousand dollars for School A. The figures available indicate that School A came very close to the Phase One standard when the gifted funds were included in the total. Since the materials purchased with the gifted funds were located in the LRC and were available for the use of all teachers and all students, including the gifted funds with the total budget appears to be appropriate.

The budget procedure, as described by the LRC professional, indicated prior planning, a clearly defined system of responsibility, the support of the LRC professional's superiors, a more-than-adequate accounting system, and sufficient research and data collection. Articulation of specifically defined objectives prior to the creation of the budget was not evident.

Organizational structure

Figure 3 demonstrates the organizational structure of the gifted LRC program in School A.

FIGURE 3
THE GIFTED LRC PROGRAM ORGANIZATION STRUCTURE
FOR SCHOOL A



The LRC professional had considerable authority for the creation and implementation of the gifted LRC program. According to the LRC professional, the district gifted program coordinator had observed the gifted LRC program in operation and was knowledgeable about it, but had not offered direct suggestions or supervision. Input from the building principal and, especially, classroom teachers was considered important by the LRC professional. Such input was accomplished informally through conversations and comments. Periodic visits of personnel from the Region V Area Service Center were also mentioned; however, no direct supervision was established through these visits. The parents of gifted students and the gifted students themselves had no noticeable input into the organizational structure of the program.

Personnel

The LRC professional

No job description for the position of the LRC professional was found to exist. However, the LRC professional appeared to be very clear concerning the duties and responsibilities associated with the position.

The LRC professional had twenty-four years of experience in the field. The current job designation held was "library technician". This title distinguished the LRC professional from a "librarian" due to the fact that a B.S. degree had never been obtained. However, the LRC professional had completed over sixty hours of coursework in education. None of the coursework completed directly concerned the education of gifted students. No state money from the gifted reimbursement program was used for the salary of the LRC professional; therefore, no requirements from the Rules and Regulations of the Illinois State Board of Education needed to be met.

The job responsibilities indentified by the LRC professional for the position included organizing and supervising an Independent Study Program for all students (the gifted LRC program comprised one aspect of the Independent Study Program); supervising the LRC at two schools, including acquisition, cataloging, maintenance, and circulation of print materials, non-print materials, and audiovisual equipment; providing students from two schools with weekly library classes; and supervising a part-time library aide.

Many of the clerical duties such as inventorying, cataloging, and organizing materials and equipment were completed before and after the actual school year, since the LRC professional held an extended year contract. Figure 4 presents the weekly schedule followed by the LRC professional during the school year.

FIGURE 4
THE WEEKLY SCHEDULE OF THE LRC PROFESSIONAL AT SCHOOL A

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:35-10:20	ISP	ISP	ISP	ISP	4th grade bldg.
10:20-10:40	recess	recess	recess	recess	recess
10:40-11:20	ISP	ISP	ISP	ISP	ISP
11:20-12:35	lunch	lunch	lunch	lunch	lunch
12:35-1:45	4th grade bldg.	classroom groups	classroom groups	classroom groups	classroom groups
1:45-2:05	recess	recess	recess	recess	recess
2:05-3:15	4th grade bldg.	classroom groups	classroom groups	classroom groups	classroom groups

NOTE: ISP = Independent Study Program

The paid aide

The paid aide at School A worked in the LRC each afternoon from 12:35 to 3:15. The individual in the LRC aide position during the period of this study held a B.S. degree in Home Economics and Elementary Education, and had acquired fifteen years of experience as an aide in schools.

The aide position in School A was well-defined according to school district policy. The written objectives of the classroom aide position were:

- A. To enable teachers to individualize their instruction
- B. To enable students to progress at their own rate of learning
- C. To relieve teachers of some of their non-instructional duties that will enable teachers to plan their lessons for individualized instruction

Fourteen functions for the classroom aide were listed by the district. Three of these functions related to the aide's duties in the LRC:

- A. Work with small groups of students in the library helping them to find materials for reports, units, etc.
- B. Obtain and set-up audio-visual equipment and materials requested by teachers
- C. Work with small groups of students at teacher's direction

The LRC aide at School A did not have an active part in the gifted LRC program. However, on Monday afternoons the LRC was open under the supervision of the aide for the Independent Study Program (including the gifted LRC program), while the LRC professional was at another school.

The LRC aide also was responsible for assisting the LRC professional in helping students to locate and check out books, re-shelve

books, and various other clerical duties associated with managing the LRC.

Other personnel

No other personnel were found to have direct involvement in either the LRC or the gifted LRC program. Parent volunteers were not used.

The school gifted program not associated with the LRC program

No additional gifted program was in operation in School A.

Statements of philosophy and policy

A statement concerning the philosophy and policy of the LRC was found in the Parent-Student Handbook for 1981-82 for School A. A copy of this statement can be found in appendix K.

No selection policy for the LRC existed. No statements of philosophy or policy for the gifted LRC program were found to exist.

Area II: Analysis of the Gifted LRC Program Utilizing an Instructional Systems Model

Identification of gifted students

Two areas of giftedness were recognized in the gifted LRC program at School A: general intellectual ability and specific academic aptitude. The specific aptitudes were in reading, mathematics, and social studies.

It should be noted that some discrepancy was found between the stated identification procedures and the actual identification procedures apparently in operation.

The identification procedures used for School A for the school year 1981-82, can be found in appendix K. The actual identification procedures used for the gifted LRC program in School A deviated from the written identification procedures in several significant aspects:

1. No written IQ test was known to have been given to any of the selected students
2. The SRA Achievement test was given only to some of the kindergarten students and then to all third grade students in the fall of each year; first and second grade students were not tested
3. Grade level teacher recommendations were not kept current
4. No evidence was available that the sub-tests of the SRA Achievement test were used to identify specific aptitudes
5. No records or documentation appeared to be accessible concerning the identification procedure used for individual students

The list of gifted student participants provided for this study was based on "teacher recommendation" from the conclusion of school year 1980-81, although school year 1981-82 was already nearing completion. Several classroom teachers, as well as the LRC professional, expressed doubt that the list actually represented the truly gifted students of School A. One student named on the list was discovered to be no longer in attendance at the school after a check of the class rosters was made. One teacher requested that the name of a "gifted" student from that teacher's classroom be eliminated from the list, and that a different student's name be substituted, since the first student was not considered gifted and the second one was, according to the opinion of that teacher. This was done immediately, and without reference to any documentation. The LRC professional did not possess a list of the identified gifted students at the school and was unable to identify with certainty who these students were.

An explanation for the casualness of the identification procedure can be found in the structure of the gifted LRC program at School A. Although the program will be discussed in greater detail in other sections of the study, it should be noted that the gifted program was incorporated into the Independent Study Program which was offered to all students in the school. The Independent Study Program was based on the individual needs of the students; therefore, knowing which students actually had the label of "gifted" was not considered important to the successful operation of the gifted LRC program by the LRC professional or the building principal. In fact, the LRC professional and building principal expressed pride that the Independent Study Program was designed to meet the needs of all students without labeling them "gifted", "normal" or "slow".

Continuity of participation in the gifted program was not guaranteed from year to year. The involvement of gifted students was not, in fact, even based on their identification as gifted, but rather on the personal decision of the classroom teacher to whom they were assigned.

The assessment of student needs and entry levels

No formal procedure was utilized for the needs assessment of gifted students or for determination of entry levels. There was no indication that academic histories, testing, or staffing were incorporated into the educational assessment of any of the gifted students.

However, a constant assessment of student needs and levels was made by both the classroom teacher and the LRC professional to determine the best materials and activities for the individual gifted participant. This assessment was done informally, and communication was informal

between the teacher and the LRC professional. The appropriate program for each gifted student was determined by consultation between the classroom teacher and the gifted LRC professional, and was modified when the need for change became apparent to either.

The balance of responsibility for assessing the gifted student's needs was not constant; some classroom teachers maintained close communication with the LRC professional, but others allocated most of the responsibility concerning the appropriate materials for the gifted student(s) in their classroom to the LRC professional. Other classroom teachers chose not to have the gifted students from their room attend the Independent Study Program in the LRC at all.

The specification of goals

No written specification of goals was found for the gifted LRC program at School A.

The specification of objectives

Three written objectives were identified for the gifted LRC program at School A. These were submitted by the school district to the Illinois State Board of Education in compliance with the regulations concerning funded programs. The LRC professional did not possess a copy of these objectives and was not knowledgeable about them. No copy of the objectives was available in School A.

A copy of the written objectives, the plan for implementation, and the plan for evaluation of the objectives, can be found in appendix K.

No behaviorally written objectives were available from the LRC professional. No objectives were specifically written for individual gifted students or groups of gifted students by the LRC professional.

In some cases, the instructional materials used with the gifted students contained statements concerning the goals and objectives of that particular resource. The LRC professional copied these statements for the classroom teachers as an aid to the selection of appropriate material.

The selection of strategies

Allocation of space: the LRC facility

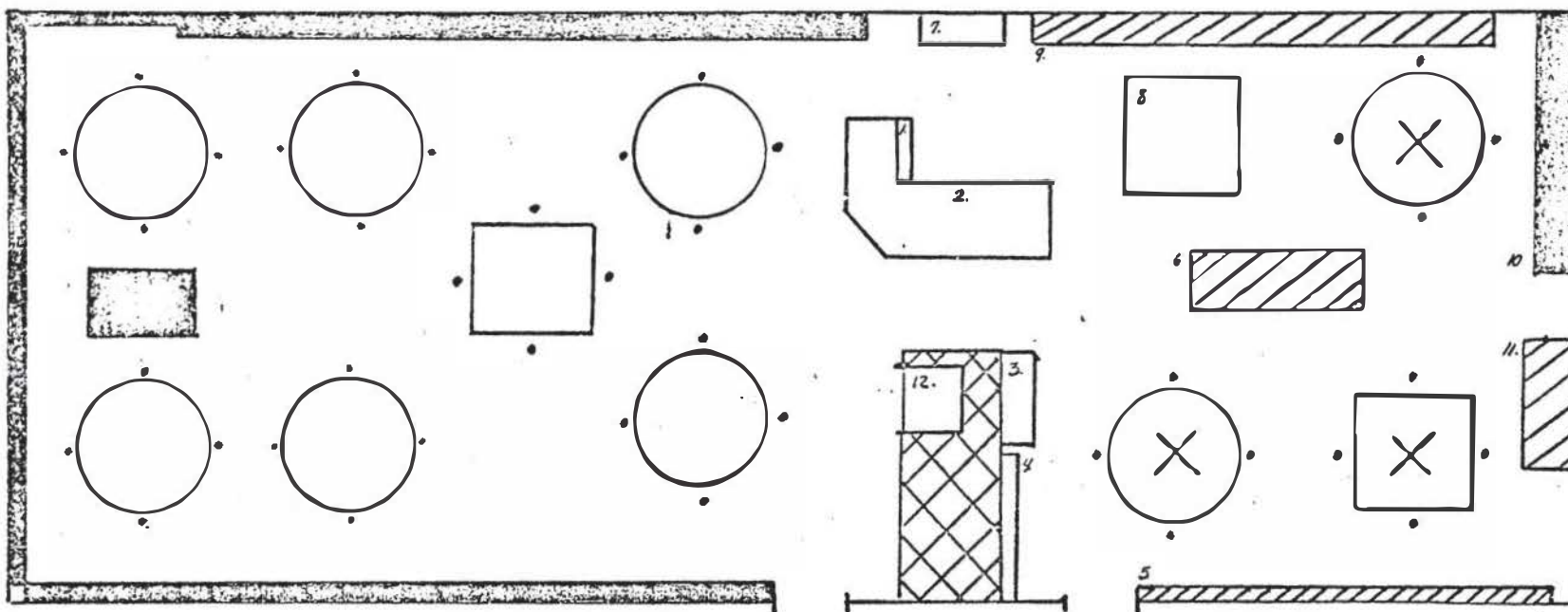
The LRC at School A, located on the second floor of the school building, occupied approximately 2,050 square feet. A minimum of 3,900 square feet would be needed to meet the Illinois recommendations for space; therefore, School A's LRC fell 1,850 square feet short of the minimum recommendation.

The LRC contained seating for forty students, which was eleven percent of the total school population. Thirty percent of the seating was in independent study carrels which had been created from cardboard dividers. The seating arrangements met the Illinois recommended standards.

The location of the LRC in the school building was considered adequate. Provisions for staff were adequate, and the facility was arranged for quiet study utilizing a variety of media alternatives. Lighting and temperature control were not considered a problem. The LRC was not normally available to students beyond the regular school hours. Figure 5 presents a scale drawing of the LRC facility at School A. Audiovisual equipment was either placed in the classrooms, located on the tables, or stored in lockers in the hallway outside of the LRC.



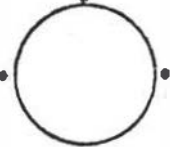
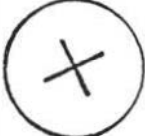
FIGURE 5

THE LEARNING RESOURCE CENTER FLOOR PLAN FOR SCHOOL A



scale = 1:84

KEY

- | — | = doorway
-  = shelving for print
-  = shelving for non-print
-  = tables with seat designations
-  = tables with study carrels

- 1. shelf list
- 2. circulation desk
- 3. card catalog
- 4. magazine rack
- 5. shelving for film-strip kits
- 6. shelving for A-V kits
- 7. cabinets and file drawers
- 8. work area
- 9. shelving for print kits
- 10. reference materials
- 11. professional materials
- 12. storage

Organization of groups

The classroom teachers designated the groups of students which would be sent to the LRC at any given time. Different teachers utilized different systems. Some students came to the LRC in stable groups of four to work together on a specific series of materials. Other students arrived independently and worked independently. Generally, the younger students--first and second graders--tended to remain in groups, while the older students--third graders--attended individually. However, some first and second graders also worked independently. Groups were always composed of students from the same grade and the same classroom, and were not necessarily all gifted students.

Allocation of time

The classroom teacher designated the time the gifted students would spend in the gifted LRC program. Some gifted students did not participate at all in the gifted LRC program due to the decision of their teacher. Some gifted students attended the LRC regularly at a scheduled time. Most of the gifted students attended only if their regular classwork had been satisfactorily completed.

Selection of techniques

Almost all of the instructional materials used in the gifted program were based on the expository approach. The method of presentation was varied; both print and various audiovisual methods were used. However, the materials reflected a content-oriented approach consistently. A few inquiry-oriented instructional materials were available in the LRC, but they were apparently not used often, if at all.

Selection of resources

The LRC in School A possessed an enviable number of instructional resources. Table 1 provides a comparison of the available print and non-print materials to the Phase One recommended standards for school LRCs in Illinois. Table 2, immediately following, provides a comparison of the audiovisual equipment available at School A with the Phase One recommendations for equipment. Most of the resources exceeded these standards in significant amounts.

Use of the resources was highly structured by the teacher and the LRC professional. As previously mentioned, instructional materials emphasizing the process-oriented approach, creative thinking, problem-solving, and discovery learning were available in small numbers but were seldom, if ever, used by the LRC professional.

The LRC professional had full responsibility for selection of resources. Input from teachers was given consideration, but input from students was not mentioned by the LRC professional as a factor in the selection of materials.

The abundant resources available in the LRC were extremely well organized. Clear, up-to-date accession records were kept for each type of media. For equipment, date of purchase, repair records, and inventories were maintained for each item. Each resource was cataloged and well-labeled. A color-coded identification system was used for easy recognition of the type of material (filmstrip, transparency, etc.), in addition to the Dewey cataloging system. Archival copies of all cassette tapes were made and stored. An accurate, up-to-date shelf list was maintained.

TABLE 1

A COMPARISON OF INSTRUCTIONAL MATERIALS IN THE LRC
AT SCHOOL A WITH THE PHASE ONE
STANDARDS FOR ILLINOIS

item	Phase One Recommendation	Resources at School A
Books	3,000 titles	20,000 titles
Reference books	current titles, 2 sets encycl.	24 sets, 200 misc. titles, 2+ sets encycl.
Magazines	10-24 titles	18 titles
Newspapers	1-2 titles	0
Pamphlets, clip- pings, misc.	organized collection	600 in organized collection
16 mm films	access to film library with 1,000 titles	access to film library with 1,000 titles
Records and cassette rec.	500 titles	512 titles
Slides	to meet curriculum needs	0
Graphic materials	to meet curriculum needs	200 teaching picture sets
Transparencies	to meet curriculum needs	60 sets
Other materials incl. video tapes programmed instr. relia, kits, etc.	to meet curriculum needs	462 filmstrip/ cassette kits, much misc.

TABLE 2

A COMPARISON OF AUDIOVISUAL EQUIPMENT IN THE LRC
AT SCHOOL A WITH THE PHASE ONE STANDARDS
FOR ILLINOIS

Item	Phase One Recommendation*	Resources at School A
16 mm sound proj.	2-3	2
2X2 slide proj.	1	1
Filmstrip proj.	2-3	8
Sound filmstrip proj.	1	3
10X10 overhead proj.	4	8
Opaque proj.	2	1
Filmstrip viewer	8	56
2X2 slide viewer	1	0
TV receiver	2	1
Record player	4	23
Cassette recorder player	4	71
Listening station	2	3
Projection cart	18-20	3**
Projection screen	18-20	23
TV distribution	1 set-up	1 set-up
Sound filmstrip viewers	NR***	5
Earphones	NR	240
Cassette duplicator	NR	1
Jack boxes	NR	24
Language masters	NR	13

* Recommendation based on 15 teaching stations for School A

** Discrepancy in recommendation and actual holding believed to be due to the fact that most AV equipment was located in the classrooms and therefore did not need to be carted

*** NR = No recommendation made

All materials were neatly shelved according to the type of resource, e.g., all reference books together, all filmstrip/cassette kits together, and so on. Audiovisual materials and reference materials were located on one side of the room; books on the other. Students were apparently not encouraged to make selections independently from the audiovisual materials. These resources were selected by the classroom teacher or the LRC professional and then given to the student to use. Exceptions to this were several print kits, such as the SRA Reading Labs, which were completed independently by the students, and which were made directly accessible to them.

The shelves of books were organized by grade levels and were color-coded for easy recognition by the students. The colors related to the appropriate grade designation. Students were expected to make books selections from the shelves labeled for their grade. Recently, at the request of a teacher, a "fourth grade" shelf had been added for advanced third grade readers.

Circulation policies and procedures did not vary for gifted and non-gifted students. Students had no restriction on the number of books checked out, and were allowed to keep the book for one week, with the possibility of renewing it. Audiovisual materials and the appropriate equipment for their use, were available to the students for use in the LRC at their request. There was little evidence that very many students did utilize audiovisual materials of their own choice regularly.

Summary data sheets of available instructional materials were compiled for each of the major kits located in the LRC, and were given to each classroom teacher in a file at the beginning of the school year. The summaries included such information as the suggested grade

levels, goals and objectives, time allotment, number of components, titles of the components, and so on, for each kit.

Despite the abundance of resources, indications were that the gifted students' access to a wide variety of types and levels of resources was relatively limited as a result of shelving and circulation policies in effect.

Daily learning activities

The program at School A was entitled the Independent Study Program. It was available for all students in grade one through three. Participation was determined by the classroom teacher. The teachers of the identified gifted students were encouraged to send the students to the LRC when the regular class assignments were completed. Individualized and/or small group learning activities in Reading, Language Arts, Math, Social Studies, and Science were available for the students. The selection of appropriate materials for each student was made by the classroom teacher and/or the LRC professional. Detailed records were maintained by the LRC professional documenting which learning activities each student had completed and, when appropriate, what scores had been achieved. Each assignment was reviewed by the LRC professional, in the presence of the student, and corrections were required until the work was one hundred percent accurate. Assignments were returned to the classroom teacher for actual grading.

A written list of activities designed to implement the stated objectives for the gifted LRC program can be found in appendix K.

Evaluation

Written evaluation procedures, required by the Illinois State Board of Education, had been designed to determine whether or not the program objectives had been met. An annual questionnaire was completed by the LRC professional and sent to the district office, detailing the success or failure of the program to meet the stated objectives. The three methods of evaluation, which correspond to the three stated objectives can be found in appendix K.

The LRC professional believed that the first objective (85% participation) had been met based on the calculations made by the LRC professional and the building principal. The second objective (that gifted students would read more books) was believed to have been met, but no data had actually been recorded to verify this assumption. It was not known by the LRC professional if the third objective (SRA Achievement test scores) had been met or not, since these tests were administered by third grade classroom teachers and the LRC professional had not been notified concerning the results.

On an informal level, the LRC professional frequently considered alternatives and improvements to the program, and appeared to be in close communication with the building principal and some of the teachers concerning evaluation of the program and, specifically, evaluation of the instructional materials used with students.

The gifted students, the parents of the gifted students, and citizens from the community were not involved in the evaluation of the gifted LRC program.

As previously mentioned, the gifted student participants were required to complete each assignment until it was one hundred

percent correct. The LRC professional assisted the students by teaching and re-teaching the necessary skills and concepts for mastery of the assignments. All assignments were taken to the classroom teacher at the end of the period and shown or given to the teacher. Evaluation of the student was made by the teacher as desired. In some cases, the classroom teacher considered the work done by the student while in th LRC to be an integral aspect of the curriculum; in other cases, the work was not reviewed by the classroom teacher at all.

No system apparently existed for the evaluation of the role of the LRC professional as the gifted LRC program coordinator. The LRC professional was evaluated by the building principal, as is normally done each year by the supervising administrator. Any self-evaluation, or evaluation by students, teachers, parents, or community members of the role of the LRC professional, was informal and without established lines of feedback.

Feedback

Feedback to the gifted LRC program participant concerning the success or failure of a particular assignment or activity was immediate and complete. Often it was accomplished through self-checking built into the instructional material itself. Whether self-checking was done or not, the LRC professional reviewed all assignments and provided immediate feedback to the students. This procedure conformed to research findings indicating the importance of immediate feedback.

Due to the unclear and incomplete evaluation procedures,

feedback for the gifted LRC program itself, and the role of the LRC professional, was inconsistent and vague. Most feedback appeared to be provided by the building principal.

Implementation of modifications

Modifications in the individual assignments for each student were made constantly. Students received more or less challenging assignments, as needed, based on the LRC professional's constant check of their work.

Modifications for the gifted LRC program were planned for the following year. Despite the lack of clear channels of evaluation and feedback, the proposed modifications for the program were, nonetheless, obviously based on a sincere needs assessment by the LRC professional. When asked what modifications to the gifted program were planned, the LRC professional mentioned: 1) the addition of computers and computer programs; 2) the purchase of new kits and instructional materials, including materials emphasizing critical thinking, inference thinking, and simulation; and 3) the deletion of some kits which were not being used.

When asked about long-range goals or "wishful thinking," the LRC professional mentioned: 1) the expansion of the LRC facility to create more space for additional programs and activities; 2) the hiring of additional personnel; and 3) the inclusion of more hands-on centers, including science, art, and so on, to meet the needs of gifted students with specific aptitudes.

Area III: The Enrichment Triad Model Checklist

The Enrichment Triad Model checklist was completed for the gifted LRC program at School A to determine the success or failure of the program to meet the needs of gifted students as defined by Joseph S. Renzulli, the creator of the Enrichment Triad Model. Tables 3, 4, 5, 6, and 7, record the responses for each of the five sections of the observational checklist used. The evidence from the five tables demonstrates that, overall, the gifted program at School A did not meet the selected criteria.

The philosophy of the gifted LRC program, although unstated, appeared to be to provide acceleration and challenge through traditional content-oriented materials selected by educators. Although this is not an uncommon approach to gifted education, it was in contrast to the philosophy, goals, and objectives described in the Enrichment Triad Model, which accounts for the negative responses on this checklist.

Area IV: The Gifted LRC Program and the Attitudes of Gifted Students, Teachers, and Parents

Interviews were held with eighteen of the identified gifted students from School A. The results of the interviews were tabulated to correspond to a survey format as much as was possible. These results are found in Table 8.

TABLE 3

THE ENRICHMENT TRIAD MODEL CHECKLIST FOR THE
GIFTED LRC PROGRAM AT SCHOOL A:
GENERAL PROGRAM REQUIREMENTS

<u>Observation Item</u>	<u>Responses</u>		
easy to see	hard to see, but I think I did	could not see	
For the majority of time spent in the gifted LRC program, students have an opportunity to pursue their own interests to whatever depth they so desire			X
Students are allowed to pursue their own interests in a manner that is con- sistent with their own preferred styles of learning			X
Processes are viewed as the paths rather than the goals of learning	X		
Students are active rather than passive learners	X		

TABLE 4

THE ENRICHMENT TRIAD MODEL CHECKLIST FOR THE
GIFTED LRC PROGRAM AT SCHOOL A:
GENERAL EXPLORATORY ACTIVITIES
(TYPE I ENRICHMENT)

<u>Observation Item</u>	<u>Responses</u>		
	easy to see	hard to see, but I think I did	could not see
Students, though given freedom, are also aware that they are expected to pursue exploration activities purposefully			X
Students are exposed to a wide variety of topics or areas of study			X
Interest centers, with dynamic, appealing, and stimulating materials, are used			X
Field trips to places where dynamic people are actively engaged in problem-solving and the pursuit of knowledge are used to stimulate the students			X
Resource persons are invited to make presentations to groups of gifted students			X

TABLE 5

THE ENRICHMENT TRIAD MODEL CHECKLIST FOR THE
GIFTED LRC PROGRAM AT SCHOOL A:
GROUP TRAINING ACTIVITIES
(TYPE II ENRICHMENT)

<u>Observation Item</u>	<u>Responses</u>		
	easy to see	hard to see, but I think I did	could not see
Process-oriented, rather than content-oriented, materials are used			X
The selection of process-oriented materials represents a logical outgrowth of student interests, rather than a random choice of what is available or what the LRC professional likes			X
Awareness of Bloom's Taxonomy and/or Guildford's Structure of the Intellect as models for the selection of process-oriented materials is evident			X
Evidence of an attempt to stimulate the creative processes of students is present			X

TABLE 6

THE ENRICHMENT TRIAD MODEL CHECKLIST FOR THE GIFTED
 LRC PROGRAM AT SCHOOL A: INDIVIDUAL AND SMALL
 GROUP INVESTIGATIONS OF REAL PROBLEMS
 (TYPE III ENRICHMENT)

<u>Observation Item</u>	<u>Response</u>		
	easy to see	hard to see, but I think I did	could not see
Evidence that the student takes an active part in formulating both the problem and the methods by which the problem will be attacked			X
Encouragement for the use of divergent research techniques and conclusions			X
The areas of investigation chosen represent the true interests of the students and are not the pre-determined choice of the LRC professional			X
The student investigation results in a "real" product or experience of the student's own creation			X

TABLE 7
 THE ENRICHMENT TRIAD MODEL CHECKLIST FOR THE
 GIFTED LRC PROGRAM AT SCHOOL A:
 THE ROLE OF THE LRC PROFESSIONAL

<u>Observation Item</u>	<u>Response</u>		
	easy to see	hard to see, but I think I did	could not see
The LRC professional's role is to assist the students in translating and focusing a general area of concern into a solvable problem			X
The LRC professional's role is to provide students with the tools or methodological techniques necessary to solve the problem		X	
The LRC professional's role involves assisting the student in communicating the results to authentic audiences			X

TABLE 8
 PARTIAL RESULTS OF THE GIFTED STUDENT
 INTERVIEWS FROM SCHOOL A
 (N=18)

Questions	Responses		
Are you a boy or a girl?	$\frac{\text{boy}}{8}$ (44%)	$\frac{\text{girl}}{10}$ (56%)	
What grade are you in?	$\frac{1\text{st}}{4}$ (22%)	$\frac{2\text{nd}}{7}$ (39%)	$\frac{3\text{rd}}{7}$ (39%)
Have you been going to the Library for the ISP this year?	$\frac{\text{yes}}{14}$ (78%)	$\frac{\text{no}}{4}$ (22%)*	
Did you go to the Library for the ISP last year?	$\frac{\text{yes}}{11}$ (69%)	$\frac{\text{no}}{5}$ (31%)	
Did you go to the Library for the ISP the year before that?	$\frac{\text{yes}}{5}$ (31%)	$\frac{\text{no}}{9}$ (56%)	$\frac{\text{don't remember}}{2}$ (13%)
How do you feel about the ISP?	$\frac{\text{like a lot}}{5}$ (31%)	$\frac{\text{like somewhat}}{9}$ (56%)	$\frac{\text{don't like}}{2}$ (13%)
If you could change things about the ISP to make it better for you, what would you change?	$\frac{\text{nothing}}{4}$ (22%)	$\frac{\text{make it easier}}{5}$ (28%)	$\frac{\text{don't know}}{7}$ (39%)
Do you like having the ISP in the Library?	$\frac{\text{yes}}{16}$ (100%)	$\frac{\text{no}}{0}$	

NOTE: ISP = Independent Study Program (the gifted LRC program at School A)

* Two students were not participating in the program and had never participated in it; therefore, they did not complete any of the following questions

In addition, many questions were asked which prompted varied responses which were impossible to represent in a table format. It should be noted that these totals may equal more than eighteen (the number of students interviewed), because more than one comment per student was accepted. Percentages, when given, were based on the sixteen students interviewed who had knowledge of the gifted LRC program. Therefore, percentage totals will not necessarily be one hundred percent. It should also be noted that the student answers were paraphrased for clarity.

The students were asked: "About how often do you go to the Library for the Independent Study Program?" These answers were given:

1. every day . . . 6 (38%)
2. once in a while . . . 3 (19%)
3. four days a week . . . 2 (13%)
4. when I get my work done . . . 2 (13%)
5. once a week . . . 1 (6%)
6. not any more . . . 1 (6%)
7. twice a week . . . 1 (6%)

The students were asked to explain their feelings about the Independent Study Program. Six students (38%) stated that "it's fun," and three students (19%) mentioned that "you learn stuff". The following section contains additional comments which were each made once in answer to this question.

I like to spell and read . . . you learn to do things by yourself and on your own . . . it helps me learn about science, folktales, and creatures . . . it's mostly bad, it takes up all your time . . . I like the science . . . I like listening to the tapes . . . I like doing the math . . . I like reading . . . it's too hard . . . I will go again if I can go back to easier work.

The students were asked: "What do you think are the best things about the Independent Study Program?" The following list contains those answers mentioned more than once:

1. reading stories . . . 4 (25%)
2. I don't know . . . 2 (13%)
3. the work . . . 2 (13%)
4. it helps me learn . . . 2 (13%)

The following comments were made by one student each in response to the question about the best things about the Independent Study Program:

kids get to read stories and remember what they read . . .
listening to the tapes . . . drawing the planets . . . the
magazines . . . the math . . . when it is easy . . .
writing

Table 8 indicated that one hundred percent of the students felt that the LRC ("Library") was a good place for the Independent Study Program. When asked "Why?" seven students (44%) mentioned that it was quiet or that the classroom would be too noisy. Two students(13%) said that they liked doing the work, and two more students (13%) answered that they did not know why. Additional comments, each made by one student were:

there's more room . . . it's fun . . . I see different
people . . . I like going upstairs . . . there are
dictionaries and other stuff . . . I get to read . . .
I get away from my friends in the classroom . . .
there are more books

Students were asked: "How does the Independent Study Program affect your other schoolwork?" The answers given by more than one student are as follows:

1. it helps me. . . 5 (31%)
2. it helps me a little bit. . . 3 (19%)
3. I only go after I'm done with my regular work. . . 3 (19%)
4. it helps me to understand how to remember better . . . 3 (19%)

Additional responses, made by one student each, are recorded

below:

it helps me to learn more . . . I might already know things from learning them in the library . . . it makes me get behind . . . I don't know . . . I can bring stories back to my classroom . . . I keep up pretty well . . . I learn to spell words in the Library

A final opportunity was given for the students to make any additional comments they desired. Eleven students (69%) had no additional comments to make. Two students (13%) mentioned that the work in the LRC was harder than the regular classwork. Other comments made, each by one student, were:

I like the librarians; they're nice . . . SRA is fun . . .
I like to read their books . . . all the other kids are doing it so I'm going to start to go again

An interpretation of the interview results includes these major findings:

1. The majority of the identified gifted students (78%) do participate in the gifted LRC program
2. The regularity of attendance varies dramatically among the participants
3. 87% of the students gave positive responses concerning their feelings toward the gifted LRC program
4. All of the students liked the gifted LRC program location in the LRC
5. Almost half of the students mentioned the quiet atmosphere as an important factor in liking the LRC location
6. Half of the students described the gifted LRC program as "helpful" to them

Tables 9 and 10 show the findings of the two parts of the Teacher Attitude Survey, distributed to fifteen classroom teachers in School A. Thirteen teachers (87%) returned the surveys; however, one teacher did not complete any of the responses on the survey. Therefore, only twelve responses are tabulated. Table 9 indicates the numbers of teachers who demonstrated familiarity or non-familiarity with the gifted LRC program.

Table 10 indicates the results of the second part of the Teacher Attitude Survey. The responses to these questions indicate the opinions and attitudes of the teachers toward the gifted LRC program at School A. Five possible responses were allowed: strongly agree (SA), agree (A), don't know or no opinion (O), disagree (D), and strongly disagree (SD).

Comments were solicited from the teachers. Four teachers (31%) added comments to the survey. The following section summarizes the teacher comments which have been paraphrased for clarity unless quotation marks are used. Each comment was made once.

Identification of gifted students is not clear . . . I disagree with the list of gifted students . . . would like computers. . . a lot of my students that use the program aren't gifted . . . "too busy to get kids in". . . "at our level there is nothing that would quality as independent study--this is my opinion"

An interpretation of the results of the Teacher Attitude Survey for School A includes these major findings:

1. Most teachers expressed familiarity with the gifted LRC program, but 67% would like even more information

TABLE 9
RESULTS OF PART 1 OF THE TEACHER ATTITUDE SURVEY
FROM SCHOOL A: FAMILIARITY WITH THE
GIFTED LRC PROGRAM
(N=12)

<u>Question</u>	<u>Response</u>	
	<u>yes</u>	<u>no</u>
I have gifted students in the ISP in the Library this year	11 (92%)	1 (8%)
I have had students in the ISP in previous years	12 (100%)	0
I have observed the ISP in operation	8 (67%)	4 (33%)
I am familiar with what the gifted students do when they are in the ISP	11 (92%)	0 *
My gifted students and I often talk about what they are doing in the ISP	9 (75%)	2 (17%)*

NOTE: ISP = Independent Study Program (the gifted LRC Program at School A)

*One teacher responded "some" to this question by writing it in the margin of the survey

TABLE 10
 RESULTS OF PART 2 OF THE TEACHER ATTITUDE SURVEY
 FROM SCHOOL A: OPINIONS CONCERNING THE
 GIFTED LRC PROGRAM
 (N=12)

<u>Question</u>	<u>Response</u>				
	<u>SA</u>	<u>A</u>	<u>O</u>	<u>D</u>	<u>SD</u>
The ISP is meeting the special needs of gifted students	2 (17%)	4 (33%)	1 (8%)	4 (33%)	1 (8%)
The gifted students in my class miss out on too much of their regular classwork	-	-	-	6 (50%)	6 (50%)
The ISP has a positive effect on our school	1 (8%)	5 (42%)	6 (50%)	-	-
I am satisfied with the ISP as it is now	-	5 (42%)	1 (8%)	5 (42%)	1 (8%)
I would like to know more about the ISP	-	8 (67%)	4 (33%)	-	-
The Library is an essential aspect of the ISP	4 (33%)	6 (50%)	1 (8%)	-	1 (8%)

NOTE: ISP = Independent Study Program (the gifted LRC program at School A)

2. Fifty percent of the teachers felt the gifted LRC program was meeting the needs of gifted students

3. According to the teachers, the gifted students did not miss out on too much of their regular classwork when they participated in the gifted LRC program

4. Fifty percent of the teachers perceived the gifted LRC program as having a generally positive effect on the school; the other half answered "don't know or have no opinion"

5. Fifty percent of the teachers expressed dissatisfaction with the program as it existed at the time of the survey

6. Eighty-three percent of the teachers felt that the LRC was an essential aspect of the gifted LRC program

Table 11 shows the findings of part one of the Parent Attitude Survey. This survey was distributed to the nineteen sets of parents of the identified gifted students. Fifteen surveys (79%) were returned. Table 11 demonstrates whether the parents had familiarity with the gifted LRC at School A or not.

Table 12 present the results of the second part of the Parent Attitude Survey, which indicates the opinions of the parents toward the gifted LRC program. Five possible responses were allowed: strongly agree (SA), agree (A), don't know or have no opinion (O), disagree (D), and strongly disagree (SD).

Nine parents (60%) added written comments concerning the gifted LRC program on their surveys. Comments made by more than one person are listed below:

1. Not familiar with the program . . . 4 (27%)
2. Wish for more information on the objectives, scope, and so on, for the gifted LRC program . . . 4 (27%)
3. Wish program could be expanded . . . 2 (13%)
4. The gifted LRC program is an important supplement to the regular classroom . . . 2 (13%)

TABLE 11

RESULTS OF PART 1 OF THE PARENT ATTITUDE SURVEY
FROM SCHOOL A: FAMILIARITY WITH THE
GIFTED LRC PROGRAM
(N=15)

<u>Question</u>	<u>Response</u>	
	<u>yes</u>	<u>no</u>
I have observed the ISP in operation	2 (13%)	13 (87%)
I am familiar with what my child does in the ISP in the Library	9 (60%)	6 (40%)
My child and I often talk about his/her activities in the ISP	4 (27%)	6 (73%)

NOTE: ISP = Independent Study Program (the gifted LRC program at School A)

TABLE 12

RESULTS OF PART 2 OF THE PARENT ATTITUDE SURVEY
 FROM SCHOOL A: OPINIONS CONCERNING THE
 GIFTED LRC PROGRAM
 (N=15)

<u>Question</u>	<u>Response</u>				
	<u>SA</u>	<u>A</u>	<u>O</u>	<u>D</u>	<u>SD</u>
The ISP is meeting the special needs of my child	-	7 (47%)	8 (53%)	-	-
My child is missing out on too much of the regular classwork because of the ISP	-	-	1 (7%)	6 (40%)	8 (53%)
I am satisfied with the ISP as it is now	-	4 (27%)	9 (60%)	2 (14%)	-
I would like to know more about the ISP	5 (35%)	9 (60%)	1 (7%)	-	-
The Library is an essential aspect of the ISP	5 (35%)	5 (35%)	5 (35%)	-	-

NOTE: ISP = Independent Study Program (the gifted LRC program at School A)

5. Child enjoys the gifted LRC program . . . 2 (13%)

6. Child cannot explain the gifted LRC program to the parent's satisfaction . . . 2 (13%)

The following comments were each mentioned by one parent.

The comments have been paraphrased for clarity.

Librarian is wonderful . . . computers would be a good addition . . . question the use of the term "gifted"; have never been informed that child is gifted . . . thank you for the opportunity to respond . . . glad for the extra work for the child . . . library should be a central part of every classroom . . . the district is not providing enough for the gifted . . . child is no longer involved in the ISP . . . glad child is in ISP

An analysis of the results of the Parent Attitude Survey for School A led to these findings:

1. Parents as a whole felt uninformed about the gifted LRC program, and wanted to know more about it. This was true even if the parent indicated some familiarity with the program

2. Over fifty percent of the parents did not know or had no opinion as to whether the gifted LRC program was meeting their child's needs

3. All but one parent (who responded "don't know/no opinion") felt that their child was not missing out on too much classroom work because of the program.

4. Sixty-seven percent of the parents believed that the LRC was an essential aspect of the gifted LRC program. The other responses were don't know/have no opinion"

The Gifted LRC Program at School B

Area I: Background Information

Description of the school and community

The gifted LRC program at School B was located in a small elementary school which served 126 students in grades one through five. The school itself was located on the south side of an East Central Illinois community with a population of 9,900. The two-story building, although obviously old, was in good repair. It contained five classrooms, one for each grade, which were operated as traditional classrooms; and a large open area the size of two classes, which housed both the LRC and a room for the reading specialist.

Budget

The exact budget for the LRC could not be determined. However, \$8,311 had been allocated to the four LRCs in the school district. The LRC professional and the district gifted program coordinator suggested that twenty percent of the total figure was approximately the amount of money spent for the School B LRC specifically. Therefore, the best estimate available indicated that \$1,662 was budgeted in school year 1981-82 for the LRC.

In addition to this amount, the LRC professional received five hundred dollars from a parent organization for the LRC. An estimate of the total budget for the LRC would then be \$2,162.

The Illinois minimum standards (Phase One) recommend that one percent of the State Average per pupil instructional costs should be

used to determine the appropriate budget total for a school LRC. This per pupil amount was twenty dollars for school year 1981-82, based on a State Average total per pupil expenditure of \$2,041. Therefore, with an enrollment of 126 students, the minimum budget for School B should have been \$2,520. The actual budget fell \$358 short of Illinois recommended minimum standards.

The line item requests for the budget were prepared by the LRC professional responsible for the LRC at School B for the preceding year (this individual was no longer the LRC professional at the time of the study). The requested items were submitted to the building principal for approval, and were then sent to the district office for central ordering.

The budget procedure, as described by the current LRC professional, indicated a clearly defined system of responsibility and the support of the LRC professional's supervisors. On the other hand, no articulation of specifically-designed objectives prior to the budget creation process was mentioned, and a lack of prior planning was evident. The budget allocations for school year 1981-82 did not reflect the needs of the gifted LRC program because planning concerning the program had not been completed prior to the submission of the budget. Furthermore, the lack of a card catalog, inventory, shelf list, or accession records prevented a thorough knowledge of the strengths or weaknesses of the collection from being likely. A lack of sufficient research and data collection prior to the completion of the budget was indicated by the fact that only one book was purchased for the LRC despite an extremely weak print collection. Instead, most of the budgeted funds were spent on learning games.

The five hundred dollars received from the parent organization during the school year was used for books which were ordered by the current LRC professional.

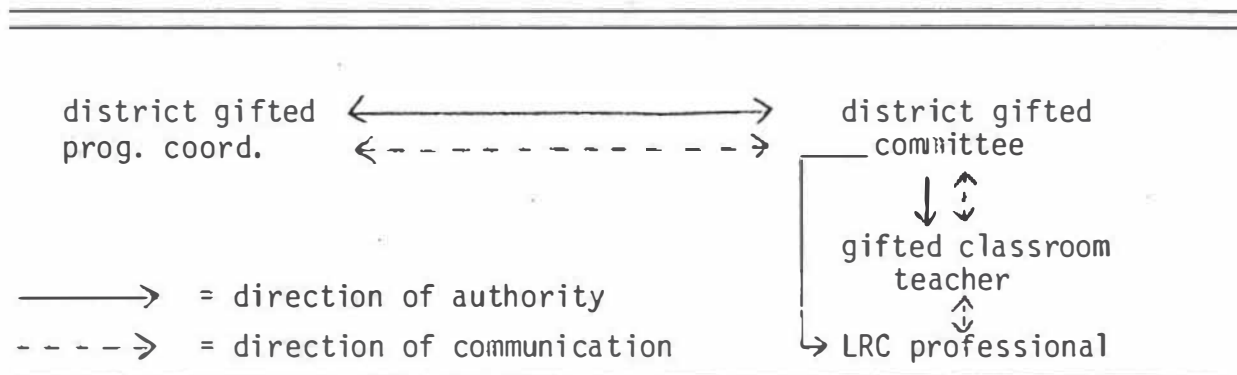
The school district applied for, and received, the maximum possible reimbursement for the district gifted program from the State Board of Education based on the budget formula for calculating estimated reimbursement. Of this amount, \$7,128, no money was allocated for the gifted LRC program at School B specifically.

Organizational structure

Figure 6 shows the organizational structure of the gifted LRC program at School B. The LRC professional had almost no authority or input into the creation or implementation of the gifted LRC program. The gifted LRC program was only one aspect of a total plan for gifted students which was carefully and completely formulated by the district gifted committee. The LRC professional was given a set of written instructions concerning the gifted LRC program and was then expected to implement it. Any additional help or direction was provided informally by the gifted classroom teacher (who served on the district gifted committee) at the specific request of the LRC professional. The lines of communication were essentially one-directional, with information going to the LRC professional but without an established method of obtaining appropriate feedback from the LRC professional.

The parents of gifted students and the gifted students themselves had no known input into the organizational structure of the gifted LRC program.

FIGURE 6
 THE GIFTED LRC PROGRAM ORGANIZATIONAL STRUCTURE
 FOR SCHOOL B



Personnel

A job description for the LRC professional was available. The full text of the description can be found in appendix L. The LRC professional was required to fulfill all of the job requirements listed for School B, as well as sharing the responsibility for a second school with another LRC professional in the district.

The LRC professional at School B had a valid Illinois State teaching certificate, a B.S. in Education, and one year of classroom experience. The LRC professional had completed no coursework in the education of gifted students. No state requirement for such coursework existed for this position because Illinois state gifted funds were not used for any part of the salary of the LRC professional.

Figure 7 presents a copy of the LRC professional's weekly schedule. According to the schedule, the LRC professional met for a library period with each grade for twenty minutes a week (100 minutes), taught art to each grade for forty minutes a week (200 minutes), worked with small groups of students from each classroom for thirty minute periods twice a week (300 minutes), spent between 110 and 240 minutes

FIGURE 7

THE WEEKLY SCHEDULE OF THE LRC PROFESSIONAL AT SCHOOL B

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>
8:40-10:45....at another school	8:30-10:05....at another school	8:30-10:00....at another school
10:15-10:45...SG, 1st	10:05-10:35...SG, 2nd	10:05-10:35...SG, 1st
10:55-11:25...SG, 3rd	10:45-11:15...SG, 5th	10:45-11:15...SG, 3rd
11:30-12:40...lunch	11:25-11:55...SG, 4th	11:15-11:55...worktime
12:40-1:00....LC, 3rd	12:00-12:40...lunch	12:00-12:40...lunch
1:00-1:20.....LC, 1st	12:45-1:30....special	12:40-2:30....worktime
1:20-1:40.....LC, 2nd	1:35-2:20.....special	2:30-3:00.....gLRCp
1:40-2:00.....LC, 5th	2:30-3:00.....gLRCp	
2:00-2:30.....LC, 4th		
2:30-3:00.....gLRCp		
	<u>Thursday</u>	<u>Friday</u>
	8:35-10:20....at another school	8:30-10:00....at another school
	10:25-11:05...art, 5th	10:05-10:30...SG, 2nd
	11:10-11:50...art, 4th	10:45-11:15...SG, 5th
	12:00-12:40...lunch	11:25-11:55...SG, 4th
	12:40-1:20....art, 3rd	12:00-12:40...lunch
	1:25-2:00....art, 2nd	12:50-3:00....worktime and gLRCp
	2:10-2:50....art, 1st	

NOTE: "SG" refers to "small groups"; "LC" refers to "Library class"; and "gLRCp" refers to "gifted LRC program"

per week working on projects, and had a potential time allotment for the gifted LRC program of 220 minutes per week. Therefore, it is clear that the LRC professional had many other duties which occupied significantly larger blocks of time than did the gifted LRC program.

The LRC professional had no paid aide and no parent volunteers.

The school gifted program
not associated with the LRC

The gifted LRC program under the supervision of the LRC professional was only one aspect of the total gifted plan for the district and school. The other aspect of the gifted program also involved the LRC, but was not included in the study because it did not involve the LRC professional. For the purpose of this study, the additional program at School B shall be referred to as the Talented, Able, and Gifted (TAG) program, and the teacher involved in this program shall be referred to as the TAG teacher. In reality, "TAG" was used by the school district to refer to all aspects of the gifted program in the district, including the gifted LRC program.

The TAG program at School B was under the direct supervision of a first grade teacher. The TAG teacher coordinated and implemented the TAG program, and also served as a liaison between the LRC professional and the district gifted committee. The TAG teacher had received Level II training in gifted education from the Region V Area Service Center for the Gifted in Rantoul, Illinois. Level II training was achieved by participation in a series of workshops concerning gifted education.

The TAG teacher was released from the regular classroom by a substitute teacher for one half day each Friday afternoon to

meet in the LRC with the gifted students from School B from grades one through five. The stated objectives, learning activities, and evaluation procedures, as recorded for submission to the State Board of Education, can be found in appendix L. It should be noted that some of these objectives were met by the TAG teacher and the LRC professional in cooperation, and that others were the responsibility of one or the other.

Statements of philosophy and policy

The LRC was created in the 1980-81 school year. Its purpose was ". . . to expose pupils to enjoyable and ceative ways of learning." The various functions of the LRC professional and the general purpose of the LRC can be found in appendix L. No selection policy for the LRC existed.

The school district's written "Gifted Philosophy" can be found in appendix L. The LRC professional did not have a copy of the philosophy, and was not sure if one existed.

Area II: Analysis of the Gifted LRC Program Utilizing an Instructional Systems Model

Identification of gifted students

General intellectual ability was identified as the only category of giftedness to be covered in the gifted LRC program at School B. Students in grades one through five participated in the TAG program, but only students in grades three, four, and five were involved in the independent study project in the gifted LRC program. The indentification procedures, as submitted to the Illinois State Board of Education to fulfill gifted program reimbursement regulations, can be found in appendix L.

The LRC professional was not informed concerning the gifted student identification process. The names of the gifted students had been provided, but not the methods by which the students had been selected.

Because the gifted LRC program was in its first year of operation, no procedure for the continuity of students from one year to the next was known. No policy addressing the subject was found. However, students were involved in the gifted LRC program as an optional activity of their own choice. One student who eventually chose to "drop-out" of the gifted LRC program, cited too much pressure and the fear of falling behind in regular classwork as the reason. Therefore, identification as "gifted" did not necessarily mean participation in the gifted LRC program.

The assessment of student needs and entry levels

The LRC professional did not formally assess student needs or entry levels. As previously mentioned, a list of students identified as "gifted" was the only information the LRC professional was given concerning the students.

Students participated in pre-programmed computer activities which were intended to provide enrichment in mathematics and language skills. However, since only three computer programs were available. It can be assumed that very little attention to individual differences was possible. Gifted students were also given the opportunity to follow a self-paced computer programming course. Allowing the students to progress at their own speed accommodated different needs and entry levels for this activity.

Gifted students in grades three through five also participated in a research study project. Entry level was assumed to be zero, and all students were given the same three-week introduction to the project by the LRC professional. The students progressed individually after that point, and additional help was provided based on assessed need for the individual student. The gifted student participants were given an interest survey to complete which was designed to increase their self-awareness of interests and learning styles.

In summary, attempts to informally assess student needs and entry levels were present, but were not applied consistently or systematically, and were not supported by appropriate materials in sufficient amounts or at various instructional levels.

The specification of goals

Long-range goals, identified by the district gifted education committee were established. These goals can be found in appendix L. Goals specifically for the gifted LRC program were not available.

The specification of objectives

The objectives specified for the gifted LRC program were not clearly separated from the objectives written for the TAG program. Both the LRC professional and the gifted program coordinator for the district were not sure which objectives were specifically for the gifted LRC professional. The LRC professional did not have a copy of the objectives, and had never seen them. These objectives can be found in appendix L.

In addition to the stated objectives, the gifted education committee for the district had prepared a thorough and clearly-written series of objectives for that committee which covered the areas of identification, curriculum, evaluation, in-service, and administrative design for the district gifted program. Included in this list were the objectives, the tasks necessary for completion of the objectives, the persons responsible for completion of the objectives, and the deadline for completion. Appendix L contains this list. The result of this effort was a meaningful and well-designed agenda for the gifted committee for the next several years.

No behaviorally written objectives were available from the LRC professional for the individual gifted students, the various groups of gifted students, or the units used with the gifted students.

The selection of strategies

Allocation of space: the LRC facility

The LRC at School B, located on the second floor of the school building, occupied approximately 470 square feet, the size of one typical classroom in the building. An additional room, separated only by movable objects such as display boards, was also 470 square feet. It was occasionally used for additional space when not occupied by the reading specialist. A minimum of 3,020 square feet would be needed to meet the Illinois recommended standards for space; therefore, School B's LRC fell far short (2,550 square feet) of the minimum standard.

The LRC contained seating for at least forty students; three long tables with attached benches were used which could accommodate full classroom groups for instruction. Nearly thirty percent (28%) of the seating was in individual study carrels. These seating arrangements met or exceeded the Illinois recommended standards.

The location of the LRC was considered adequate; access was convenient for all students due to the small size of the school. Provisions for the LRC professional were not adequate. One typical teacher's desk, one table, and the top of a cabinet served as gathering places for teacher supplies. More storage space and appropriate work areas would have reduced the need to "make do" with such an arrangement. Lighting and temperature controls were not considered a problem. The LRC was not normally available to students beyond regular school hours. Figure 8 shows a scale drawing of the floor plan of the LRC at School B.

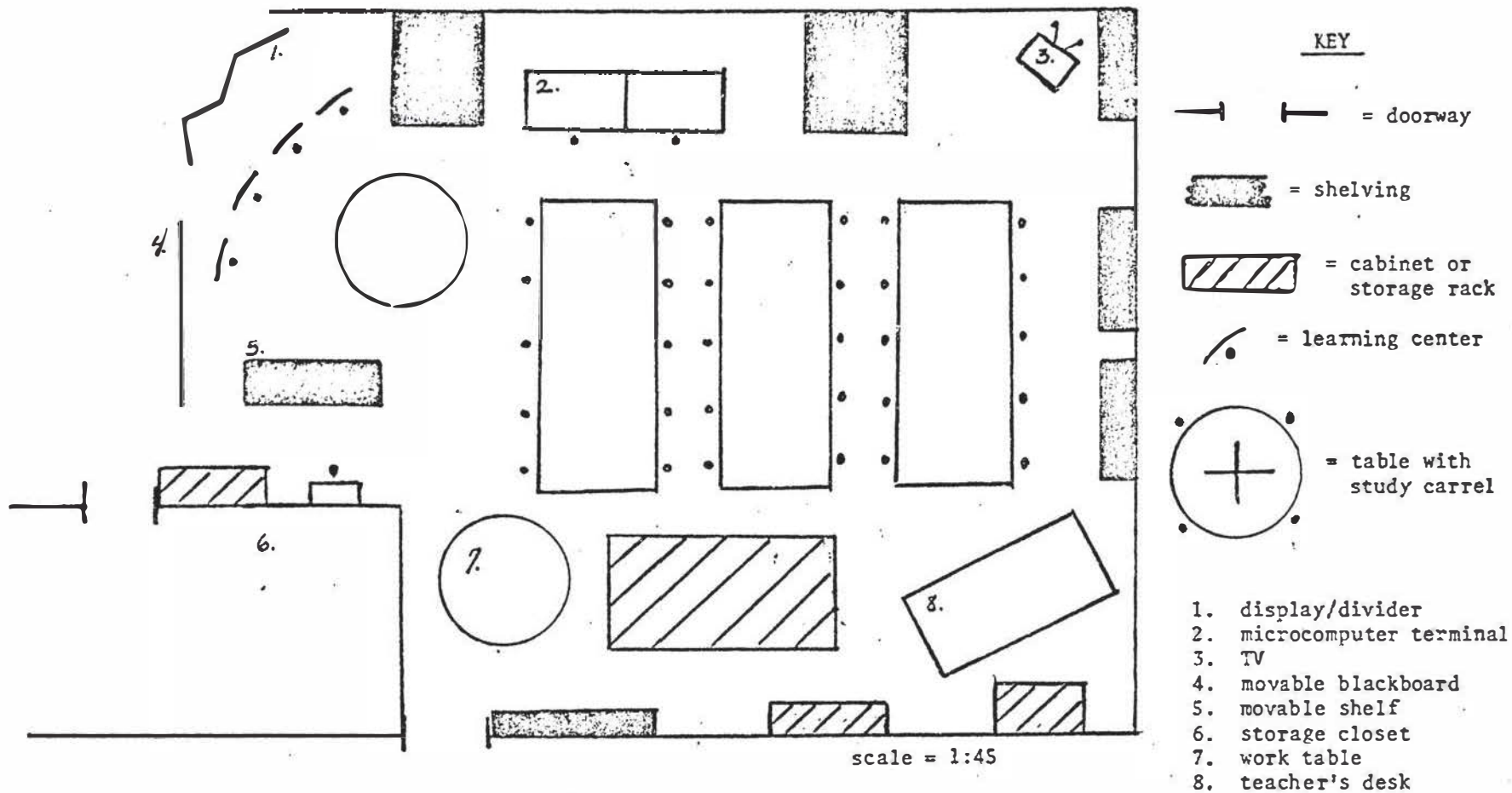
Organization of groups

Students worked at the microcomputers individually. Students in grades three, four, and five, attended three weeks of group instruction at the beginning of the independent research study unit. After that, students met with the LRC professional individually as needed.

The LRC professional expressed the opinion that the inclusion of third and fourth graders in the research study activity was a weakness of the grouping organization. It was felt that these students were too young for the research project and should be grouped differently in the future. Alternative activities would be provided to them in preparation for the independent study project in the fifth grade.

FIGURE 8

THE LEARNING RESOURCE CENTER FLOOR PLAN FOR SCHOOL B



Allocation of time

Students worked on the microcomputers when released from their regular classroom. Release was determined by the classroom teacher and generally occurred when classwork had been completed.

During the three-week initial stage of the independent study project, four hours per week (one hour for four days) were scheduled for the gifted students to meet as a group with the LRC professional. After this introductory phase, student time was determined by the student. The LRC professional was available for individual conferences for various blocks of time throughout the week with a total of over three and a half hours allotted. Occasionally the LRC professional would request that a gifted student be released from class during one of these blocks of time to receive individual attention.

Allocation of time for the research project became a serious constraint for the implementation of the gifted LRC program. The LRC professional reported that students found it difficult to create time during the school day to work on the project, and that some teachers had expressed resentment at the interruption of the daily routine when gifted students left the classroom at various times. Being responsible for scheduling their own time was not a satisfactory method for students in this age group. The classroom teachers were not closely involved in the implementation of the gifted LRC program, and therefore, supplied varying degrees of encouragement to the gifted students to use school time to complete the projects.

Selection of techniques

The two elements of the gifted LRC program represented a wide range of instructional techniques. The microcomputer program involved both programming activities and the use of pre-programmed materials. The programming activities followed a very structured, self-paced approach. The pre-programmed materials were expository in their approach to instruction.

On the other hand, the research project was clearly inquiry learning. The topic, method of research, and evaluation procedures were determined by the student. However, guidelines were established and standards applicable to written research papers were applied for that aspect of the independent study project.

Selection of resources

The greatest area of weakness in the LRC at School B was in its resources collection. Table 13 provides a comparison of the available print and non-print materials with the Phase One recommended standards for school LRCs in Illinois. Table 14, immediately following, provides a comparison of the audiovisual equipment available at School B with the Phase One recommendations for equipment.

It must be emphasized that the numbers used in Tables 13 and 14 for the LRC resources represent the estimates of the LRC professional. No inventory, shelf list, card catalog, accession records, or other documentation existed to verify the totals.

TABLE 13
 A COMPARISON OF INSTRUCTIONAL MATERIALS
 IN THE LRC AT SCHOOL B WITH THE PHASE
 ONE STANDARDS FOR ILLINOIS

Item	Phase One Recommendation	Resources at School B
Books	3,000 titles	400 titles
Reference books	current titles, 2 sets encycl.	20 titles, 0 encycl.
Magazines	10-24 titles	0
Pamphlets, clippings, misc.	organized collection	0
Filmstrips	200 titles	60 titles
16 mm films	access to film library with 1,000 titles	access to film library with 1,000 titles
Records and cassette rec.	500 titles	24 titles
Slides	to meet curriculum needs	0
Graphic materials	to meet curriculum needs	10 sets misc.
Transparencies	to meet curriculum	4 sets
Other materials incl. video tapes, programmed instr., realia, kits, etc.	to meet curriculum needs	3 VCR tapes, 50 filmstrip/ cassette kits, 50 ed'l games and kits

TABLE 14

A COMPARISON OF AUDIOVISUAL EQUIPMENT IN THE LRC
AT SCHOOL BI WITH THE PHASE ONE STANDARDS
FOR ILLINOIS

Item	Phase One Recommendation*	Resources at School B
16 mm sound proj.	1-2	1
Filmstrip proj.	1-2	1
Sound filmstrip proj.	1	1
10x10 overhead proj.	1-2	1
Opaque proj.	2	1
Filmstrip viewer	6	1
2x2 slide viewer	1	1
TV receiver	2	1
Record player	2	0
Cassette recorder/ player	2	1
Listening station	2	1
Projection cart	10-13	0
Projection screen	10-13	1
TV distribution	1 set-up	1 set-up
Microcomputers	NR**	2
Earphones	NR	8

*Recommendations are based on five teaching stations for School B

**NR = No recommendation made

Resources were so scarce that the students used student-made pre-programmed materials for the microcomputers. After selection of a research topic, the students were not likely to locate more than one or two resources in the LRC concerning that topic. Most of the actual research was, therefore, completed at the public library during out-of-school hours. The LRC professional had donated a personal set of old encyclopedias, several filmstrips, and back issues of two periodicals to the LRC to supplement the collection.

The LRC professional utilized a manual, entitled Independent Study, compiled by the Region V Area Service Center, and supplied by the district gifted committee, for the structure and organization of the gifted LRC program independent study project. No other professional resources were used.

The resources within the LRC were not organized according to any standard cataloging or classification system. The LRC professional had attempted to group materials by type of media used, and then by general subject. No card catalog was available, and a partial inventory of audiovisual equipment was not kept current. The resources, however, were neatly shelved, and the shelves were appropriately labeled. Many teacher-made learning games and activities were also available.

All students were allowed to check out two books at a time for a one week period. No fines were assessed. Gifted students who were using books for their research study project were allowed to keep as many books as they needed for as long as necessary. Students in general were not allowed to check out non-print materials or equipment. Gifted students had access to non-print materials and the

necessary audiovisual equipment for their use, but none had requested any. Perhaps they were unaware of the divergence in the normal LRC policy.

Daily learning activities

The gifted LRC program at School B involved two aspects. First the gifted students in grades one through five worked with microcomputers under the supervision of the LRC professional. Creative Programming for Young Minds* was utilized to provide self-paced instruction in programming a computer. Pre-programmed computer programs were used for the development of specific language and mathematical skills. Progress was individual on the computers and time allotments were flexible.

Secondly, the gifted students in third, fourth, and fifth grades were introduced to research techniques in an independent study research project. After a three-week introductory course, the students signed a contract detailing the topic, method(s) of inquiry, planned product, and evaluation procedures for their project which would comprise both a written and a creative component. The creative component could involve such projects as dioramas, displays, oral reports, media productions, and so on. After signing the contract, progress on the research project was delegated to the students. No deadline for completion was established except for the conclusion of the school year.

*Available from Creative Programming, 600 S 6th St.,
Charleston, IL 61920

Evaluation

Achievement of the gifted LRC program objectives was to be measured in several ways. The evaluation procedures, submitted to the Illinois State Board of Education to fulfill gifted program requirements, were matched to the program objectives. These can be found in appendix L.

Although directly responsible for utilizing the written evaluation procedures to measure the achievement of the stated objectives, the LRC professional had no knowledge of the procedures and not seen them. Therefore, the LRC professional had not implemented any of the procedures and was not sure if anyone else had. The LRC professional and the gifted program coordinator expressed conflicting and uncertain statements concerning which objectives and, therefore, which evaluation procedures were, in fact, the responsibility of the LRC professional.

The LRC professional had collected responses from the participating students concerning the independent study program for the purpose of implementing changes for the future. These responses were noted in a group discussion concerning the gifted LRC program and were not supported by any written documentation, such as a survey.

A system for evaluation of the gifted program itself, outlining the key features (student growth, attitudes toward the program, identification, levels of thinking, and money and management) and the sources of data (students, parents of the gifted, regular classroom teachers, building principals, gifted committee, superintendent, and school board) for evaluating the gifted program had been created

by the district gifted committee. The LRC professional was not listed as a source of data, and the model for evaluation was not known to the LRC professional. The evaluation techniques were apparently not in full implementation for the school year covered in the study. A copy of the "Addendum on Evaluation" prepared by the district can be found in appendix L.

The LRC professional had implemented an evaluation procedure for the gifted students involved in the independent study research project. As part of the contract, the gifted student participants named the "authorities" they chose to judge the completed project. Standards and criteria for this evaluation were also discussed by the gifted students.

No system apparently existed for the evaluation of the role of the LRC professional in relation to the the gifted LRC program. The LRC professional was evaluated by the building principal in the principal's normal capacity as supervisor and administrator. Any self-evaluation, or evaluation by students, teachers, parents, or community members of the LRC professional was done informally and without established lines of feedback.

Feedback

Feedback to the gifted LRC program participants concerning the success or failure of performance was generally immediate. The computers, of course, provided immediate and constant feedback. The LRC professional was available each day for feedback concerning the students' progress on the research projects. A district gifted fair allowed those students who had completed their research project to receive the feedback of others outside the school.

Established feedback procedures from the students to the LRC professional were less obvious. The LRC professional, through the individualized contact with the students, could concentrate on gestures, facial expressions, and comments to determine a student's reactions. Perhaps the most revealing feedback was provided by the fact that only two of the nine students completed the independent study project. An end-of-year discussion among the gifted student participants suggested that the lack of resources in the LRC was the major factor in the failure to complete the projects.

Implementation of modifications

It must be noted here that the gifted LRC program was in its first year of operation. Therefore, modifications to the program would be expected. Despite the lack of clear channels of evaluation and feedback in effect throughout the year, numerous modifications were being planned. Among the suggested changes the LRC professional mentioned were:

1. To provide more variety and less structure to the research project
2. To emphasize "hands on", creative activities
3. To substitute other activities in place of the research paper for the third and fourth grade gifted students
4. To accumulate more resources in the LRC
5. To establish a regular weekly scheduled time for gifted students in the LRC
6. To have one full-time LRC professional in each elementary school in the district

These suggested modifications corrolate very well with the areas of need identified through the preceding analysis of the gifted LRC program utilizing the instructional systems model approach.

Area III: The Enrichment Triad Model Checklist

The Enrichment Triad Model checklist was completed for the gifted LRC program at School B to determine the success or failure of the program to meet the educational needs of gifted students as established by Joseph S. Renzulli, the creator of the model. Tables 15, 16, 17, 18, and 19, record the responses for each of the five sections of the observational checklist.

Most of the responses on the checklist fell in the "this was easy to see" or "this was hard to see, but I think I did" categories, indicating that the gifted LRC program was meeting many of the key elements designed for creating a program which truly meets the needs of the gifted students. Weaknesses in the gifted LRC program at School B were in the areas of providing field trips and visits by dynamic resource persons, utilizing Bloom's Taxonomy or Guilford's Structure of the Intellect models for the selection of process-oriented instructional materials, and providing authentic audiences (not the gifted fair) for the products of the gifted students.

Overall, it appears that minor modifications would easily allow the gifted LRC program to reach the standards implied by the Enrichment Triad Model checklist.

TABLE 15

THE ENRICHMENT TRIAD MODEL CHECKLIST FOR THE
GIFTED LRC PROGRAM AT SCHOOL B:
GENERAL PROGRAM REQUIREMENTS

<u>Observation Item</u>	<u>Responses</u>		
	easy to see	hard to see, but I think I did	could not see
For the majority of time spent in the gifted LRC program, students have an opportunity to pursue their own interests to whatever depth they so desire	X		
Students are allowed to pursue their own interests in a manner that is consistent with their own preferred styles of learning			X
Processes are viewed as the paths rather than the goals of learning	X		X
Students are active rather than passive learners			

TABLE 16

THE ENRICHMENT TRIAD MODEL CHECKLIST FOR THE
GIFTED LRC PROGRAM AT SCHOOL B:
GENERAL EXPLORATORY ACTIVITIES
(TYPE I ENRICHMENT)

<u>Observation Item</u>	<u>Responses</u>		
	easy to see	hard to see, but I think I did	could not see
Students, though given freedom, are also aware that they are expected to pursue exploration activities purposefully	X		
Students are exposed to a wide variety of topics or areas of study		X	
Interest centers, with dynamic, appealing, and stimulating materials, are used		X	
Field trips to places where dynamic people are actively engaged in problem-solving and the pursuit of knowledge are used to stimulate the students			X
Resource persons are invited to make presentations to groups of gifted students			X

TABLE 17

THE ENRICHMENT TRIAD MODEL CHECKLIST FOR THE
GIFTED LRC PROGRAM AT SCHOOL B:
GROUP TRAINING ACTIVITIES
(TYPE II ENRICHMENT)

<u>Observation Item</u>	<u>Responses</u>		
	easy to see	hard to see, but I think I did	could not see
Process-oriented, rather than conten- oriented, materials are used		X	
The selection of process-oriented materials represents a logical out-growth of student interests, rather than a random choice of what is available or what the LRC professional likes		X	
Awareness of Bloom's Taxonomy and/or Guilford's Structure of the Intellect as models for the selection of process-oriented materials is evident			X
Evidence of an attempt to stimulate the creative processes of students is present	X		

TABLE 18

THE ENRICHMENT TRIAD MODEL CHECKLIST FOR THE GIFTED
 LRC PROGRAM AT SCHOOL B: INDIVIDUAL AND SMALL
 GROUP INVESTIGATIONS OF REAL PROBLEMS
 (TYPE III ENRICHMENT)

<u>Observation Item</u>	<u>Responses</u>		
	easy to see	hard to see, but I think I did	could not see
Evidence that the student takes an active part in formulating both the problem and the methods by which the problem will be attacked	X		
Encouragement for the use of divergent research techniques and conclusions	X		
The areas of investigation chosen represent the true interests of the student and are not the pre-determined choice of the LRC professional	X		
The student investigation results in a "real" product or experience of the student's own creation		X	

TABLE 19

THE ENRICHMENT TRIAD MODEL CHECKLIST FOR THE
GIFTED LRC PROGRAM AT SCHOOL B:
THE ROLE OF THE LRC PROFESSIONAL

<u>Observation Item</u>	<u>Responses</u>		
	easy to see	hard to see, but I think I did	could not see
The LRC professional's role is to assist the students in translating and focusing a general area of concern into a solvable problem	X		
The LRC professional's role is to provide students with the tools or methodological techniques necessary to solve the problem	X		
The LRC professional's role involves assisting the student in communicating the results to authentic audiences			X

Area IV: The Gifted LRC Program and the Attitudes
of Gifted Students, Teachers, and Parents

Personal interviews were held with the nine gifted students identified from grades three to five at School B. The results of the interviews were tabulated to correspond to a survey format as much as was possible. These results are found in Table 20.

In addition, many questions were asked which prompted varied responses which were impossible to represent in a table format. It should be noted that the totals to these "open-ended" questions may equal more than nine (the number of students interviewed), because more than one comment per student was accepted. Percentages, when given, were based on the number of students interviewed. Therefore, percentage totals will not necessarily total one hundred percent. It should also be noted that the student answers were paraphrased for clarity.

The students were asked to explain their feelings about the gifted LRC program. Six students (67%) said that "it's fun," and two students (27%) mentioned that they do "neat things". The following section contains additional comments which were each made once in answer to this question:

we get to do things that other kids don't . . . we go on field trips. . . get away from class . . . lots of friends from other grades are in it . . . got behind in my work . . . it got started late

TABLE 20
 PARTIAL RESULTS OF THE GIFTED STUDENT
 INTERVIEWS FROM SCHOOL B
 (N=9)

Question	Response		
Are you a boy or a girl?	$\frac{\text{boy}}{3}$ (33%)	$\frac{\text{girl}}{6}$ (67%)	
What grade are you in?	$\frac{3\text{rd}}{5}$ (89%)	$\frac{4\text{th}}{2}$ (22%)	$\frac{5\text{th}}{2}$ (22%)
Have you been going to the LRC for the TAG program this year?	$\frac{\text{yes}}{8}$ (89%)	$\frac{\text{no}}{1}$ (11%)	
About how often do you go?	$\frac{\text{not at all anymore}}{5}$ (56%)	$\frac{2 \text{ or } 3 \text{ times this year}}{2}$ (22%)	
	$\frac{\text{only for 3 wks at a time}}{1}$ (11%)	$\frac{\text{on Tuesdays}}{1}$ (11%)	
How do you feel about the TAG program?	$\frac{\text{like a lot}}{2}$ (22%)	$\frac{\text{like somewhat}}{5}$ (56%)	
	$\frac{\text{don't know}}{1}$ (11%)	$\frac{\text{dislike a lot}}{1}$ (11%)	
Do you like having TAG in the LC?	$\frac{\text{yes}}{8}$ (100%)	$\frac{\text{no}}{0}$	

NOTE: Some confusion existed in the minds of the students between the part of the gifted program supervised by the LRC professional and that part supervised by the TAG teacher. Although an effort was made to distinguish the gifted LRC program from the rest of the TAG program, it was possible that not all of the students actually made a clear distinction when answering the questions

"LC" refer to Learning Center and "TAG" refers to School B's name for the gifted LRC program

The students were asked: "What do you think are the best things about the TAG program?" Two students (22%) mentioned that they liked the field trips the best, and two students (22%) mentioned that they liked the research best. Other comments, each mentioned by one student, are below:

she doesn't yell when we don't understand. . . get to do stuff with other kids. . . helps me learn about things. . . working. . .going to the library. . .get to tell my mom things she doesn't know. . .have fun

The students were asked to name what they would change about the gifted LRC program, if they could, to make it better for them. Three students (33%) answered that they did not know what they would change, and two students (22%) said that the program was "okay" the way it was. The following responses were made by one student each in answer to the question:

make it easier . . . make it less confusing at the beginning. . . give oral reports instead of written ones. . . change the time so that all the kids could meet at one time . . . more field trips

Table 20 indicated that one hundred percent of the gifted students felt that the LRC was a good place for the gifted LRC program. When asked "Why?" three student (33%) answered that it provided lots of room ("was big"), and two students (22%) suggested that there would be nowhere else to have it. Additional comments, each made by one student were:

it's not noisy. . . there are benches to sit one. . . we can talk more . . . don't know. . . everything we need is there. . . regular teacher is too busy with other things

Students were asked: "How does the TAG program affect your other schoolwork?" the answers given by more than one student are listed below:

1. it doesn't affect it. . . 4 (44%)
2. I get my work done anyway. . . 2 (22%)
3. sometimes I get a little behind. . . 2 (22%)
4. I have to get my assignments done first. . . 2 (22%)

In addition to these answers, the following comments were made by one student each:

had to stay after school to get my work done once. . . had to ask people what had happened in class while I was gone. . . it works right into my schedule

A final opportunity was given for each student to make any additional comments desired. Six students (67%) had no additional comments to make. Two students (22%) elaborated on a description of their research project topic. One student expressed a desire to be in the program again next year, and one student expressed appreciation for the fact that the gifted LRC program gives "educated" children a chance to get out of the regular classroom where they are "sort of bored".

An interpretation of the interview results includes these major findings:

1. The majority of the identified gifted students (89%) participated in the gifted LRC program, but most of them (56%) considered themselves no longer involved at the time of the interview
2. 73% of the students expressed positive feelings toward the program, with 67% citing "fun" as the reason
3. All of the students liked the gifted program location in the LRC
4. Comments indicated that the gifted LRC program did not interfere with the regular classwork for most of the students. (However, most of the students had also indicated that they were no longer participating in the program at the time of the interview; therefore, no conflict would be expected to exist)

Tables 21 and 22 present the results of the Teacher Attitude Survey which was distributed to the five classroom teachers in School B. Four teachers (80%) returned the survey. Table 21 shows the findings of the first part of the survey indicated the numbers of teachers who demonstrated familiarity or non-familiarity with the gifted LRC program based on the responses to four questions.

Table 22 indicates the results of the second part of the Teacher Attitude Survey for School B. The responses to these questions indicate the opinions and attitudes of the teachers toward the gifted LRC program at the school. Five possible responses were allowed: strongly agree (SA), agree (A), don't know or no opinion (O), disagree (D), and strongly disagree (SD).

Two teachers (50%) added comments to the surveys. Essentially the two comments expressed the same opinion--that the program will grow and improve with time.

A summary of the results of the Teacher Attitude Survey include these major findings:

1. The teachers felt generally well-informed about the gifted LRC program, although only one teacher had actually observed it. Half of the teachers would like to know more about the program
2. Only fifty percent of the teachers felt that the gifted LRC program was meeting the needs of gifted students
3. The teachers did not feel that the students were missing out on too much of the regular classwork
4. Expressions of strong feelings of either like or dislike were avoided throughout the responses. Only one teacher made a response in either of the two extreme categories (would "strongly agree" to wanting more information about the program)

TABLE 21

RESULTS OF PART 1 OF THE TEACHER ATTITUDE SURVEY
 FROM SCHOOL B: FAMILIARITY WITH THE
 GIFTED LRC PROGRAM
 (N=4)

<u>Question</u>	<u>Response</u>	
	<u>yes</u>	<u>no</u>
I have gifted students in the TAG Learning Center program this year.	4 (100%)	0
I have observed the TAG Learning Center program in operation.	1 (25%)	3 (75%)
I am familiar with what the gifted students do when they are in the TAG Learning Center program.	4 (100%)	0
My gifted students and I often talk about what they are doing in the TAG Learning Center program.	3 (75%)	1 (25%)

NOTE: Some confusion may have existed in the minds of the teachers between the part of the gifted program supervised by the LRC professional and that part supervised by the TAG teacher. Although an effort was made to distinguish the gifted LRC program from the rest of the TAG program, it was possible that not all of the teachers actually made a clear distinction when answering the questions on this survey.

TABLE 22
RESULTS OF PART 2 OF THE TEACHER ATTITUDE SURVEY
FROM SCHOOL B: OPINIONS CONCERNING THE
GIFTED LRC PROGRAM
(N=4)

<u>Question</u>	<u>Response</u>				
	<u>SA</u>	<u>A</u>	<u>O</u>	<u>D</u>	<u>SD</u>
The TAG LC program is meeting the special needs of the gifted students.	-	2 (50%)	1 (25%)	1 (25%)	-
The gifted students in my class miss out on too much of their regular classwork because of the TAG LC program.	-	-	1 (25%)	3 (75%)	-
The TAG LC program has a positive effect on our school.	-	2 (50%)	1 (25%)	1 (25%)	-
I am satisfied with the TAG LC program as it is now.	-	1 (25%)	-	3 (75%)	-
I would like to know more about the TAG LC program.	1 (25%)	1 (25%)	1 (25%)	1 (25%)	-
The LC is an essential aspect of the TAG LC program.	-	2 (50%)	1 (25%)	1 (25%)	-

NOTES: See text of "NOTE" for Table 21

"TAG LC" refers to "TAG Learning Center" (the gifted LRC program at School B)

5. 75% of the teachers were not satisfied with the gifted program at the time of the survey

6. Although dissatisfaction with the gifted LRC program was expressed by one or more respondents for each question (except for the question concerning missing out on too much classwork), comments indicated a recognition that the program was still new, and an optimism that the program would improve in its second year

7. Only half of the teachers agreed that the LRC was an essential aspect of the gifted LRC program

A third survey, given to the parents of the gifted students to measure their attitudes concerning the gifted LRC program, is found in Tables 23 and 24. Nine Parent Attitude Surveys were distributed, and five surveys (56%) were returned. Table 23 demonstrates whether the parents had familiarity with the gifted LRC program at School B, or not.

Table 24 presents the results of the second part of the Parent Attitude Survey, which indicates the opinions of the parents toward the gifted LRC program. Five possible responses were allowed: strongly agree (SA), agree (A), don't know or have no opinion (0), disagree (D), and strongly disagree (SD).

Two parents (40%) added comments to the surveys. Each comment was made by one parent. The following section presents the comments made by parents:

the program helps to compensate for when regular school work gets "draggy" and "too slow" . . . program is good for the children . . . good opportunity . . . child's grades dropped at first, but have been brought back up . . . child loves it

TABLE 23

RESULTS OF PART 1 OF THE PARENT ATTITUDE SURVEY
 FROM SCHOOL B: FAMILIARITY WITH THE
 GIFTED LRC PROGRAM
 (N=5)

<u>Question</u>	<u>Response</u>	
	<u>yes</u>	<u>no</u>
I have observed the TAG LC program in operation.	1 (20%)	4 (80%)
I am familiar with what my child does in the TAG LC program.	5 (100%)	-
My child and I often talk about his/her activities in the TAG LC program.	5 (100%)	-

NOTES: Some confusion may have existed in the minds of the parents between the part of the gifted program supervised by the LRC professional and the part supervised by the TAG teacher. Although an effort was made to distinguish the gifted LRC program from the rest of the TAG program, it was possible that not all of the parents actually made a clear distinction when answering the questions of this survey

"TAG LC" refers to "TAG Learning Center" (the gifted LRC program at School B)

TABLE 24
 RESULTS OF PART 2 OF THE PARENT ATTITUDE SURVEY
 FROM SCHOOL 8: OPINIONS CONCERNING THE
 GIFTED LRC PROGRAM
 (N=5)

<u>Question</u>	<u>Response</u>				
	<u>SA</u>	<u>A</u>	<u>O</u>	<u>D</u>	<u>SD</u>
The TAG LC program is meeting the special needs of my child.	-	4 (80%)	1 (20%)	-	-
My child is missing out on too much of the regular classwork because of the TAG LC program.	-	-	1 (20%)	2 (40%)	2 (40%)
I am satisfied with the TAG LC program as it is now.	1 (20%)	3 (60%)	1 (20%)	-	-
I would like to know more about the TAG LC program.	2 (40%)	3 (60%)	-	-	-
The Learning Center is an essential aspect of the TAG LC program.	2 (40%)	3 (60%)	-	-	-

NOTES: See text of "NOTE" for Table 23

"TAG LC" refers to "TAG Learning Center" (the gifted LRC program at School B)

In summary, the following findings were noted for the Parent Attitude Survey:

1. Although only one parent had actually observed the gifted LRC program, all of the parents expressed familiarity with it. Nevertheless, all of the parents expressed a desire for more information

2. Eighty percent of the parents felt the gifted LRC program was meeting the needs of their gifted child

3. Eighty percent of the parents did not feel the gifted LRC program caused their child to miss too much of the regular classwork

4. Eighty percent of the parents expressed feeling of satisfaciton concerning the gifted LRC progrma. The comments supported this statistic with positive statements concerning the program

5. All of the parents felt that the LRC was an essential aspect of the gifted LRC program

The Gifted LRC Program at School C

Area I: Background Information

Description of the school and community

The gifted LRC program was located in an elementary school which served approximately 287 students from grades kindergarten through eight. The school itself was located on a quiet street of a rural East Central Illinois community with a population of 1,171. The school housed thirteen classrooms, a gymnasium, office, kitchen, and the LRC. The school was a consolidated unit; therefore, the Superintendent also served as the building administrator.

Budget

The budget for the LRC at School C was \$3,400 for materials and supplies. Items for the budget were suggested by the classroom teachers to the LRC professional who then composed the budget and submitted it to the superintendent. Final approval rested with the School Board.

The Illinois recommended minimum standards (Phase One) state that one percent of the State Average per pupil instructional costs should be used to determine the appropriate amount for a school LRC. This per pupil amount was twenty dollars for school year 1981-82, based on a State Average total per pupil expenditure of \$2,041. Therefore, with an enrollment of 287 students, the recommended minimum total LRC budget would be \$5,740 for School C. The figures available indicate that School C failed to meet the Phase One recommendation by a substantial amount: \$2,340.

In addition to locally budgeted money, the school district applied for and received \$2,500 from the Illinois State Board of Education for reimbursement for costs expended in the gifted program. This money was used for the partial payment of the salary of the LRC professional under the "Personnel Plan" for reimbursement. Materials necessary for the operation of the gifted LRC program were included in the general LRC budget.

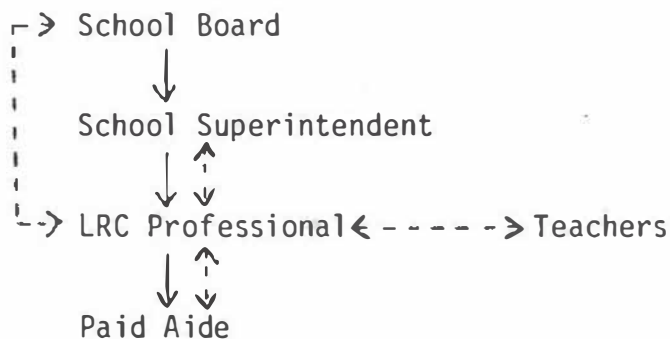
The budget procedure, as described by the LRC professional, indicated prior planning, a fairly well defined system of responsibility, the support of the LRC professional's superiors, an adequate accounting system, and sufficient research and data collection. Articulation of specifically designed objectives prior to the creation of the budget was not evident.

Organizational structure

Figure 9 illustrates the lines of communication and authority for the gifted LRC program in School C. The LRC professional had considerable authority for the creation and implementation of the gifted LRC program. Input from other personnel appeared to be minor, and was accomplished informally. The parents of the gifted students

and the gifted students themselves had no noticeable input into the organizational structure of the program.

FIGURE 9
THE GIFTED LRC PROGRAM ORGANIZATIONAL STRUCTURE
FOR SCHOOL C



- > = direction of authority
-----> = direction of communication
-

Personnel

The LRC professional

A job description for the LRC professional had been created. The complete text can be found in appendix M.

In addition to fulfilling responsibilities as a teacher and the Gifted Education Director, the LRC professional held the positions of: Title I Director, Title IV Director, and Resource Center (LRC) Director. Supervision of study hall was also included in the actual duties, although not mentioned in the job description. Many of the clerical duties associated with the managing of the LRC were accomplished by the full-time paid aide in the LRC.

The LRC professional held a B.S. and a M.S. in English education, had completed nine hours of college credit in the area of gifted education, and had participated in a summer institute for gifted educators. These qualifications exceeded the mandatory requirements established by the Illinois State Board of Education for an educator receiving salary reimbursement under the "Personnel Plan".

Figure 10 provides a copy of the weekly schedule of the LRC professional.

The paid aide

The paid aide at School C worked full-time in the LRC. The individual in the LRC aide position at the time of this study had completed a high school education, and had worked as an aide for numerous years. No job description for the position was available, but there appeared to be no confusion concerning the aide's duties and responsibilities. The aide had almost no contact with the gifted LRC program, but was responsible for managing and maintaining the LRC by cataloging, shelving, and circulating materials. In addition, the aide planned and implemented library and reading skills lessons in cooperation with classroom teachers, assisted in the production of instructional materials, and typed the school newspaper.

Other personnel

No other personnel were found to have direct involvement with either the LRC or the gifted LRC program. Parent volunteers were not used.

FIGURE 10
 THE WEEKLY SCHEDULE OF THE LRC PROFESSIONAL
 AT SCHOOL C

Period	<u>Mon.</u>	<u>Tues.</u>	<u>Wed.</u>	<u>Thurs.</u>	<u>Fri.</u>
1	lib-rdg skills, 2nd gr	lib-rdg skills, 2nd gr	lib-rdg skills, 3rd gr	lib-rdg skills 1st gr	
2	LA Enr 4th, 5th	lib-rdg skills, 4th gr	LA Enr 4th, 5th	lib-rdg skills 5th gr	LA Enr 4th, 5th
3	-----LA Enrichment, 3rd grade-----				
4	-----Study hall-----				
5	-----Arts and crafts, Jr Hi-----				
6	-----LA Enrichment, Jr Hi-----				
7	-----library-reading skills, intermed.-----				

NOTE: "LA Enr." = "Language Arts Enrichment"
 (The gifted LRC program at School C)

The school gifted program
not associated with the LRC

No additional gifted program was in operation in School C.

Statements of philosophy and policy

No statements of philosophy or policy were available from the LRC professional for either the LRC or the gifted LRC program.

Area II: Analysis of the Gifted LRC Program
Utilizing an Instructional Systems Model

Identification of gifted students

The gifted LRC program at School C concentrated on one area of giftedness: specific academic aptitude in Language Arts. Officially, third through eighth graders were served by the program; however, the LRC professional also attempted to meet the needs of gifted first and second graders when possible. Due to the limitations established for the study, only the gifted LRC program involving third through sixth graders was investigated.

The identification process, as submitted to the Illinois State Board of Education to fulfill gifted program reimbursement requirements, is located in appendix M.

Continuity in the gifted program from year to year was not assumed, but was based on the results of the student's ability to achieve the stated criteria for each year. The input of classroom teachers was considered important. The teachers could offer information that would place or prevent the placement of students into the gifted LRC program. Decisions to remove a student from the gifted LRC program, or in some cases not to enroll the student in the program initially, were made with input from four sources: 1) the LRC professional,

who offered information concerning the student's past performance in the program, if available; 2) the classroom teacher, who provided information concerning the student's ability to fulfill classroom commitments; 3) the student, who could express a desire not to be in the program or to be removed from the program; and 4) the parents, who also could express a desire that their child not be enrolled in the gifted program, or be removed from it.

The assessment of student needs and entry levels

The SRA Achievement Test was utilized as a diagnostic tool as well as for the purpose of identification. The student scores on the various language-related sub-tests were used to establish both group goals and individual objectives.

For example, the vocabulary scores of one group of gifted students were lower than the LRC professional felt they should be. As a result, one semester of concentration on vocabulary development was implemented into the curriculum for the following year for that group of students.

A pupil interest survey and a learning styles inventory were also given to the students to help them identify their own preferred modes of learning.

The specification of goals

No written specification of goals was found for the gifted LRC program at School C.

The specification of objectives

Three written objectives were identified for the gifted LRC program in School C. These were written and submitted by the LRC

professional to the Illinois State Board of Education to fulfill requirements prior to receiving state funding for the gifted program. The LRC professional had possession of a copy of the objectives. They are found in appendix M.

No behaviorally written objectives were available from the LRC professional for individual students, groups of students, or for specific units of study.

The selection of strategies

Allocation of space: the LRC facility

The LRC at School C was located on the corner of the L-shaped building, and occupied approximately 1,784 square feet of space. A minimum of 3,660 square feet would be needed to meet the recommended space allotment from the Illinois standards; therefore, School C's LRC fell 1,876 square feet short of these minimum standards. The LRC actually consisted of two rooms; one was a large, long room, and the other a small adjacent production room.

The LRC held seating for at least sixty-five students. Twenty percent of this seating was in independent study carrels. The seating arrangements were more than double the minimum standards for seating; however, the independent seating arrangements were only twenty percent of the total seating, rather than the recommended thirty percent. However, since so much extra seating was available, the twelve individual study carrels may be considered adequate.

The location of the LRC within the school building was considered adequate. Provisions for the staff were very good, and the facility was arranged for study utilizing a variety of media alternatives. Lighting and temperature control were not considered a problem. The LRC was

not normally accessible to students beyond regular school hours.

Figure 11 presents a scale drawing of the LRC facility at School C.

Organization of groups

Students were grouped according to their grade designations. Groupings within the established gifted classes varied, depending on the nature of the lesson. Groupings included arrangements involving the total class, small groups, and individualization. Individualization appeared to be the dominant grouping pattern for most of the activities.

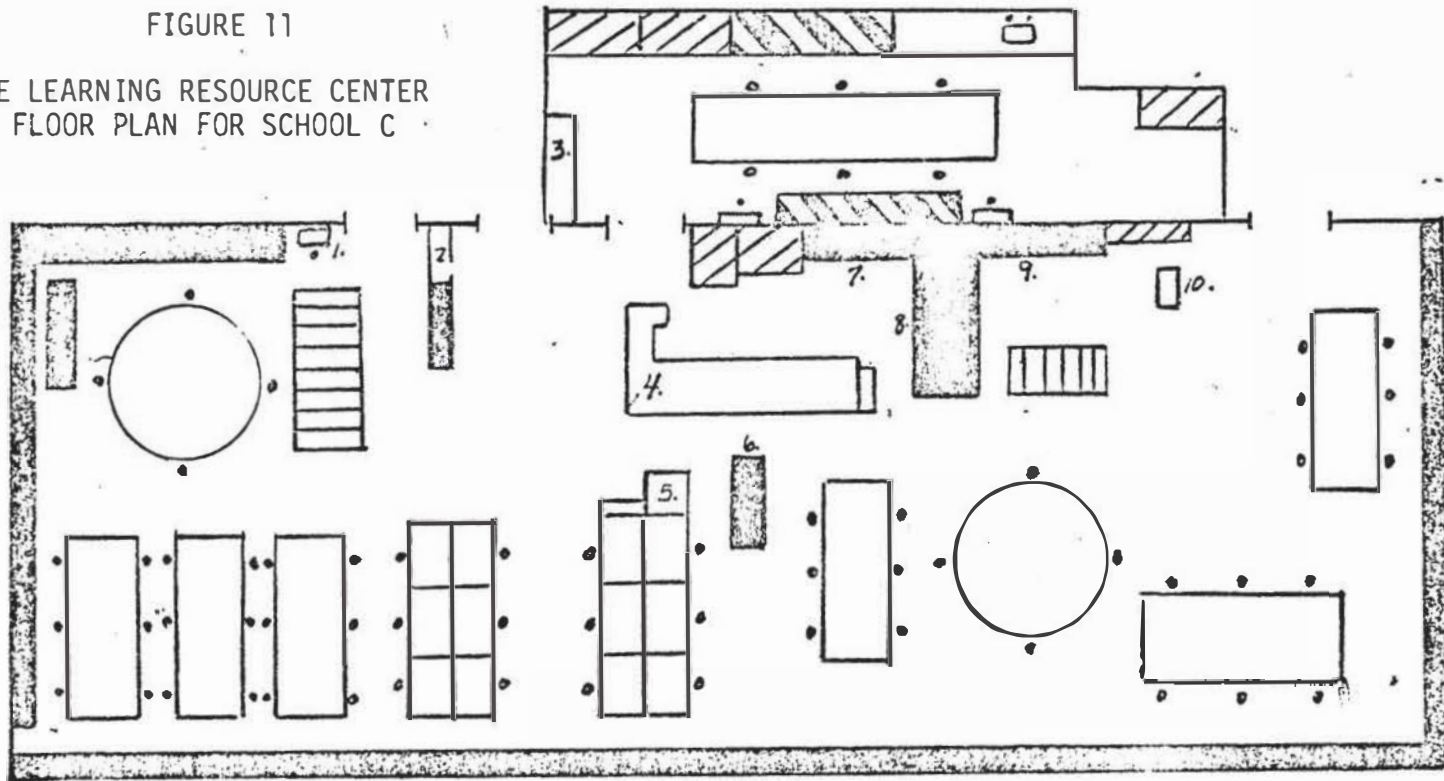
Allocation of time

Each gifted student attended lessons in the LRC for a forty minute scheduled block of time each day, five days a week. In addition, students used the LRC facility during study halls or free times for completion of gifted projects when necessary or desired.

Selection of techniques




The LRC professional utilized a variety of teaching/learning techniques with the students. Literature was emphasized, along with associated language skills, including speech, drama, creative writing, and so on. The LRC professional was aware of the use of process-oriented materials designed to develop the higher-level thinking skills associated with Bloom's Taxonomy, and emphasized the use of such materials in the curriculum. Units centering on a particular theme were developed by the LRC professional. Some of the activities within the unit were required for all of the students; other activities were optional, and were selected by the students to conform to their interests and preferred modes of learning.



FIGURE 11
 THE LEARNING RESOURCE CENTER
 FLOOR PLAN FOR SCHOOL C



scale = 1:90

KEY

-  = tables-with seating
-  = teacher's desk
-  = shelving

-  = cabinets, file drawers
-  = production areas

- 1. microcomputer
- 2. magazine rack
- 3. filmstrip drawers
- 4. circulation desk
- 5. card catalog
- 6. art supply shelf
- 7. AV equipment storage
- 8. non-print shelving
- 9. reference materials
- 10. AV cart

Selection of resources

Table 25 provides a comparison of the available print and non-print instructional materials to the Phase One recommended standards for school LRCs in Illinois. Table 26, immediately following, provides a comparison of the audiovisual equipment available at School C with the Phase One recommendations for equipment. School C met or exceeded the minimum standards for most resources. One notable exception was the lack of a television monitor and access to educational television.

Emphasis on process-oriented instructional materials for use with the gifted students was noted. Student-made instructional materials were also incorporated into the curriculum.

The LRC professional had full responsibility for the selection of resources; however, input from classroom teachers was actively solicited. The LRC professional mentioned the use of professional journals as tools in the selection process.

Pre-cataloged materials were ordered when possible. All other materials were cataloged by the paid aide. All print, and non-print materials were cataloged. In addition, accession records were kept, and an inventory of audiovisual equipment was maintained.

Resources were shelved according to the type of media (book, kit, filmstrip, etc.), and then according to the Dewey decimal classification system.

All students were encouraged to use and check out print materials, non-print materials, and audiovisual equipment. Students were allowed to check out one book and one alternative media (such as magazines, kits, records,) per week, and could renew materials as desired. Non-print material was checked out overnight, and equipment had to be

TABLE 25

A COMPARISON OF INSTRUCTIONAL MATERIALS IN THE LRC
AT SCHOOL C WITH THE PHASE ONE
STANDARDS FOR ILLINOIS

Item	Phase One Recommendation	Resources at School C
Books	3,000 titles	6,000 titles
Reference books	current titles 2 sets encycl.	26 sets, 66 misc. titles, 2+ sets encycl.
Magazines	10-24 titles	26 titles
Newspapers	1-2 titles	3 titles
Pamphlets, clippings, misc.	organized collection	insufficient data
Filmstrips	200 titles	600 titles
16 mm films	access to film library with 1,000 titles	access to film library with 1,000 titles
Records and cassette rec.	500 titles	350 titles
Slides	to meet curriculum needs	0
Graphic	to meet curriculum needs	13 sets
Transparencies	to meet curriculum needs	20 sets
Other materials incl. video tapes, programmed instr., realia, kits, etc.	to meet curriculum needs	14 print kits, 64 filmstrip/ record kits, 150 filmstrip/ cassette kits, 100+ instructional aids

TABLE 26

A COMPARISON OF AUDIOVISUAL EQUIPMENT IN THE LRC
AT SCHOOL C WITH THE PHASE ONE STANDARDS
FOR ILLINOIS

Item	Phase One Recommendation*	Resources at School C
16 mm sound proj.	2-3	2
2x2 slide proj.	1	1
Filmstrip proj.	2-3	8
Sound filmstrip proj.	1	0
10x10 overhead proj.	3-4	1
Opaque proj.	1	1
Filmstrip viewer	7-8	10
2x2 slide viewer	1	0
TV receiver	2	0
Record player	3-4	4
Cassette recorder/ player	3-4	14
Listening station	2	0
Projection cart	15-20	4
Projection screen	15-20	2
TV distribution	1 set-up	0
Microcomputer	NR**	1
Headphones	NR	30

*Recommendation is based on 13 teaching stations for School C

**NR = No recommendation made

returned to the LRC by the end of the school day. The circulation policies for the gifted students were somewhat more flexible. Gifted students were allowed to check out as many items as needed for as long as necessary. However, the LRC professional suggested that two weeks was the normal limit.

The generally adequate resources and the flexible circulation policies provided potential for the use of a variety of instructional media by gifted student participants in the gifted LRC program at School C.

Daily learning activities

The daily learning activities and atmosphere of the LRC could best be described as hectic. At all times, two or more groups of students with separate instructional needs and programs, were scheduled in the LRC. The various duties of the LRC professional appeared to overlap in their demands for attention. For example, students in study halls were present at the same time as gifted student groups, and art lessons were taught at one end of the LRC while gifted students were working at the other. In some cases, classroom teachers were present, with classroom groups, teaching lessons or supervising study halls, while the gifted LRC program was in operation at the other end of the LRC. In many cases, students appeared directed and purposeful, but in other cases private conversations and aimless sitting or wandering around were noted. An almost constant demand for the attention of the LRC professional appeared to be requested by students and faculty throughout the day.

Students worked together on various projects and activities which contributed to the high noise level. The general atmosphere,

on the days observed, was not of quiet, independent study, but of active, busy interaction.

Evaluation

At the conclusion of each school year, the LRC professional evaluated the success of the program in achieving the objectives. Classroom teacher input, provided through informal conversations, was solicited. Day-by-day evaluation was also attempted on an informal, unwritten basis. The student progress in meeting the program objectives was measured in three ways. These evaluation procedures can be found in appendix M. In addition, specific evaluative criteria were established for each project or unit in which the gifted students participated.

The LRC professional was responsible for assigning report card grades to the students. Grades were given for the subject of Language Arts or Reading; the choice depended on the preference of the classroom teacher.

The gifted students, the parents of the gifted students, and citizens from the community were not involved in the evaluation of the gifted LRC program.

No system apparently existed for the evaluation of the role of the LRC professional as the gifted LRC program director. The LRC professional was evaluated by the building superintendent, as is normally done each year by the supervising administrator. Any self-evaluation, or evaluation by students, teachers, parents, or community members, of the role of the LRC professional was informal and without established lines of feedback.

Feedback

Feedback was provided to the gifted students through frequent interactions with the LRC professional and peers. End of unit evaluations and report card grades were also used as tangible feedback measures.

The LRC professional received frequent, casual feedback through open lines of communication with the gifted students. A relaxed, accepting relationship appeared to be maintained which was conducive to the tolerance of students' thoughts and opinions. The LRC professional also received feedback from other school personnel, and was in direct contact with several school board members concerning the gifted LRC program. Parents of gifted students communicated feedback during scheduled conference sessions.

The LRC professional attempted to react to such feedback, especially the feedback provided by the students. Units of study which were known to have especially interested a group of gifted students were expanded or continued. The curriculum for the succeeding year was occasionally influenced by the group's expressed interests from the previous year.

It may also be noted that national recognition was given to the gifted LRC program at School C on radio ("The Paul Harvey Program"), and in the Wall Street Journal. The LRC professional also received recognition from peers, through the award of "Gifted Educator of the Year," from the Region V Area Service Center.

Implementation of modifications

The LRC professional noted that constant modifications in the curriculum throughout the year were made in response to student interests.

Modifications in the gifted LRC program which were planned for the following year included: 1) more emphasis on computer programming, 2) additional exposure to classical literature, 3) additional exposure to written composition, and 4) the formal inclusion of second grade students into the gifted LRC program. Some suggested modification of the LRC professional's schedule were mentioned, but implementation depended on external administrative decisions. The LRC professional suggested meeting with each gifted group for two class periods each day, and the elimination of study halls from the LRC as desirable changes.

Area III: The Enrichment Triad Model Checklist

The Enrichment Triad Model checklist was completed for the gifted LRC program at School C to determine the success or failure of the program to meet the needs of gifted students as defined by Joseph S. Renzulli, the creator of the Enrichment Triad Model. Tables 27, 28, 29, 30, and 31, record the responses for each of the five sections of the observational checklist used.

Most of the responses on the checklist fell in the "this was easy to see" or "this was hard to see, but I think I did" categories, indicating that the gifted LRC program was meeting many of the key elements designed for creating a program which truly meets the needs of gifted students. However, relatively few (five) responses fell in the "easy to see" category. Those that did were mainly in the area of Type II Enrichment: Group Training Activities, a strength of the gifted LRC program in School C. Exploratory activities and investigations appeared to be controlled by the unit approach. Although certain freedoms were allowed the students, these freedoms seemed to conform more closely to the LRC professional's curriculum plan than to the students' own interests. Providing exploratory activities, such as appropriate interest centers, field trips, and visits from resource persons,

TABLE 27

THE ENRICHMENT TRIAD MODEL CHECKLIST FOR THE
GIFTED LRC PROGRAM AT SCHOOL C:
GENERAL PROGRAM REQUIREMENTS

<u>Observation Item</u>	<u>Responses</u>		
	easy to see	hard to see, but I think I did	could not see
For the majority of time spent in the gifted LRC program, students have an opportunity to pursue their own interests to whatever depth they so desire		X	
Students are allowed to pursue their own interests in a manner that is consistent with their own preferred styles of learning		X	
Processes are viewed as the paths rather than the goals of learning		X	
Students are active rather than passive learners	X		

TABLE 28

THE ENRICHMENT TRIAD MODEL CHECKLIST FOR THE
GIFTED LRC PROGRAM AT SCHOOL C:
GENERAL EXPLORATORY ACTIVITIES
(TYPE I ENRICHMENT)

<u>Observation Item</u>	<u>Responses</u>		
	easy to see	hard to see, but I think I did	could not see
Students, though given freedom, are also aware that they are expected to pursue exploration activities purposefully		X	
Students are exposed to a wide variety of topics or areas of study		X	
Interest centers, with dynamic, appealing, and stimulating materials, are used		X	
Field trips to places where dynamic people are actively engaged in problem-solving and the pursuit of knowledge are used to stimulate the students			X
Resource persons are invited to make presentations to groups of gifted students			X

TABLE 29

THE ENRICHMENT TRIAD MODEL CHECKLIST FOR THE
GIFTED LRC PROGRAM AT SCHOOL C:
GROUP TRAINING ACTIVITIES
(TYPE II ENRICHMENT)

<u>Observation Item</u>	<u>Responses</u>		
	easy to see	hard to see, but I think I did	could not see
Process-oriented, rather than content oriented, materials are used	X		
The selection of process-oriented materials represents a logical out-growth of student interests, rather than a random choice of what is available or what the LRC professional likes		X	
Awareness of Bloom's Taxonomy and/or Guilford's Structure of the Intellect as models for the selection of process-oriented materials is evident	X		
Evidence of an attempt to stimulate the creative processes of students is present	X		

TABLE 30

THE ENRICHMENT TRIAD MODEL CHECKLIST FOR THE GIFTED
 LRC PROGRAM AT SCHOOL C: INDIVIDUAL AND SMALL
 GROUP INVESTIGATIONS OR REAL PROBLEMS
 (TYPE III ENRICHMENT)

<u>Observation Item</u>	<u>Responses</u>		
	easy to see	hard to see, but I think I did	could not see
Evidence that the student takes an active part in formulating both the problem and the methods by which the problem will be attacked			X
Encouragement for the use of divergent research techniques and conclusions		X	
The areas of investigation chosen represent the true interests of the student and are not the pre-determined choice of the LRC professional		X	
The student investigation results in a "real" product or experience of the student's own creation		X	

TABLE 31

THE ENRICHMENT TRIAD MODEL CHECKLIST FOR THE
GIFTED LRC PROGRAM AT SCHOOL C: THE
ROLE OF THE LRC PROFESSIONAL

<u>Observation Item</u>	<u>Responses</u>		
	easy to see	hard to see, but I think I did	could not see
The LRC professional's role is to assist the students in translating and focusing a general area of concern into a solvable problem		X	
The LRC professional's role is to provide students with the tools or methodological techniques necessary to solve the problem	X		
The LRC professional's role involves assisting the student in communicating the results to authentic audiences			X

would strengthen conformity to the model considerably. Another weak area was providing authentic audiences for the gifted students' products.

Area IV: The Gifted LRC Program and the Attitudes
of Gifted Students, Teachers, and Parents

Interviews were held with the thirteen identified gifted students, grades three through six, in the gifted LRC program at School C. The results of the interview were prepared to conform as much as possible to the table format found in Table 32. Further answers to "open-ended" questions, which generated a wide variety of responses that did not fall neatly into the table format, are presented in the text. It should be noted that the response totals for the "open-ended" questions may equal more than thirteen (the number of students interviewed) because more than one comment per student was acceptable. Percentages, when given, were based on the number of students interviewed. Therefore, percentage totals will not necessarily total one hundred percent. It should also be noted that the student answers have been paraphrased for clarity.

The students were asked to explain their feelings about the gifted program (although "Language Arts Enrichment" was the official title of the gifted LRC program at School C, students referred to the program as the "gifted program"). These answers were given more than once:

1. we get to do many different things . . . 5 (38%)
2. it's fun . . . 4 (31%)
3. we're advanced . . . 2 (15%)

The following responses were given by one student each:

it's a special privilege . . . I feel special . . . I like coming. . .
there are more challenges . . . we do more work . . . it's sort
of weird . . . I'm not with my friends . . . I feel better than
last year when I wasn't in it . . . it's neat . . . nice teachers . . .
harder stuff to do . . . it's just another class . . . I like
being with my friends.

TABLE 32 .
 PARTIAL RESULTS OF THE GIFTED STUDENT
 INTERVIEWS FROM SCHOOL C
 (N=13)

<u>Question</u>	<u>Response</u>	
Are you a boy or a girl?	<u>boy</u> 2 (15%)	<u>girl</u> 11 (85%)
What grade are you in?	<u>3rd</u> 3 (23%)	<u>4th</u> 2 (15%)
	<u>5th</u> 5 (38%)	<u>6th</u> 3 (23%)
Have you been coming to the LC for the gifted program?	<u>yes</u> 13 (100%)	<u>no</u> 0
Did you come to the LC for the gifted program last year?	<u>yes</u> 8 (62%)	<u>no</u> 5 (38%)
Did you come to the LC for the gifted program three years ago?	<u>yes</u> 5 (38%)	<u>no</u> 8 (62%)
About how often do you come to the LC for the gifted program?	<u>every day</u> 13 (100%)	
How do you feel about the gifted program?	<u>like it</u> <u>a lot</u> 3 (23%) <u>don't know/</u> <u>no ans.</u> 4 31%)	<u>like it</u> <u>somewhat</u> 5 (38%) <u>dislike</u> <u>somewhat</u> 1 (8%)
Do you like having the gifted program in the Learning Center?	<u>yes</u> 13 (100%)	<u>no</u> 0

NOTE: "LC" refers to the "Learning Center." (the LRC at School C)

The students were asked: "What do you think are the best things about the gifted program?" The following list contains those answers mentioned more than once:

1. the projects . . . 6 (46%)
2. the parties . . . 3 (23%)
3. the gifted fair . . . 2 (15%)
4. reading books . . . 2 (15%)
5. art . . . 2 (15%)
6. being with friends . . . 2 (15%)

The following comments were made by one student each in response to the question about the best things about the gifted program:

free time . . . get to help in the library . . . don't know . . .
special privileges . . . long-term assignments . . . the
compliments on my work . . . doing work . . . reading about
other places . . . mythology.

The students were asked to describe what they would change about the gifted program, if they could change something, to make it better for them. Six students (46%) said that they would not change anything. Two students (15%) wished they could read more books. Additional responses to that question, each made by one student, were:

would prefer to write about topics of own choice . . . want to
have something to do every minute . . . spend more time in
the program. . . less reading . . . more activities instead
of work . . . make it easier for fourth graders . . . more
time to finish books.

Table 32 indicated that one hundred percent of the students felt that the LRC was a good place for the gifted program. When asked "Why?" nine students (69%) gave responses mentioning that "all the supplies are there". Six students (46%) gave related answers, saying that all the information they need was there. Additional comments, made by one student each, are recorded below:

it's big . . . convenient . . . open room . . . very nice . . .
can use the paper cutter . . . can use the back room for quiet
. . . get out of class . . . don't know.

Students were asked: "How does the gifted program affect your other schoolwork?" Eight of the students (62%) felt that it helped them in their other schoolwork, four students (31%) mentioned that they were able to keep up with their work, and two students (15%) felt that the gifted program had no effect on their other work. The comments made by one student each are as follows:

I miss Math, but that's not a problem . . . I'm getting good grades . . . I have to finish my other work . . . if I do good things in the program, I'll look forward to it while I'm in my other classes (it keeps me motivated) . . . just after we do things in here we do them in class, so it helps.

A final opportunity was given for the students to make any additional comments they desired. Ten students had nothing else to add. The following comments were mentioned once:

my friends are in it . . . we got written up in Wall Street Journal . . . it's good for us because we're not back in work that's too easy for us and we wouldn't learn anything . . . I like being in it . . . I like to do plays . . . on holidays we have parties and activities.

An interpretation of the results of the student interviews from School C indicates these major findings:

1. 61% of the students expressed positive feelings about the gifted LRC program, but nearly one-third of the students were unable to identify any reason to justify their positive feelings
2. The variety of activities and projects provided in the gifted LRC program was the most often mentioned attraction
3. All of the students believed the LRC was an important aspect of the program. The availability of supplies and information was emphatically noted as the major benefit
4. Students generally perceived a positive relationship between the gifted LRC program and their other coursework; no negative comments were mentioned in this area

Tables 33 and 34 report the findings of the two parts of the Teacher Attitude Survey, distributed to ten classroom teachers in

School C. Only four surveys (40%) were returned. No explanation was known for the low response. Table 33 indicates the numbers of teachers who demonstrated familiarity or non-familiarity with the gifted LRC program.

Table 34 indicates the results of the second part of the survey. The responses to these questions indicate the opinions and attitudes of the teachers toward the gifted LRC program at School C. Five possible responses were allowed: strongly agree (SA), agree (A), don't know or have no opinion (O), disagree (D), and strongly disagree (SD).

Comments were also invited from the teachers. Two teachers (50%) added comments. Their rather lengthy remarks are quoted below exactly as they were written:

Many of the students in my opinion are not gifted but hard working student who could be an asset to the regular classroom. The program promotes snobbishness among [sic] the students, how can they help it when the program is referred to as the "gifted" class not Language Arts Enrichment. I also think that since many of these students are not truly gifted they are in for a big disappointment [sic] when they go to a large high school where I am certain most of them would not be in a "gifted program." Upon observing the program I found students dealing with literature but very few skills taught. They are often left unsupervised and "goof-off" as they tell me later upon returning to class.

Thanks for a chance to air my frustrations with this program.

Those that are identified and classified Language gifted only [are the ones whose needs are being met]

This program replaces it does not supplement so how can they miss [out on too much regular classwork]?

[The program has positive effects on our school] indirectly through the benefits the kids get

There is always room to improve--more time and money would help

It is essential that it [the LRC] be available--not necessarily the meeting site

An interpretation of the results of the Teacher Attitude Survey includes these major findings:

TABLE 33

RESULTS OF PART 1 OF THE TEACHER ATTITUDE SURVEY
 FROM SCHOOL C: FAMILIARITY WITH THE
 GIFTED LRC PROGRAM
 (N=4)

<u>Question</u>	<u>Response</u>	
	<u>yes</u>	<u>no</u>
I have gifted students in the LAE program this year	4 (100%)	0
I have had students in the LAE program in previous years	4 (100%)	0
I have observed the LAE program in operation	3 (75%)	1 (25%)
I am familiar with what the gifted students do when they are in the LAE program	3 (75%)	1 (25%)
My gifted students and I often talk about what they are doing in the LAE program	2 (50%)	2 (50%)

NOTE: "LAE" refers to the "Language Arts Enrichment Program" (the gifted LRC program for School C)

TABLE 34

RESULTS OF PART 2 OF THE TEACHER ATTITUDE SURVEY
 FROM SCHOOL C: OPINIONS CONCERNING THE
 GIFTED LRC PROGRAM
 (N=4)

<u>Question</u>	<u>Response</u>				
	<u>SA</u>	<u>A</u>	<u>O</u>	<u>D</u>	<u>SD</u>
The LAE is meeting the special needs of gifted students	1	1	1	-	1
The gifted students in my class miss out on too much of their regular classwork because of the LAE program	-	1	-	1	2
The LAE program has a positive effect on our school	1	1	1	-	1
I am satisfied with the LAE program as it is now	-	1	1	1	1
I would like to know more about the LAE program	1	1	1	1	-
The Learning Center is an essential aspect of the LAE program	1	2	1	-	-

NOTE: Since the distribution was so scattered and N=4, no percentages were figured

"LAE" refers to "Language Arts Enrichment" (the gifted LRC program for School C)

1. Most of the teachers expressed familiarity with the gifted LRC program, but only one teacher felt well-informed on a continuing basis

2. Opinions concerning every aspect of the program were widely dispersed across the range of responses, with teachers expressing disagreement on every answer

3. 75% agreement was reached on only two issues: gifted students do not miss too much classwork, and the LRC is an essential aspect of the gifted LRC program (these totals were reached by combining the two responses indicating general agreement or the two indicating disagreement)

4. The two teachers adding comments reflected the negative responses found in the survey; the teachers with more positive responses did not add comments

Tables 35 and 36 show the findings for the two sections of the Parent Attitude Survey which was distributed to eleven parents. Six surveys (55%) were returned. It should be noted that although thirteen gifted student participants were identified, two sets of siblings were among that group; therefore, only eleven surveys were needed.

Table 35 presents the findings from part one of the Parent Attitude Survey. The purpose of this section was to learn if the parents had familiarity with the gifted LRC program or not.

Table 36 presents the results of the second part of the survey which was designed to indicate the opinions of the parents to the gifted LRC program. Five possible responses were allowed: strongly agree (SA), agree (A), don't know or have no opinion (O), disagree (D), and strongly disagree (SD).

Three parents (50%) added written comments to the surveys. Each of the comments below was mentioned by one parent:

my child has expressed concern that she has not learned the "rules" of grammar that classmates in regular class have learned . . . has the potential of being a good program but is not effective as it

TABLE 35

RESULTS OF PART 1 OF THE PARENT ATTITUDE SURVEY
 FROM SCHOOL C: FAMILIARITY WITH THE GIFTED
 LRC PROGRAM
 (N=6)

<u>Question</u>	<u>Response</u>	
	<u>yes</u>	<u>no</u>
I have observed the LAE program in operation	4 (67%)	2 (33%)
I am familiar with what my child does in the LAE program	5 (83%)	1 (17%)
My child and I often talk about his/her activities in the LAE program	4 (67%)	1 (17%)

NOTE: "LEA" refers to "Language Arts Enrichment" (the gifted LRC program at School C)

TABLE 36

RESULTS OF PART 2 OF THE PARENT ATTITUDE SURVEY
 FROM SCHOOL C: OPINIONS CONCERNING THE
 GIFTED LRC PROGRAM
 (N=6)

<u>Question</u>	<u>Response</u>				
	<u>SA</u>	<u>A</u>	<u>O</u>	<u>D</u>	<u>SD</u>
The LAE program is meeting the special needs of my child	-	2 (33%)	2 (33%)	2 (33%)	-
My child is missing out on too much of the regular classwork because of the LAE program	1 (17%)	1 (17%)	1 (17%)	2 (33%)	1 (17%)
I am satisfied with the LAE program as it is now	-	2 (33%)	2 (33%)	- (33%)	2 (33%)
I would like to know more about the LAE program	-	4 (67%)	-	2 (33%)	-
The Learning Center is an essential aspect of the LAE program	2 (33%)	3 (50%)	-	1 (17%)	-

NOTE: "LAE" refers to "Language Arts Enrichment" (the gifted LRC program at School C)

is now administered . . . too much emphasis on reading and not enough on grammar . . . most of child's time spent in the program is very unorganized . . . most of the time spent is on reading and reporting; the same type of thing all year long . . . "Most of the kids I've talked to who are in the program are extremely bored with it" . . . I have been informed about the program to my satisfaction.

It should be noted that the above comments were paraphrased for clarity unless quotation marks were used.

An analysis of the results of the Parent Attitude Survey for School C produced these major findings:

1. All parents indicated some familiarity with the program. Fifty percent of them responded positively to all three checks of familiarity. However, 67% would like to know more, and only 33% felt that they had been informed to their satisfaction
2. The parent responses indicated opposite opinions from each other concerning their perception that the program was meeting the needs of their child, and their general satisfaction with the program
3. None of the parents giving positive responses on the survey volunteered comments; therefore the comments reflect only the negative opinions
4. Half of the parents felt their child was missing out on too much regular classwork. This finding was supported by several comments
5. Despite considerable divergence on the other questions, 83% (all but one) of the respondents agreed or strongly agreed that the LRC was an essential aspect of the gifted LRC program

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

The education of gifted students, a long-neglected area in the field of education, has been slowly gaining the attention it deserves. However, limited budgets, limited space, and the lack of trained personnel serve to make the creation and implementation of a program for gifted students difficult for many schools. Utilizing the abundant resources, the trained personnel, and the established facility of the school LRC for the development of a gifted program may be a viable solution for schools wishing to begin or expand a program of excellence for gifted students.

Purpose

This study was designed to examine three existing gifted programs located in elementary schools in East Central Illinois for the purpose of understanding the role of the LRC in the development and implementation of a program to meet the needs of gifted students within the school population.

Review of Related Literature

A survey of recent literature found a small but significant body of information specifically relating to the utilization of LRCs for the education of gifted elementary students. In all cases, the authors of the literature were very positive concerning the potential

benefits of creating gifted LRC programs and related methods of expanding the role of the LRC for gifted student education. The survey of related literature also covered the various aspects of the gifted LRC program including: the budget; the organizational structure; personnel; statement of philosophy and policy; the major elements of an instructional systems model; the Enrichment Triad Model designed by Joseph S. Renzulli; and the attitudes of gifted students, their teachers, and their parents toward gifted LRC programs. Special attention was given to locating recommendations, standards, and/or authoritative research concerning the various elements of a gifted program, as well as general trends and opinions within the field.

Methodology

The case study survey approach was used to conduct this study. Four methods of data collection were utilized: personal interviews, observations, questionnaires, and independent data gathering techniques.

The study was divided into four areas of research for each gifted LRC program. Areas I and II were organized into a Data Collection Outline, which provided the basic structure for the accumulation of information.

Area I: background information

Aspects of the structure and organization of the individual gifted LRC programs were examined. Specifically, data was collected utilizing various research techniques including the personal interview, concerning a description of the school and community, the budget amounts and procedures, the organizational structure, personnel,

aspects of the gifted program not based in the LRC, and statements of philosophy and policy for the LRC and the gifted LRC program.

Area II: Analysis of the gifted LRC program using an instructional systems model

The elements of an instructional systems model were used to provide systematic organization of information collected concerning the functioning of each gifted LRC program. The key elements of the model were given close attention: identification of students, assessment of student needs and entry levels, specification of goals, specification of objectives, selection of strategies (including the allocation of space, the organization of groups, the allocation of time, the selection of techniques, and the selection of resources), implementation of learning activities, evaluation of performance, analysis of feedback, and implementation of modifications.

Area III: Analysis of the gifted LRC program using the Enrichment Triad Model checklist

Observation and personal interview techniques were used to determine how the gifted LRC programs were meeting the educational needs of the gifted students enrolled in them. The Enrichment Triad Model, a system for developing defensible gifted programs developed by Joseph S. Renzulli, was used as the model for the analysis of the success or failure of each program to meet the needs of students. An observational checklist based on the Renzulli model was developed and utilized for this purpose.

Area IV: Attitude Surveys

Both the questionnaire and the personal interview techniques were used to record the attitudes of the gifted student participants, their classroom teachers, and their parents toward the gifted LRC program. Teachers and parents were given brief attitude surveys; the students were interviewed individually.

Selection of Subjects

The subjects were selected through identification of those programs which met the following criteria:

1. Inclusion in the booklet, Programs for the Gifted
2. Location in an elementary school
3. Location within a specified eight-county area of East Central Illinois
4. Location of the school's gifted program within the LRC, or significant involvement of the LRC in the gifted program
5. Involvement of the LRC professional in the planning and/or implementation of the gifted program
6. A statement from the LRC professional and all other personnel, as necessary, assuring permission and cooperation for the collection of the data necessary for the study

All gifted LRC programs which met the six criteria were studied. The sample size was three.

Instrumentation

Instruments for the study were created. Five instruments were used: 1) The Data Collection Outline, 2) the Enrichment Triad Model checklist, 3) the Student Attitude Interview format, 4) the Teacher Attitude Survey, and 5) the Parent Attitude Survey.

Data recording and analysis

All collected data was organized and presented: 1) by individual program, 2) by Areas I, II, III and IV of the study within the program, and 3) by the order established by the data collection instrument used for that area of study. Three methods of presentation of data were used as necessary: narrative descriptions, tables, and illustrations.

Conclusions and Recommendations

The research approach used in this study was the case study survey; therefore, each of the three gifted LRC programs was treated separately throughout the study, and no attempt was made to compare or contrast the programs. For this reason, the conclusions and recommendations for each gifted LRC program will be presented separately.

It must be emphasized that the conclusions and recommendations were not based on a single set of statistics, but on a large accumulation of inter-related data. Although every effort was made to maintain objectivity and to base the following conclusions and recommendations firmly on the results of the study, eliminating subjectivity entirely would not have been humanly possible.

The Gifted LRC Program at School A

Conclusions

Areas of strength

1. The budgets allocated for the LRC and the gifted LRC program were adequate
2. The number and variety of resources were found to be more than adequate for most items

3. The well-organized, attractive, and well-maintained LRC provided the potential for easy access to the numerous materials

4. The quiet atmosphere of the LRC was especially appreciated by students

5. Staffing of the LRC was adequate; the additional responsibility of the gifted LRC program did not appear to create too great of a burden on the staff

6. Student entry levels, although assessed informally, were evaluated and re-evaluated continually throughout the student's participation in the gifted LRC program

7. Students were considered as individuals and were generally grouped according to individual needs

8. Students were given immediate and constant feedback throughout their participation in the program

9. Proposed modifications for the program reflected the identified needs of the program

10. A majority of students, teachers, and parents agreed that conflict for the student between the gifted LRC program and the regular classroom was not a problem

11. Students held generally positive attitudes toward the gifted LRC program

12. A majority of students, teachers, and parents felt that the LRC was an essential aspect of the gifted LRC program

Areas of Weakness

1. The identification process of the gifted students appeared to be unclear, poorly documented, and inconsistent

2. The materials and instructional techniques used for students were almost always content-centered, emphasizing the expository approach

3. The LRC professional lacked appropriate training in gifted education

4. Statements concerning the philosophy and policy of the LRC and the gifted LRC program were lacking

5. Assessments of student needs and entry levels apparently were not based on any documentation or established evaluation process

6. Some gifted students' participation in the gifted LRC program was erratic and inconsistent. The gifted LRC program was perceived as an "extra" to be made available only when the "real work," e.g. classwork, was completed

7. The gifted LRC program lacked clearly written, comprehensive, long-range goals

8. The gifted LRC program lacked clearly written behavioral objectives

9. A clearly defined and structured system for evaluation and feedback concerning the gifted LRC program, the gifted students, or the role of the LRC professional involving students, teachers, administrators, parents, and the LRC professional had not been developed

10. Fifty percent or more of the teacher and parent groups failed to express satisfaction with the gifted LRC program, and failed to agree that it met the needs of the gifted students. Not all of the responses were negative; some fell into the "don't know/no opinion" category. These results on the attitude surveys suggest a possible lack of communication and cooperation between the LRC professional and the classroom teachers and parents of the gifted students

Recommendations

Based on the conclusions drawn concerning the areas of strength and weakness, the following recommendations are made for the gifted LRC program at School A:

1. Provide appropriate opportunities for the training of the LRC professional in the education of gifted students

2. Provide appropriate opportunities for the in-service training of classroom teachers concerning the education of gifted students

3. Inform and involve the parents of gifted students in the goals, objectives, implementation, and evaluation stages of the gifted program

4. Work to establish clear identification procedures for the gifted students and implement the procedures consistently

5. Provide for the systematic, documented assessment of student needs and entry levels

6. Specify, in writing, long-range goals and detailed behaviorally-written objectives for the gifted LRC program

7. Maintain and, if possible, expand the current LRC facility, resources, and organizational system. Consider removal of grade level labels on resources, and initiation of an active promotion of student use of non-print materials chosen according to their own interests

8. Maintain emphasis on individualization in gifted LRC program groupings

9. Give consideration to alternative scheduling options which would provide gifted students with regular, consistent sessions in the gifted LRC program, and which would elevate the program to being recognized as important in the effort to provide qualitatively different education for the gifted

10. Create a systematic, documented plan for the evaluation of the gifted LRC program, the gifted students, and the role of the LRC professional which relates directly to specified goals and objectives. Consider specific methods of collecting evaluative feedback and of translating the analysis of feedback into the implementation of program modifications

11. Research the Enrichment Triad Model and/or other gifted literature for authoritative suggestions concerning the development of a gifted program which meets the educational needs of gifted students. Implied in this recommendation is acceptance of the concept that gifted students need, and should be provided with, qualitatively different educational programs

The Gifted Program at School B

Conclusions

Areas of strength

1. The identification process for gifted students was clearly established by the school district and was apparently being successfully implemented

2. Clearly written, useful objectives for the school district's approach to the district gifted program were written and used

3. A well-defined system of evaluation for the district gifted program was established which provided for input from teachers, parents, administrators, and gifted students

4. Adequate statements of philosophy and policy were available for both the LRC and the gifted LRC program

5. Individualization was emphasized in the grouping of gifted students

6. Use of the inquiry approach was used for the independent study research project

7. Diverse student interests and modes of learning were provided for

8. Student input into evaluation procedures and standards for their own work was encouraged

9. Student feedback toward the gifted LRC program was encouraged

10. Proposed modifications for the program reflected the needs of the program

11. Students held generally positive opinions concerning the gifted LRC program

12. A substantial majority of parents expressed satisfaction with the gifted program and felt that it was meeting the needs of their child

13. The LRC was considered an essential aspect of the gifted LRC program by most students, teachers, and parents

Areas of Weakness

1. The LRC budget was inadequate to acquire the necessary resources to be used for the gifted LRC program

2. The current collection of resources in the LRC was extremely weak in almost all aspects of print materials, non-print materials, reference materials, and audiovisual equipment

3. The available resources were not classified, cataloged, or inventoried

4. The LRC professional lacked appropriate training and experience in gifted education and in the management of an LRC

5. The lines of communication between the district gifted committee, which developed the gifted LRC program, and the LRC professional, who implemented it, were not well established

6. The LRC professional's duties and responsibilities were too numerous and too unrelated with each other for enough attention to possibly be given to any one aspect

7. The gifted LRC program lacked clearly written behavioral objectives

8. Assessment of student needs and entry levels was not based on any documentation or established evaluation process

9. The allocation of time for the participation of the gifted students in the program was erratic and inconsistent

10. Insufficient time and effort was devoted to the area of general exploratory activities prior to and during the independent study project

11. Insufficient group training, especially emphasizing the use of process-oriented instructional materials, was evident

12. Authentic audiences for student products were lacking

13. Results of the parent and teacher attitude surveys suggested a lack of sufficient continual communication between the gifted LRC program and these two concerned groups

Recommendations

Based on the conclusions drawn concerning the areas of strength and weakness, the following recommendations are suggested for the gifted LRC program at School B:

1. Increase the budget of the LRC to provide for the substantial acquisitions of resources, as well as the personnel and materials necessary for appropriate classification, cataloging, shelving, circulation, and maintenance of the collection

2. Provide appropriate opportunities for the training of the LRC professional in the education of gifted students

3. Provide appropriate opportunities for the in-service training of classroom teachers concerning the education of gifted students

4. Maintain the direction and influence of the district gifted committee in creating a comprehensive gifted program for the district

5. Include the LRC professional, or a direct representative who can articulate the needs and concerns of the LRC professional, on the district gifted committee

6. Consider elimination of one or more of the job responsibilities of the LRC professional to make achievement of the remaining duties feasible

7. Provide for the systematic, documented assessment of student needs and entry levels
8. Supply, in writing, detailed behaviorally-written objectives for the gifted LRC program
9. Maintain emphasis on individualization and the use of the inquiry approach in the gifted LRC program
10. Give consideration to alternate scheduling options which would provide gifted students with regular, consistent sessions in the gifted LRC program
11. Spend more time and effort on general exploratory activities and group training activities as mentioned in the Enrichment Triad Model prior to and during the student study projects
12. Locate authentic audiences for the products of the gifted students
13. Establish clear and continual lines of communication between the LRC professional and the classroom teachers and parents of the gifted students

The Gifted LRC Program at School C

Conclusions

Areas of strength

1. Although the budget for the LRC was relatively small, the LRC held a good collection of resources
2. The LRC professional had educational preparation for teaching gifted students
3. The identification process was well-defined and included input from teachers, parents, and students as well as the LRC professional
4. Use of the sub-tests of the SRA Achievement test provided helpful data for needs assessment and the determination of entry levels
5. The LRC facility was adequate
6. Flexible grouping arrangements were used within the program. Emphasis was on individual work

7. Gifted student participation was regular and scheduled
8. Process-oriented materials were used
9. Awareness of and utilization of the concepts presented in Bloom's Taxonomy were evident
10. Creativity was incorporated into the daily activities
11. Group interests were allowed to influence the curriculum
12. Students appeared to be active learners
13. Methods of evaluation and feedback to students had been developed and were being implemented
14. Students apparently liked the gifted LRC program, mentioning the variety of activities as its best asset
15. Teachers and parents generally indicated familiarity with the gifted LRC program, indicating that lines of communication had been established
16. Parents, teachers, and students agreed that the LRC was an important aspect of the gifted LRC program

Areas of weakness

1. The LRC professional appeared to be relatively isolated in the development and implementation of the gifted LRC program. Participation from others--students, teachers, or parents--appeared to be minimal
2. The LRC professional's schedule seemed to be extremely hectic and crowded
3. Statements of philosophy and policy for the LRC and the gifted LRC program were lacking
4. The gifted LRC program lacked clearly written, comprehensive, long-range goals
5. The gifted LRC program lacked clearly written behavioral objectives
6. The atmosphere of the LRC was hectic and noisy on the days on which it was observed; quiet independent study or concentration appeared unlikely
7. A clearly defined and structured system for evaluation and feedback concerning the gifted LRC program and the role of the LRC professional involving students, teachers, administrators, parents, and--possibly--community members, had not been established

8. Students appeared to have few opportunities to pursue topics of their own interest in their own chosen mode of learning

9. Field trips, resource persons, or other general exploratory activities as mentioned in the Enrichment Triad Model, were not used to stimulate student interests in a variety of topics

10. Students did not have authentic audiences for their products

11. Fifty percent of the teachers and sixty-seven percent of the parents requested more information concerning the gifted LRC program

12. A vocal segment of the teachers and parents expressed strongly negative opinions toward the gifted LRC program

Recommendations

1. Consider expanding the authority for the education of gifted students beyond the responsibility of just one person--perhaps the establishment of a gifted committee would be appropriate

2. Emphasize channels of communication and feedback with teachers and parents; attempt to confront and deal with teacher and parent concerns about the gifted LRC program in a positive way by explaining the program and accepting suggestions for modifications

3. Develop appropriate statements of philosophy and policy for the gifted LRC program and the LRC itself

4. Implement administrative changes in the scheduling of the LRC facility and the time of the LRC professional to eliminate time-consuming and disruptive activities such as study halls

5. Specify, in writing, long-range goals and detailed behaviorally-written objectives for the gifted LRC program

6. Maintain flexible grouping arrangements

7. Maintain use of process-oriented instructional materials; expand emphasis on the inquiry approach to instruction

8. Institute the use of field trips and visits by resource persons as well as other activities designed to stimulate student interest in a variety of different areas

9. Establish a system for evaluation and feedback concerning the gifted LRC program and the role of the LRC professional involving teachers, parents, students, and--possibly--community members

10. Allow students more time to pursue topics of individual interest utilizing styles of learning with which they feel comfortable
11. Provide authentic audiences for student products

Conclusions and Recommendations for Gifted LRC Programs in General

Conclusions

The examination of the role of the LRC in the education of gifted students focused on three specific gifted LRC programs. Based on the accumulation and analysis of the data for all three programs, the following general summative conclusions were made:

1. The LRC has the potential for a significant contribution to the education of gifted elementary students
2. Information concerning various elements of a gifted LRC program can be effectively used to provide an analysis of the potential or actual strengths and weaknesses of a gifted LRC program
3. The annual budget of the LRC program is an important factor, but not as important, perhaps, as the previously accumulated resources in the LRC
4. The presence or absence of an organizational structure which applied the principles of accessibility, communication, and feedback, appeared to be an influential factor in the overall success of the gifted LRC program, as well as the attitudes of the people involved in the program
5. The gifted LRC professionals did not necessarily have training in either the management of an LRC or the education of gifted students
6. Limited concepts of giftedness were utilized in all of the programs. Areas of giftedness in leadership, visual and performing arts, creative thinking, and psychomotor ability were not recognized by any of the gifted LRC programs
7. All of the gifted programs functioned without adequate behaviorally written objectives
8. The selection of various strategies had a very important influence on the gifted LRC programs

9. Evaluation and feedback procedures for the gifted LRC programs, the gifted students, and the roles of the LRC professionals were consistently lacking or not being fully implemented in all three programs

10. The Enrichment Triad Model was useful as a tool for the analysis of the gifted programs' strengths and weaknesses in meeting the educational needs of gifted students

11. A large majority of gifted students expressed positive feelings about the gifted LRC programs

12. A majority of parents and teachers desired more information about the gifted LRC programs

13. The opinions expressed by the students, teachers, and parents on the three attitude measurement devices offered a meaningful perspective on the strengths and weaknesses of the gifted LRC programs

14. Although the three gifted LRC programs were not compared to each other, the fact that the programs differed widely was easily noticeable.

Recommendations

Based on the related literature and research, and the results and conclusions of this study, the following recommendations are offered concerning the role of the LRC in the education of gifted elementary students:

1. The role of the LRC in gifted elementary education should be further developed and expanded

2. Adequate financing for personnel and resources in the LRC for the support of the gifted LRC program should be provided

3. It should not be assumed that the LRC professional has adequate training to develop and implement an appropriate gifted program; therefore, provisions for such training should be made

4. The Illinois definition of giftedness, involving six areas, should be utilized for expansion of gifted programs to meet the needs of those students who are now currently underserved

5. Attention to the elements of an instructional systems model should be given consideration in the development and evaluation stages of a gifted LRC program

6. Joseph S. Renzulli's Enrichment Triad Model, or other authoritative research in the field of gifted education, should be considered when developing or modifying a gifted LRC program

7. Input from teachers, administrators, parents, gifted students, and community members should be actively solicited and used in the planning and implementation of all areas of the gifted LRC program. Open channels of communication promote understanding and encourage a commitment to excellence

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APPENDIX A
PART 1

EDUCATIONAL PERSONNEL FOR GIFTED PROGRAMS
ARTICLE VI

EDUCATIONAL PERSONNEL FOR GIFTED PROGRAMS

Article VI

6.01

All professional personnel for whom reimbursement funds in excess of \$300 are claimed must hold a registered teaching, supervisory, or administrative certificate, as applicable, and must meet any two of the three following requirements:

1. They must have completed at least three semester or four quarter hours of college credit specifically in the education of gifted children.
2. They must have completed a summer training institute approved by the Illinois Office of Education for teachers of the gifted.
3. They must have at least two years of experience in working with programs specifically for gifted children.

6.02

The following responsibilities shall be designated to the reimbursement director and shall receive the approval of the LEA superintendent and the local board of education.

1. To complete and file the preapproval application and proposal.
2. To implement and/or supervise the activities proposed within the LEA gifted program proposal.
3. To facilitate the development and operation of the local gifted education programs and services as an integral part of the standard school program.
4. To meet the inservice and training needs of the teachers of the identified gifted children.
5. To select and implement identification and assessment instruments and processes.
6. To determine appropriateness for and implementation of gifted children staffings.
7. To develop and implement a self-evaluation process for the LEA gifted program.
8. To complete and file the Claim for Reimbursement form.

APPENDIX A; PART 1...(continued)

9. To meet all state timelines regarding:
 - a. LEA preapproval applications.
 - b. LEA program evaluation.
 - c. LEA claim for reimbursement funds.
 - d. All other timelines as so designated by the Illinois Office of Education in regard to gifted reimbursement programs.
10. To coordinate the LEA gifted program's efforts with those of the Illinois Office of Education and the appropriate regional ASC.
11. To meet all program goals and objectives as set forth and agreed upon by the LEA and the Illinois Office of Education pertaining to the reimbursed gifted program and services within the LEA.
12. To assume the role of the primary advocate for gifted education within the LEA and, therefore, perpetuate the development and growth of gifted education programs and services.

6.03

All professionals within a LEA designated as teachers of identified gifted children or as administrators of the local gifted program shall be eligible to participate and receive all services pertinent to the education of gifted children offered by the Illinois Office of Education and the regional ASC.

APPENDIX A
PART 2

FORWARD--PHILOSOPHY

FOREWORD

Philosophy

According to Article X, Section 1, of The Constitution of the State of Illinois, a fundamental goal of the people of the State is the educational development of all persons to the limits of their capabilities. The Illinois Gifted Program is totally supportive of this philosophy and of an education system that provides opportunities that meet the individual needs of all students, including those with exceptional educational demands.

The Illinois Gifted Program believes that gifted children have exceptional educational needs, that these children exist in all ethnic, religious, and socioeconomic groups, and that these children represent a vast and largely untapped resource to society.

The Illinois Gifted Program believes that gifted children are capable of high performance in one or more of the following areas: general intellectual ability, specific academic aptitude, creative thinking, visual and performing arts, leadership ability, and psychomotor ability. Furthermore, their potential for high performance in one or more of these areas requires the education system to create unique and varied programs at all grade levels to assist these children in the development of their special abilities to their fullest potential.

The Illinois Gifted Program believes that, in a sense, the most gifted children in a school may well be the most educationally handicapped children unless their full potential is realized by appropriate and comprehensive programs, that whenever appropriate these educational programs for gifted children

APPENDIX A; PART 2...(continued)

should be placed within the mainstream of standard education classrooms, that these programs should be based upon a humanized and personalized approach to education, and that these programs should utilize teachers who are specially prepared to humanize and personalize the education of these children.

Joseph M. Cronin
State Superintendent of Education

APPENDIX A.
PART 3

IDENTIFICATION AND ASSESSMENT OF GIFTED CHILDREN

IDENTIFICATION AND ASSESSMENT OF GIFTED CHILDREN

Article V

5.01

In order to qualify for program approval, a LEA shall indicate in its proposal that gifted children have been identified for participation in the program to be reimbursed. These children may be identified in any or all grades from prekindergarten through grade 12, but must be identified as gifted in one or more of the following six areas of giftedness:

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

5.02

The process for identifying children as gifted in one or more of the above areas of giftedness shall be determined by the LEA. However, the identification process shall meet the following standards:

1. The identification process must compare the gifted student's abilities to that of others in the LEA population.
2. The identification process must establish criteria before the child is selected from the target population for special instructional programs or services.
3. The identification process must establish specific cutoff points when standardized tests are used.
4. The identification process must indicate a direct relationship between the criteria for selection and the instructional program or service provided for gifted children.
5. The identification process must indicate that the criteria for selection has been applied equally to every child in the LEA population.

APPENDIX A; PART 3... (continued)

6. The identification process must describe in detail specific criteria used for student identification or, where appropriate, attach same as a sample to the preapproval application.
7. The identification process must use a minimum of three of the following identification devices in identifying gifted children in any one of the above six areas of giftedness:
 - a. Intelligence tests (must be used as one of the devices to determine giftedness in Area 1 of Article 5.01).
 - b. Achievement tests.
 - c. Aptitude tests.
 - d. Creativity tests (must be used as one of the devices to determine giftedness in Area 3 of Article 5.01).
 - e. Personality inventories.
 - f. Self-concept inventories.
 - g. Teacher or specialist evaluation.
 - h. Past school performance.
 - i. Other identification devices may be used when approved by the Illinois Office of Education.

5.03

A LEA writing a gifted program proposal for the first time need not identify its gifted children prior to submitting that proposal for the Illinois Office of Education's approval. However, one of the first year objectives of that proposal shall be to identify gifted children.

5.04

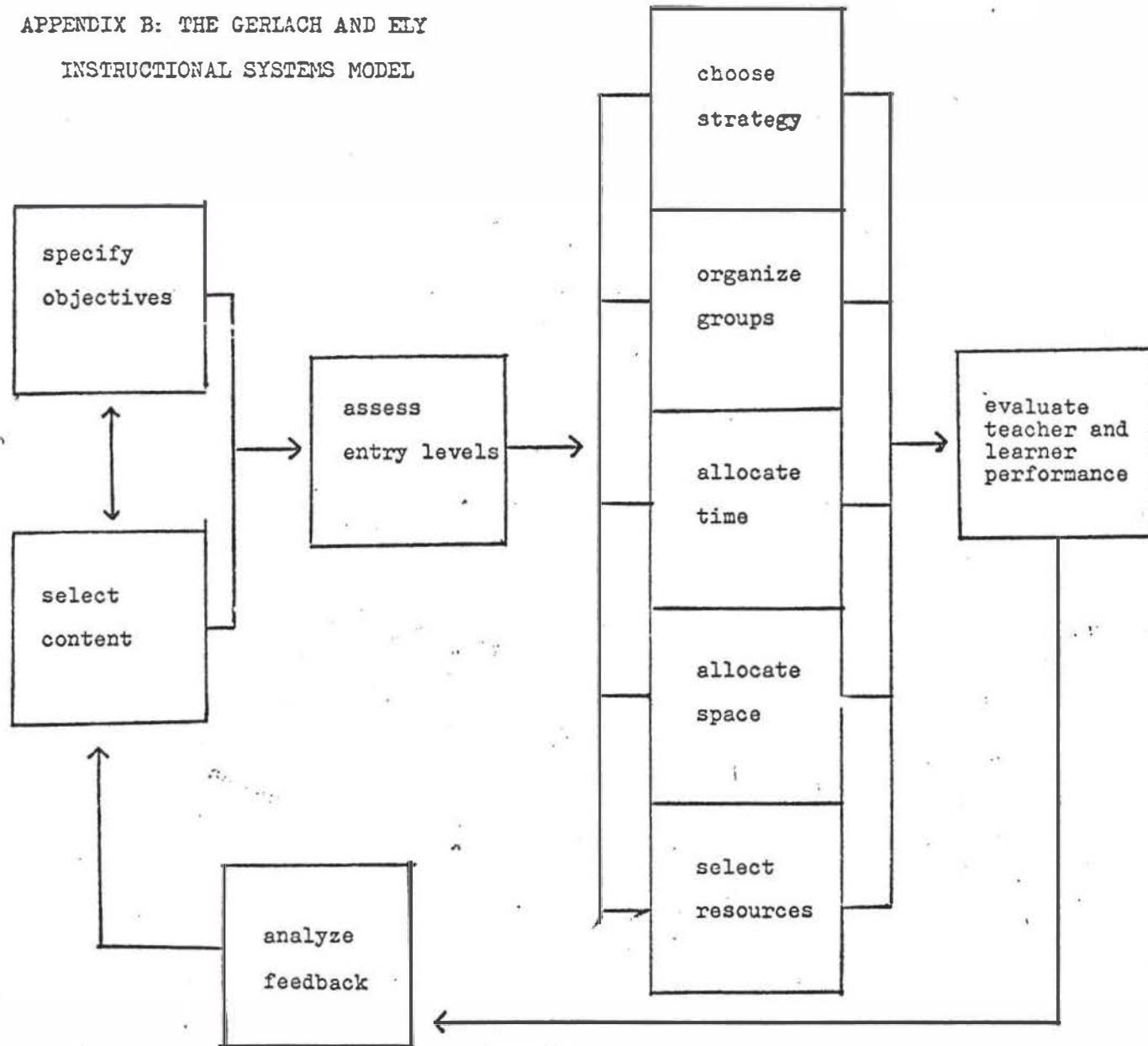
All children who have been identified as gifted shall be given an appropriate educational assessment. The assessment process shall be determined by the LEA and may include some or all of the following components:

1. An academic history.
2. Testing.
3. Staffing.
4. Other measures to determine the most appropriate personalized instructional program for the child.

5.05

The identification and assessment of a gifted child must be done prior to the development of an instructional program or service for that child.

APPENDIX B: THE GERLACH AND ELY
INSTRUCTIONAL SYSTEMS MODEL



APPENDIX C

**Standards for Educational Media Programs
in Illinois**

**Library and Media Services Section
Office of the Superintendent of Public Instruction
Michael J. Bakalis, Superintendent**



APPENDIX C...(continued)

STANDARDS FOR SCHOOL MEDIA PROGRAMS IN THREE PHASES

CATEGORY	PHASES		
STAFF	PHASE I	PHASE II	PHASE III
PROFESSIONAL K-8	1 full-time certified teacher with library science and audiovisual education for each 500 students. Below 400—1 half-time teacher. (Training for each should total 18 semester hours of Library and/or Audiovisual course work within 3 years)	1 full-time media specialist with certificate in instruction materials, library science or audiovisual for each 500 students	1 full-time media specialist for each 250 students or major fraction thereof
9-12	Provide assigned certified personnel with appropriate training to service both library and audiovisual functions at the rate of 1 full-time equivalent per 600 students. Training for each should total 18 semester hours of Library and/or Audiovisual course work within 3 years	Provide certified media specialists to service both functions (library and/or audiovisual) at the rate of 1 full-time equivalent per 400 students	1 full-time media specialist for each 250 students or major fraction thereof
	As the number of specialists increases, provision should be made for balance in staff competencies for audiovisual and library services.		
SUPPORTIVE K-12	1 half-time media aide for each professional.	1 full-time media aide (clerical and/or technical) for each professional	1 full-time media aide and 1 full-time media technician for each 250 students or major fraction thereof
EXPENDITURES K-12	A total from all sources of 1.0% of the State average per pupil instructional costs	A total from all sources of 3% of the State average per pupil instructional costs	A total from all sources of 6% of the State average per pupil instructional costs

APPENDIX C...(continued)

STANDARDS FOR SCHOOL MEDIA PROGRAMS IN THREE PHASES

CATEGORY	PHASES			
	QUARTERS	PHASE I	PHASE II	PHASE III
SPACE AND SEATING K-12		Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2,500 sq. ft. for the basic functions 30% of that seating in independent study carrels	Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2,500 sq. ft. for the basic functions At least 1,000 sq. ft. for additional functions of the media program	Seating for 15% of the student enrollment at 40 sq. ft. per student, plus 2,500 sq. ft. for the basic functions At least 2,000 sq. ft. for additional functions of the media program Space for special functions as determined by school program

Space recommendations (Based on an enrollment of 1000 or fewer; must be adjusted for larger enrollment)

Space in Sq. Ft.

BASIC

- 800 - 1,000 Entrance, circulation, distribution
- 2,000 - 6,000 Reading and browsing; individual viewing and listening
(Space based on 15% of a student enrollment at 40 sq. ft. per student; minimum provision for 60 students)
- 600 - 800 Administrative offices
- 300 - 400 Workroom
- 400 - 800 Stacks
- 250 - 400 Magazine storage
- 400 - 600 AV equipment distribution and storage
- 600 - 800 Faculty center and professional materials

ADDITIONAL

- 450 - 900 Conferance rooms (3-6) @ 150 sq. ft.
- 200 - 200 Small group viewing and listening
- 900 - 1,000 Classroom for media instruction and class projects
- 120 - 300 Maintenance and repair service
- 800 - 1,000 Media production lab
- 150 - 200 Dark room
- 120 - 120 Materials and equipment storage for production

APPENDIX C... (continued)

STANDARDS FOR SCHOOL MEDIA PROGRAMS IN THREE PHASES

CATEGORY	PHASES		
PROGRAM & SERVICES	PHASE I	PHASE II	PHASE III
SELECTION OF MATERIALS	Jointly by professional media staff with assistance from teachers and students		
SELECTION OF MATERIALS	Slides, Tapes, Transparencies, Charts, Posters, etc.	Filmstrips, 8mm films, etc.	
INSTRUCTION IN USE OF MATERIALS AND EQUIPMENT	<p>To students: a continuous and sequential program on both an individual and group basis</p> <p>To faculty: individual and group assistance, the latter by means of workshops</p> <p>To media staff (technical, clerical, and student assistants): by individual, on-the-job training</p>		
COORDINATION OF MATERIALS WITH THE INSTRUCTIONAL PROGRAM	<p>As number of professional staff allows, the following activities should be considered:</p> <ul style="list-style-type: none"> Assistance to teachers in planning and presenting instructional units Assistance to teachers and department heads in selection of materials for departmental resource rooms Participation in curriculum committee activities Individual and group guidance to students in listening, viewing, reading, and evaluating Assistance in research projects with special emphasis on helping the student develop independent study skills Clearing house of information on in-service workshops and courses, professional meetings, and the educational resources of the community 		

APPENDIX C...(continued)

SCHOOL EVALUATION FORM—STANDARDS FOR SCHOOL MEDIA PROGRAMS

CATEGORY	PHASES			
MATERIALS/LEVEL	PHASE I	PHASE II	PHASE III	
BOOKS K-12	Basic collection chosen from standard book selection aids.		6,000 to 10,000 titles representing 10,000 volumes or 20 volumes per pupil, whichever is greater	
	3,000 titles or 6 volumes per pupil, whichever is greater	5,000 titles or 10 volumes per pupil, whichever is greater		
	Books which are worn, out of date, or otherwise unacceptable should be discarded. This weeding process should be continuous.			
Professional	Satellite libraries or resource rooms supplied by media funds will require additional volumes—including many duplicates.			
Reference	3 current professional titles per teacher districtwide. Collection may be decentralized.	6 current professional titles per teacher districtwide. Collection may be decentralized	200-1,000 titles	
	Current and expanding reference collection selected from standard lists and to include at least 2 encyclopedias.	Current and expanding reference collection selected from standard lists and to include from 3 to 5 encyclopedias.		
MAGAZINES* K-6	10-24 titles (includes some adult nonprofessional periodicals)	25-39 titles (includes some adult nonprofessional periodicals)	40-50 titles (includes some adult nonprofessional periodicals)	
	7-9	10-24 titles	100-125 titles	
	9-12	60-99 titles	100-124 titles	125-175 titles
	K-12	Necessary magazine indexes and duplication of titles and indexes as required		
	Professional	10-14 professional titles with access to Education Index	15-39 professional titles plus subscription to Education Index	40-50 professional titles with duplicates as needed; also Education Index.
	* See also MICROFORMS			

APPENDIX C...(continued)

SCHOOL EVALUATION FORM—STANDARDS FOR SCHOOL MEDIA PROGRAMS

CATEGORY MATERIALS/LEVEL	PHASES		
	PHASE I	PHASE II	PHASE III
NEWSPAPERS* K-8 9-12 * See also MICROFORMS	1-2 titles 3-4 titles At least one local, one State, and one national newspaper eventually to be represented in the collection.	3-4 titles 5-6 titles with duplication as necessary	6-10 titles 6-10 titles
PAMPHLETS, CLIPPINGS, AND MISCELLANEOUS MATERIAL K-12	An organized collection of appropriate materials to implement curriculum, updated by an annual budget appropriation.	An organized collection of pamphlets, clippings, vocational information and other appropriate curriculum material, updated by an annual appropriation of approximately 5% of the budget. In secondary schools catalogs of colleges, universities and technical schools should be included.	Pamphlets, government documents, catalogs of colleges and technical schools, vocational information, clippings, and other materials appropriate to the curriculum and for other interests of students.
FILMSTRIPS K-8 9-12	Purchase dependent upon teacher request and willingness to preview. However, the basic collection should include:		
	200 titles or ¼ print per pupil or whichever is greater.	400 titles or 1 print per pupil, whichever is greater.	500-1,000 titles, representing 1500 prints or 3 prints per pupil, whichever is greater.
	200 titles	400 titles	
SUPER 8 OR 8MM FILMS K-8 9-12	Purchase of the following dependent on amount of individualized instruction done in the school. However, the basic collection should include:		
	1 title per 10 pupils	1 film per pupil with at least 100 titles	1½ films per student with at least 500 titles supplemented by duplicates.
	½ film per pupil with at least 100 titles	1 film per pupil with at least 100 titles	

APPENDIX C...(continued)

SCHOOL EVALUATION FORM—STANDARDS FOR SCHOOL MEDIA PROGRAMS

CATEGORY		PHASES		
MATERIALS/LEVEL	PHASE I	PHASE II	PHASE III	
16MM FILMS K-12	Unrestricted access to a minimum of 1,000 titles (include cooperative film libraries and rental sources) All quantitative statements exclusive of sponsored films.	Unrestricted access to a minimum of 2,000 titles (include cooperative film libraries and rental sources)	Access to a minimum of 3,000 titles supplemented by duplicates and rentals (include cooperative film libraries and rental sources)	
TAPE AND DISC RECORDINGS K-12	500 titles representing 500 records or tapes or 1 per pupil, whichever is greater	750 titles representing 750 records or tapes or 3 per pupil, whichever is greater	1,000-2,000 titles representing 3,000 records or tapes or 6 per pupil, whichever is greater (the number of titles to be increased in larger collections)	
SLIDES K-12	A collection representing basic curriculum needs	A collection representing basic curriculum needs with additions for special interest or subject areas.	2,000 (including all sizes)	
GRAPHIC MATERIALS K-12	Art prints, pictures, study prints, posters, photographs, charts, diagrams, graphs, and other types as needed for the implementation of curriculum. Budget allowance for local production where applicable.			
GLOBES K-12 K-8 9-12	1 globe in media center, additional as needed.	2 globes in media center, additional as needed.	1 globe in each teaching station and 2 in media center. 1 globe per 5 teaching stations and 2 in media center.	

APPENDIX C...(continued)

SCHOOL EVALUATION FORM—STANDARDS FOR SCHOOL MEDIA PROGRAMS

CATEGORY		PHASES		
MATERIALS/LEVEL	PHASE I	PHASE II	PHASE III	
MAPS K-12	1 map for each region studied and special maps (economic, weather, political, historical, and others) for each area studied.	Duplicate maps available for each class section requiring maps at the same time, the number of duplicates to be determined by sections of students and the availability of maps on transparencies and filmstrips.		
MICROFORM 9-12	5-10 news magazines on microfilm	11-19 magazines and one national daily newspaper on microfilm.	To be purchased as available on topics in the curriculum. All periodical subscriptions indexed in Reader's Guide and newspaper files should be obtained as needed for reference.	
TRANSPARENCIES K-12	A collection of transparencies and subject matter masters representing teaching needs.			
OTHER MATERIALS: K-12 Programmed instructional materials Realia Kits Pre-recorded video tapes Remote access programs Resource files	To be introduced as desirable or necessary for the development of the individual school program.			

APPENDIX C...(continued)

SCHOOL EVALUATION FORM—STANDARDS FOR SCHOOL MEDIA PROGRAMS

CATEGORY EQUIPMENT/LEVEL	PHASES		
	PHASE I	PHASE II	PHASE III
16MM SOUND PROJECTOR K-12	1 per 10 teaching stations plus 1 per media center	1 per 5 teaching stations plus 2 per media center	1 per 2 teaching stations plus 5 per resource center
SUPER 8 OR 8MM PROJECTOR REMOTELY CONTROLLED K-8 9-12	1 per media center 6 per media center	1 per 10 teaching stations plus 3 per media center 1 per 5 teaching stations plus 6 per media center	1 per teaching station plus 25 per resource center.
2 x 2 SLIDE PROJECTOR REMOTELY CONTROLLED K-8 9-12	1 per media center 2 per media center	1 per 10 teaching stations plus 2 per media center 1 per 10 teaching stations plus 2 per media center	1 per 3 teaching stations plus 5 per resource center.
FILMSTRIP OR COMBINATION FILMSTRIP/SLIDE PROJECTOR K-12	1 per 10 teaching stations plus 1 per media center	1 per 5 teaching stations plus 1 per media center	1 per teaching stations plus 4 per resource center.
SOUND FILMSTRIP PROJECTOR K-12	1 per media center	1 per 10 teaching stations plus 1 per media center	

APPENDIX C...(continued)

SCHOOL EVALUATION FORM—STANDARDS FOR SCHOOL MEDIA PROGRAMS

CATEGORY EQUIPMENT/LEVEL	PHASES		
	PHASE I	PHASE II	PHASE III
10 x 10 OVERHEAD PROJECTOR K-12	1 per 5 teaching stations plus 1 per media center	1 per 3 teaching stations Plus 2 per media center	1 per teaching station plus 4 per media center
OPAQUE PROJECTOR K-12	1 per floor level	1 per floor level plus 1 per media center	1 per 15 teaching stations plus 2 per media center.
FILMSTRIP VIEWER K-8 9-12	1 per 5 teaching stations plus 5 per media center 5 per media center	1 per 3 teaching stations plus 5 per media center 1 per 3 individual study stations	3 per teaching station plus the equivalent of 1 per teaching station in media center.
2 x 2 SLIDE VIEWER K-8 9-12	1 per media center 1 per 20 teaching stations plus 1 per 20 individual study stations in media center	2 per media center 1 per 20 teaching stations plus 1 per 20 individual study stations in media center	1 per teaching station plus 1 per media center
TV RECEIVER (MINIMUM 23 in. SCREEN) K-12	1 per school for classroom use plus 1 per media center where programs are available	1 per floor level for classroom use plus 1 per media center where programs are available.	1 per teaching station and 1 per media center where programs are available.

APPENDIX C...(continued)

SCHOOL EVALUATION FORM—STANDARDS FOR SCHOOL MEDIA PROGRAMS

CATEGORY EQUIPMENT/LEVEL	PHASES		
	PHASE I	PHASE II	PHASE III
MICROPROJECTOR K-12	1 per building or access	2 per building or access	1 per 2 grade levels in K-8 1 per department where applicable in 9-12 plus 1 per media center.
RECORD PLAYER K-6	1 per 5 teaching stations plus 1 per media center	1 per 2 teaching stations plus 6 per media center	1 per teaching station plus 5 per media center
7-12	1 per 10 teaching stations plus 1 per media center	1 per 5 teaching stations plus 3 per media center	1 per 5 teaching stations plus 5 per media center
All Schools	1 set of earphones per player	1 set of earphones per player	
AUDIO TAPE RECORDER/ PLAYER, INCLUDING REEL-TO-REEL CARTRIDGE AND CASSETTE K-8	1 per 5 teaching stations plus 1 per media center	1 per 2 teaching stations plus 2 per media center	1 per teaching station plus 10 per media center
9-12	1 per 10 teaching stations plus 5 per media center	1 per 5 teaching stations plus 6 per media center	1 per 5 teaching stations plus 10 per media center.
All Schools	1 set of earphones for each recorder	1 set of earphones for each recorder	
LISTENING STATION K-12	2 portable listening stations with multiple student positions	Portable listening stations with multiple student positions at the rate of 1 per 10 teaching stations	Portable listening stations with multiple student positions at the rate of 1 per teaching station plus 1 per media center.

APPENDIX C...(continued)

SCHOOL EVALUATION FORM—STANDARDS FOR SCHOOL MEDIA PROGRAMS

CATEGORY EQUIPMENT/LEVEL	PHASES		
	PHASE I	PHASE II	PHASE III
THERMAL OR INFRARED-COPYING MACHINE K-12	1 per school	1 per school	
MICRO-READER (SOME WITH MICRO- FICHE ATTACHMENT) 7-12	1 per media center	1 per 40 student positions in main reading room.	Equivalent of 1 per 10 teaching sta- tions to be located in the media center.
MICRO-READER PRINTER 7-12		1 per media center	1 per media center
PORTABLE VIDEO TAPE RECORDER SYSTEM (INCLUDING CAMERAS) K-12		1 per building	1 per 15 teaching stations with a minimum of 2 recorders per building.
LAMINATING MACHINE K-12	1 per district	1 per district	

APPENDIX C...(continued)

SCHOOL EVALUATION FORM—STANDARDS FOR SCHOOL MEDIA PROGRAMS

CATEGORY EQUIPMENT/LEVEL	PHASES		
	PHASE I	PHASE II	PHASE III
THERMAL OR INFRARED-COPYING MACHINE K-12	1 per school	1 per school	
MICRO-READER (SOME WITH MICRO-FICHE ATTACHMENT) 7-12	1 per media center	1 per 40 student positions in main reading room.	Equivalent of 1 per 10 teaching stations to be located in the media center.
MICRO-READER PRINTER 7-12		1 per media center	1 per media center
PORTABLE VIDEO TAPE RECORDER SYSTEM (INCLUDING CAMERAS) K-12		1 per building	1 per 15 teaching stations with a minimum of 2 recorders per building.
LAMINATING MACHINE K-12	1 per district	1 per district	

APPENDIX C...(continued)

SCHOOL EVALUATION FORM—STANDARDS FOR SCHOOL MEDIA PROGRAMS

CATEGORY EQUIPMENT/LEVEL	PHASES		
	PHASE I	PHASE II	PHASE III
LIGHT CONTROL K-12	Adequate variable light level control in every classroom and media center to the extent that all types of projected media can be utilized effectively together with devices that filter or restrict outside light.		
LOCAL PRODUCTION EQUIPMENT PER BUILDING K-12	<p>Minimum:</p> <ul style="list-style-type: none"> Paper cutters Thermo transparency maker Film splicer (16mm) Primer typewriter Tape splicer Mechanical lettering devices Dry mount press and tacking iron 	<p>Additional:</p> <ul style="list-style-type: none"> Copy camera and stand Diazo transparency equipment Slide sorting equipment Audio-reproduction equipment Light box 	<p>Additional:</p> <ul style="list-style-type: none"> Film rewind 35mm still camera 16mm camera 8mm camera Rapid process camera Equipment for darkroom Slide reproducer
	<p>This document does not list many items that will be considered standard for some districts. In the main these items would be considered "special" and appropriate acquisitions only when the instructional program would be compromised by their omission. This list includes, but is not restricted to</p> <ul style="list-style-type: none"> Auditorium type overhead projectors Auditorium or large group 16mm equipment 16mm magnetic sound equipment Broadcast T.V. (2,500 Mhz, etc.) Telelecture Large format and/or random access slide equipment Slide duplication equipment Tape (Reel or Cassette) duplication equipment 		

APPENDIX D

INITIAL VISIT: DATA COLLECTION FORM

Name of school: _____

Address: _____ Phone: _____

Principal: _____

Gifted contact person: _____ (title) _____

Approx. # of students in the school: _____ Grades: _____

of students identified as gifted: _____ Grades: _____

Areas of giftedness: _____

Criteria used to identify gifted students: _____

Role of the LRC Professional: _____

General description of the facility and resources: _____

Brief description of the program: _____

Are written objectives available? _____

How are the students evaluated? _____

APPENDIX D...(continued)

Typically, how many hours a week is a gifted student in the LRC? _____

How many days per week? _____

Are you willing to allow me to complete a relatively extensive observation of the program? _____

Are you willing to allow me to talk to parents, teachers, administrators, and students as necessary? _____

Are you willing for me to give simple attitude surveys to students, parents, and teachers? _____

Who is the appropriate person in authority to whom I should speak for permission? _____

Notes:

APPENDIX E

SAMPLE OF FOLLOW-UP LETTER TO
LRC PROFESSIONALS

University Apt. 126
South Fourth Street
Charleston, IL
61920
(217) 581-5640
March 12, 1982

Ms. S-
Main Elementary School
Main Street
Shelbyville, IL 62565

Dear Ms. S- ,

I have finally completed my initial observations and have met with my advisor again. I am very excited about using your library program as part of my thesis research.

I have enclosed an outline of the type of information I will be collecting. As much as possible, I will try to gather the data from records and my own observation, so that I will not become a nuisance to you. However, there will definitely be some information which only you can provide.

I have also included the three attitude surveys I would like to use. These are the suggested forms, and are not final. I would like your input concerning the nature of the questions, their wording, and any other questions you think should be included.

I estimate that I will need to make 3 more visits to your school.

1. To discuss the surveys with you and begin the data collection.
2. To address the parent and teacher attitude surveys and hand them out. Also, to administer the student survey (hopefully, in one or two small groups if that can be arranged.)
3. To collect the teacher surveys, complete the data collection, and finish any other miscellaneous details.

I will call you on or about Thursday, March 18, to set up a convenient day when I can meet and talk to you about the surveys and other details. I hope that meeting can be March 23, 24, or 25, if those days are

APPENDIX E...(continued)

convenient for you. (I need to have all of the data collected and the surveys completed by May 7, so you can see I have a rather tight schedule.)

I am really looking forward to working with you and learning more about the program. I think I will really benefit from being exposed to your experience and expertise. I hope that you are still willing to participate, and that you may even find some of what I'm doing useful for yourself.

Thank you again,

A handwritten signature in cursive script that reads "Jeanne L. Clark". The signature is written in dark ink and is positioned to the right of the typed name below it.

Jeanne L. Clark

APPENDIX F

THE DATA COLLECTION OUTLINE

Area I: Background information

- I. Description of school and community
 - A. Location of town
 - B. Size of town
 - C. Name, address, etc. of school
 - D. Type of school (grades, building plan, etc.)
 - E. Number of students
 - F. Type of classrooms, etc.
 - G. Other information

- II. Budget
 - A. Gifted LRC program
 - 1. Amount allocated
 - 2. The role of the LRC professional
 - 3. Other
 - B. LRC budget
 - 1. Amount allocated
 - 2. The role of the LRC professional
 - 3. Other

- III. Organizational structure model

- IV. Personnel
 - A. The LRC professional
 - 1. Brief background of educational training and experience
 - 2. Duties and responsibilities (job description)
 - a. Associated with the gifted LRC program
 - b. Unrelated to the gifted LRC program
 - 3. Weekly schedule
 - B. Paid aide
 - 1. Brief background of educational training and experience
 - 2. Duties and responsibilities (job description)
 - a. Associated with the gifted LRC program
 - b. Unrelated to the gifted LRC program
 - 3. Weekly schedule
 - C. Other personnel (volunteer aides, secretaries, etc.)

- V. Brief description of additional gifted program not associated with the LRC (if any)

- VI. Statements of philosophy and policy
 - A. For the LRC
 - B. For the gifted LRC program

APPENDIX F...(continued)

Area II: Analysis of the gifted LRC program utilizing an instructional systems model

- I. Identification process of gifted students
- II. Needs assessment/entry level determination
- III. Goals of the gifted LRC program
- IV. Objectives of the gifted LRC program
- V. Strategies
 - A. Allocation of space: the LRC facility
 - 1. Square feet, size, shape, etc. of the LRC
 - 2. Floor plan, including prominent features
 - 3. Adjacent rooms, if any
 - 4. Narrative description
 - 5. Location of the LRC within the school building
 - 6. Limitations
 - B. Organization of groups
 - C. Allocation of time
 - D. Selection of techniques
 - E. Selection of resources
 - 1. Survey of resources available in the LRC
 - a. Numbers and types of print materials
 - b. Numbers and types of non-print materials
 - c. Numbers and types of audiovisual equipment
 - 2. Survey of LRC resources used especially for the gifted students (if any)
 - 3. Procedures and policies for resource materials
 - a. Methods of acquisition
 - b. Methods of cataloging
 - c. Methods of shelving/displaying
 - d. Methods of circulation
 - 1. print
 - a. all students
 - b. gifted students
 - 2. non-print
 - a. all students
 - b. gifted students
 - 3. audiovisual equipment
 - a. all students
 - b. gifted students
- VI. Summary of daily learning activities

APPENDIX F...(continued)

VII. Evaluation procedures

- A. Of the success of the program in meeting its own goals and objectives
- B. Of the success of students in meeting their goals and objectives
- C. Of the role of the LRC professional

VIII. Analysis of feedback

IX. Implmentation of modifications

- A. Realistic proposals
- B. "Wishful thinking"

APPENDIX G

THE ENRICHMENT TRIAD MODEL CHECKLIST

Observation Item	Response		
	this was easy to see	this was hard to see, but I think I did	I could not see this
1. For the majority of time spent in the gifted LRC program, students have an opportunity to pursue their own interests to whatever depth they so desire.			
2. Students are allowed to pursue their own interests in a manner that is consistent with their preferred styles of learning.			
3. Processes are viewed as the paths rather than the goals of learning.			
4. Students are active rather than passive learners.			
5. Students, though given freedom, are also aware that they are expected to pursue exploration activities purposefully.			

APPENDIX G...(continued)

Observation Item	Response		
	this was easy to see	this was hard to see, but I think I did	I could not see this
6. Students are exposed to a wide variety of topics or areas of study.			
7. Interest centers, with dynamic, appealing, and stimulating materials are used.			
8. Field trips to places where dynamic people are actively engaged in problem-solving and the pursuit of knowledge are used to stimulate the students.			
9. Resource persons are invited to make presentations to groups of gifted students.			
10. Process-oriented, rather than content-oriented, materials are used.			
11. The selection of process-oriented materials represents a logical outgrowth of student interests, rather than a random choice of what is available or what the LRC professional likes.			

APPENDIX G...(continued)

Observation Item	Response		
	this was easy to see	this was hard to see, but I think I did	I could not see this
17. The student investigation results in a "real" product or experience of the student's own creation.			
18. The LRC professional's role is to assist the students in translating and focusing a general area of concern into a solvable problem.			
19. The LRC professional's role is to provide students with the tools or methodological techniques necessary to solve the problem.			
20. The LRC professional's role involves assisting the student in communicating the results to authentic audiences.			

APPENDIX G...(continued)

Observation Item	Response		
	this was easy to see	this was hard to see, but I think I did	I could not see this
12. Awareness of Bloom's Taxonomy and/or Guilford's Structure of the Intellect as models for the selection of process-oriented materials is evident.			
13. Evidence of an attempt to stimulate the creative process of students is present.			
14. Evidence that the student takes an active part in formulating both the problem and the methods by which the problem will be attacked.			
15. Encouragement for the use of divergent research techniques and conclusions.			
16. The areas of investigation chosen represent the true interests of the students and are not the pre-determined choice of the LRC professional.			

APPENDIX H

THE GIFTED STUDENT ATTITUDE INTERVIEW FORMAT

Hi, (insert student's name). My name is Jeanne, and I'm a college student. I've been studying the (insert name of gifted LRC program) here in the (insert location of gifted LRC program) with (insert name of the LRC professional). I'd like to ask you some questions about it.

I hope you don't mind if I use this cassette recorder. I want to remember what you tell me, but I don't want to have to write everything down real fast while you are talking.

I'm going to start by asking you some easy questions first. Then we'll listen to how you sound. Are you ready?

TURN ON THE MACHINE

1. What is your name?
2. Are you a boy or a girl?
3. What grade are you in?
4. Have you been coming to the (insert location of the gifted LRC program) for the (insert name of the gifted LRC program) this year?
5. About how often do you come?
6. Did you come to the (insert location of the gifted LRC program) for the (insert name of the gifted LRC program) last year?
7. How about the year before that?

TEST THE MACHINE---HAVE STUDENTS LISTEN TO THEMSELVES

Now I'm going to ask you some questions about your feelings about the (insert name of the gifted LRC program). It will be okay if you want to think for a

APPENDIX H...(continued)

minute before you answer the question. If you really can't think of an answer, you may answer "I don't know," but I really hope you will try to think of an answer for every question. Are you ready?

TURN ON MACHINE

8. How do you feel about being in the (insert name of the gifted LRC program)?
9. Why? In what way? Why not? Explain what you mean by that, etc.
10. What do you think are the best things about the (insert name of the gifted LRC program)?
11. If you could change things about the (insert name of the gifted LRC program); to make it better for you, what would you change?
12. Do you like having the (insert name of the gifted LRC program) in the (insert location of the gifted LRC program)?
13. Why? Why not?
14. How does being in the (insert name of gifted LRC program) affect your other school work? What I mean by that is, does it help you in your other work, make you fall behind, or what?
15. Is there anything else you would like to say about the (insert name of gifted LRC program) that you haven't already told me?

APPENDIX I...(continued)

- | | | | | | |
|---|----|---|---|---|----|
| 2. The gifted students in my class miss out on too much of their regular classwork because of the gifted LRC program. | SA | A | O | D | SD |
| 3. The gifted LRC program has a positive effect on our school. | SA | A | O | D | SD |
| 4. I am satisfied with the gifted LRC program as it is now. | SA | A | O | D | SD |
| 5. I would like to know more about the gifted LRC program. | SA | A | O | D | SD |
| 6. The LRC is an essential aspect of the gifted LRC program. | SA | A | O | D | SD |

If you desire, please add your comments about the gifted LRC program, the LRC, or this survey to the back of this form.

NOTES: The original surveys were only one page long.

The appropriate names were used on each survey in place of "gifted LRC program" and "LRC" as shown on this form of the survey.

APPENDIX J...(continued)

- | | | | | | |
|--|----|---|---|---|----|
| 3. I am satisfied with the gifted LRC program as it is now. | SA | A | O | D | SD |
| 4. I would like to know more about the gifted LRC program. | SA | A | O | D | SD |
| 5. The LRC is an essential aspect of the gifted LRC program. | SA | A | O | D | SD |

If you desire, please add your comments about the gifted LRC program, the LRC, or this survey on the back of this form.

NOTES: The original surveys were only one page long.

The appropriate names were used on each survey in place of the "gifted LRC program" and "LRC" as shown on this form of the survey.

APPENDIX K

PART 1

A STATEMENT OF PHILOSOPHY AND POLICY FOR THE LRC
(SCHOOL A)

22 - LIBRARIES

Grades 1 - 4

Every effort is made to make the library a place the students will enjoy visiting and create the feeling that the library is theirs and reading is fun.

Scheduled time in the library is used for book selection and return and varied with story hour, finger plays, poetry reading, record/book presentation, magazine reading, book reviews by librarian or students (most often by the student) and anything that will encourage students to read and enjoy the services of the library.

All students have one thirty-five minute library period each week. In addition, they are free to exchange books or use the library for independent study at any time the library is not occupied by a scheduled class.

No restrictions are placed on the number of books checked-out or the frequency. Students are encouraged to check out as many books as they can read.

SOURCE: Parent-Student Handbook for 1981-82

APPENDIX K
PART 2

THE IDENTIFICATION PROCESS FOR GIFTED STUDENTS
(SCHOOL A)

SECTION V - PROPOSED PROGRAM OVERVIEW			
A. For each category of giftedness which the proposed program(s) will address, provide the information requested in the following columns.			
CATEGORY OF GIFTEDNESS (General intellectual ability and/or specific aptitude) Check the categories which apply to your program:	GRADE LEVELS AND SELECTION CRITERIA (Criteria that will be used in identification such as achievement tests, teacher recommendations, etc.)	IDENTIFICATION INSTRUMENTS AND CUT-OFF POINTS (Names of tests, inventories, checklists, etc. that will be used for identification including cut-off point for each instrument which will be considered minimal for acceptance into program)	PROCESS DESCRIPTION (Steps that will be taken in applying selection criteria or in combining multiple criteria for student selection)
<input checked="" type="checkbox"/> General Intellectual	Grades 1 - 11 Students selected will: 1. Score in the upper 10% of an I.Q. test. 2. Score in the upper 10% on Reading Comp. or Vocabulary sub-test of an Achievement test. 3. Be recommended as gifted by grade level teachers.	Peabody I.Q. or Slossen I.Q. S.R.A. - S.T.E.A. & S.R.A. Achievement test grades from cumulative folder. A score in the 90th percentile of his class must be attained by each student selected. "B+" grades will serve as the cut-off point.	All students will be screened and those who meet the selection criteria in any one criteria will be evaluated by the grade level teachers and building Principal to narrow the group to the quota for that grade.
<input checked="" type="checkbox"/> Specific Aptitude Specified Academic Aptitude in either Reading - Math or Social Studies	Grades 2 - 11 1. Show outstanding talent within the class. 2. Be achieving 2 grade levels above his grade in reading, math or social studies. 3. Score in the upper 10% on the appropriate sub-test of the S.R.A. Achievement Test.	The student selected must score at or above the 90th percentile on the teacher-prepared tests of achievement for X-2 and S.R.A. Achievement Test for grades 3-11. Grades in Math, Reading and Social Studies will require a "B+" grade which will serve as a cut-off and/or be achieving over his grade level.	Each teacher for a grade will recommend students who are achieving 1 grade above level and then the principal and teachers will apply the selection criteria to students recommended and narrow the list down to the grade level quota of the upper 5%.

(USE ADDITIONAL SHEET(S) AS NEEDED)

APPENDIX K
PART 3

THE OBJECTIVES, ACTIVITIES, AND EVALUATION PROCEDURES
(SCHOOL A)

B. Please indicate objectives, activities, and evaluation procedures in the Program. Objectives should be stated in behavioral terms including populations served. Activities are the intermediate process between the objectives and evaluation and should include instructional strategies used. Evaluation procedures should indicate the process, instruments and techniques used to measure the progress toward the objective and the anticipated degree of change.

OBJECTIVES	ACTIVITIES	EVALUATION PROCEDURES
1. 85% of the identified gifted students in grades 1 - 11 will participate in at least two enrichment programs.	The Staff will provide enrichment programs for each identified gifted student and encourage participation. At least one day per week will be set aside for those students who are eligible to participate in enrichment.	Count the number of participating students at the end of 1st and 2nd semester to see if 85% of the gifted students did participate in at least 2 activities.
2. The gifted students in grades 1 - 3 will read more library books than non-gifted students.	The librarian will keep track of books read by gifted students.	The librarian will compare the number and kinds of books read by gifted students vs non-gifted. The gifted students will have read more library books than the average non-gifted student by the end of April.
3. The gifted students in grades 3, 5, 6, and 8 will show 3 months more growth in reading comprehension and vocabulary sub-tests than the non-gifted students.	Gifted students will be directed into enrichment activities when regular class work is finished.	The growth in SRA Achievement tests scores for gifted students will be higher compared to control group and will be checked in the fall of each year when SRA tests are given.
4. Gifted students in grades 7 - 11 will demonstrate that they are capable of independent work in enrichment activities and desire to participate.	Teachers and librarians will use the scholastic bowl competition approach as a stimulus to gain knowledge and a regard for learning.	Teachers and librarians will rate gifted students as to their capacity and desire for participation in the scholastic bowl competition. We expect 85% of the gifted Junior High students to participate.
5. Grade 7 - 11 gifted students will show an above average increase in their general knowledge of language arts or social studies and demonstrate a desire to increase his knowledge as rated by the classroom teacher and librarian.	Provide gifted students in grades 7 - 11 with enrichment seminars in language arts or social studies outside regular class hours at least once each week.	The students who participate will be rated by the instructor on (a) their gain of general knowledge and (b) demonstrated desire to increase knowledge in language arts or social studies. Records should show that 85% of the gifted students have participated.

(USE ADDITIONAL SHEET(S) AS NEEDED)

APPENDIX L
PART 1

A COMBINATION JOB DESCRIPTION AND
STATEMENT OF PHILOSOPHY
(SCHOOL B)

ELEMENTARY LEARNING CENTERS

The following is a description of the function of the elementary learning center and the learning center personnel in Paris District #95.

Learning centers were established at the elementary schools during the 1980-81 school year. They were established to expose pupils to enjoyable and creative ways of learning. The purpose of the learning centers and their personnel were to provide: (1) art instruction (2) small group instruction in needed areas (3) help for the regular classroom teacher in terms of preparation of classroom materials and media (4) work with the classroom teachers to prepare special times for classes or groups to cover topics related to the regular program of instruction.

Since the development of the learning centers, the following assignments have been added: (1) work toward some type of organized library system for each building (2) act as liaison through the Paris High School librarian with the Lincoln Trails Library system (3) act as building representative for instructional television (4) coordinate the use of television equipment and video tapes (5) work with gifted program students and the teacher of the gifted (6) manage computer instruction (7) work with parent volunteers.

Art instruction consists of 40 minutes per class in grades one through five once a week. It involves all students in a given class with the subject matter to be determined by the learning center teacher.

Small group instruction is to provide extra instruction in a small group setting for students. Small groups may be used to remediate, enrich or explore in depth the regular areas of the curriculum. It may also

APPENDIX I; PART 1... (continued)

be used to explore areas that would not practically be included in regular classroom instruction or the larger group setting.

The learning center personnel should act as resource persons to help the classroom teacher in things that a parent volunteer might not be able to do. Examples might be: (1) developing a game that could be played by individuals in a classroom center (2) development of a special poster for a display (3) preparation of special transparencies for classroom use (4) recommending a game or learning center materials for use by the classroom teacher (5) helping classroom teachers develop a display for a downtown store window ie American Education Week. Tasks that would be more appropriate for a parent volunteer would be: running a ditto, cutting out letters for a bulletin board, putting materials on a bulletin board, tracing pictures, etc.

Working with the classroom teacher to prepare a unit or special classroom lesson related to the overall educational program might include: preparing and teaching a lesson about a special holiday, a lesson on fire safety during Fire Prevention Week, a lesson on the law during Illinois Law Week, securing an outside resource person to come to the classroom for a special lesson. These special sessions are to be initiated and conducted by the learning center teacher, although the classroom teacher may be consulted concerning how the lesson fits in with the regular classroom program.

In addition to the previously mentioned activities, the learning center teacher may be asked by the building principal to help develop or prepare materials for special purposes.

APPENDIX L

PART 2

A STATEMENT OF THE PHILOSOPHY OF THE
DISTRICT GIFTED PROGRAM
(SCHOOL B)

GIFTED PHILOSOPHY

In recognition of the individuality and variety of educational needs of the students of District #95, the gifted program is committed to the identification and development of programs that will provide an educational atmosphere that speaks to these needs.

In an effort to provide to the community the development of its members greatest potential, the gifted program of District 95 herein commits itself to that goal.

APPENDIX L
PART 3

THE IDENTIFICATION PROCESS FOR GIFTED STUDENTS
(SCHOOL B)

SECTION V - PROPOSED PROGRAM OVERVIEW

A. For each category of giftedness which the proposed program(s) will address, provide the information requested in the following columns.

CATEGORY OF GIFTEDNESS (general intellectual ability and/or specific aptitude) Check the categories which apply to your program:	GRADE LEVELS AND SELECTION CRITERIA (criteria that will be used in identification such as achievement tests, teacher recommendations, etc.)	IDENTIFICATION INSTRUMENTS AND CUT-OFF POINTS (names of tests, inventories, checklists, etc. that will be used for identification including cut-off points for each instrument which will be considered minimal for acceptance into program)	PROCESS DESCRIPTION (steps that will be taken in applying selection criteria or in combining multiple criteria for student selection)
<input checked="" type="checkbox"/> General Intellectual	<p><u>ELEMENTARY (K-5)</u></p> <ol style="list-style-type: none"> 1. Teacher Survey Test 2. Cumulative Records 3. Teacher Recommendations 4. Creativity Test 5. Achievement Test 	<ol style="list-style-type: none"> 1. Teacher Survey adapted from Renzulli and Hartman. 2. Top 5% grade averages. 3. Observation evaluations, top 5%. 4. To be chosen in May 1981. 5. Iowa Test of basic skills, top 5%. 	<ol style="list-style-type: none"> 1. Teacher survey sheet and individual recommendations will be compiled by May 15, 1981. 2. By May 30, 1981 cumulative grade averages will be reviewed to identify those students in the top 5%. 3. In September 1981 those students meeting cut-offs on teacher surveys, individual recommendations and grade averages will take the Iowa Test of Basic Skills and a creativity measurement test. 4. The Gifted Program committee will review all results to correlate student placement, also considering individual exceptions.
<input checked="" type="checkbox"/> Specific Aptitude	<p><u>MIDDLE(6-8)/SECONDARY(9-12);</u> <u>English and Mathematics</u></p> <p>See above.</p>	<p>See above.</p>	

(USE ADDITIONAL SHEET(S) AS NEEDED)

APPENDIX L
PART 4

THE OBJECTIVES, ACTIVITIES, AND EVALUATION PROCEDURES
(SCHOOL B)

B. Please indicate objectives, activities, and evaluation procedures in the Program. Objectives should be stated in behavioral terms including populations served. Activities are the intermediate process between the objectives and evaluation and should include instructional strategies used. Evaluation procedures should indicate the process, instruments and techniques used to measure the progress toward the objective and the anticipated degree of change.

OBJECTIVES	ACTIVITIES	EVALUATION PROCEDURES
<p><u>ELEMENTARY (K-5)/General Intellectual.</u></p> <ol style="list-style-type: none"> 1. Elementary gifted students will gain a basic understanding of computer programming. 2. Elementary gifted students will increase language skills. 3. Elementary gifted students will increase mathematics skills. 4. Elementary gifted students will increase their involvement in learning projects. 5. Elementary gifted students will increase skills in creative thinking and writing, including analysis, synthesis, and evaluation. 6. Elementary gifted students will develop specific media research skills. 7. Elementary gifted students will develop classification skills. 8. Elementary gifted students will develop leadership and decision-making skills. 	<ol style="list-style-type: none"> 1.1 Students will work at individual pace in <u>Creative Programming for Young Minds</u> on a TRS-80 Level III computer. 2.1 Programming activities and pre-programmed packages will be utilized by individual and small groups in the learning center and in the classroom. 3.1 programmed packages will be utilized by individual and small groups in the learning center and in the classroom. 4.1 Multi-media packages within the learning center and the classroom on a variety of discipline topics will be utilized by individuals and small groups. 5.1 Students will encounter multi-media stimuli within the learning center and the classroom on an individual and/or small group basis and will then write stories, plays, and poetry and/or develop filmstrips, art work, and dioramas. 6.1 Students will complete a media skill unit including formal instruction, field trips, and learning center sample research projects and utilize the skills to produce a written, visual, and/or oral presentation on a topic for inclusion within the learning center. 7.1 Students will utilize Attribute Materials, Logic Blocks and other exercises within the learning center and the classroom on an individual and small group basis. 7.2 Students will create a classification game for the learning center on an individual or small group basis. 	<ol style="list-style-type: none"> 1.1 Successful completion of <u>Creative Programming for Young Minds</u> self-instructional manual. 1.2 Students will be able to produce an error-free sample program to the satisfaction of the teacher. 2.1 Students will show at least eighty 3.1 per cent mastery on teacher-made tests covering accelerated language and mathematics skills. 4.1 Students will voluntarily complete at least ten independently guided learning projects to the satisfaction of the teacher. 5.1 Students will meet at least eighty per cent of the criteria on teacher-made checklists identifying creative thinking and writing skills. 5.2 Peer responses will be gathered from individual and small group presentations of student creations. 6.1 Students will exhibit at least eighty per cent mastery on a teacher-made test on utilization of media research skills. 6.2 Peer responses will be gathered from individuals and small groups encountering student creations in the learning center. 7.1 Students will exhibit at least eighty per cent mastery on a teacher-made test on classification skills. 7.2 Peer responses will be gathered from individuals and small groups using the classification game.

(USE ADDITIONAL SHEET(S) AS NEEDED)

X

APPENDIX L; PART 4...(continued)

Please indicate objectives, activities, and evaluation procedures in the program. Objectives should be stated in behavioral terms including populations served. Activities are the intermediate steps between the objectives and evaluation and should include instructional strategies used. Evaluation procedures should indicate the process, instruments and techniques used to measure the program toward the objective and the anticipated degree of change.

OBJECTIVES	ACTIVITIES	EVALUATION PROCEDURES
<p><u>ELEMENTARY (K-5)/General Intellectual</u> cont.</p>	<p>8. Students will plan, organize, and lead small group projects involving multiple learning tasks.</p>	<p>8. Students will exhibit at least eighty per cent success on peer evaluation instruments cooperatively pre-determined by students and teacher.</p>

X

(USE ADDITIONAL SHEET(S) AS NEEDED)

APPENDIX L
PART 5

THE DISTRICT GIFTED PROGRAM GOALS AND OBJECTIVES
(SCHOOL B)

GOAL:

Objective (s)	Task(s)	Person Responsible	Deadline
1.2 To review existing selection procedures	1.2.1 By meeting with the chairman of the testing committee	Brenda Rothenberger Mike Watts Joe Creedon	Spring, 1982
	1.2.2 By comparing and analyzing teacher recommendation and test results	Gifted Committee	Spring, 1982
	By examining the cumulative records of students designated by the classroom student teacher as possibly being gifted	Classroom teacher K-5, all 6-11, English Math Gifted teachers	Spring, 1982
1.1 To formulate a district wide definition of gifted students	1.1.1 By reviewing related literature	Larry Eveland	Dec. 9, 1981
1.3 To determine the relationship between the identification process and the definition of gifted	1.3.1 By comparing the selected students with the gifted criteria	Gifted teachers	Spring, 1982
1.4 To establish a procedure to relocate inappropriately placed students	1.4.1 By developing a district wide process whereby a student can be properly placed in relation to the gifted program	Burnie Cerra	Dec. 9, 1981

I. S. Seto
W/ST/ST/ST/ST

APPENDIX L; PART 5...(continued)

GOAL:

Objective(s)	Task(s)	Person Responsible	Deadline
2.0 CURRICULUM			
2.1 To establish a concept of differentiation	2.1.1 By reviewing existing literature and reporting back to gifted committee	Larry Eveland	Dec. 3, 1981
2.2 To determine types of services presently provided to gifted/tal students and assess these services via concept of differentiation	2.2.1 By having each building principal formulate a report	Building Principals	February 14, 1982
2.3 To establish guidelines for selecting materials to be used with g/t students	2.3.1 By formulating criteria for purchasing materials bases on student needs K-12	Mike Watts Brenda Rothenberger	Spring, 1982
2.4 To establish a procedure whereby reg. elementary classroom teachers can provide appropriate diff. learning experiences for the gifted	2.4.1 By proposing to Supt. the implementation of a district-wide gifted coordinator	Mike Watts Brenda Rothenberger	Nov. 12, 1983
	2.4.2 By developing a planned inservice program for classroom teachers at each level	Gifted Committee Gifted Coordinator	Fall, 1982
	2.4.3 By compiling a list of materials/activities available to classroom teachers to be used with gifted students	Learning Center	Spring, 1982
	2.4.4 By recommending to Supt. that money be designated in the 1982-83 budget for gifted curriculum.	Program Coordinator Mike Watts Brenda Rothenberger	Nov. 13, 1981

J. S. Seto
N/S-LTI-C/T
1982

APPENDIX L; PART 5...(continued)

GOAL:

Objective(s)	Task(s)	Person Responsible	Deadline
2.5 To articulate content, process, product of gifted and reg. curriculum			
3.0 EVALUATION			
3.2 To study existing evaluation methods in Dist. #95	3.2 By reviewing methods currently being used	Burnie Cerra	Spring, 1982
3.3 To collect information on other area's evaluation designs	3.3.1 By visiting other districts with existing gifted program	G/T Committee	Spring, 1983
	3.3.2 By collecting and examining information and literature on evaluation procedures in other districts	Mike Watts	Feb., 1982
3.1 To look at student growth and program effectiveness	3.1.1 By compiling all data received and having a meeting to discuss outcome	Burnie Cerra G/T Committee	Spring, 1982
3.4 To develop a procedure for evaluation that is both formative and summative	3.4.1 By having a meeting with testing committee to discuss collected data from objectives	Testing Committee G/T Committee	Spring, 1982
	3.1-3.3		
4.0 INSERVICE			
4.1 To collect data regarding the district's needs for in-service in gifted education	4.1.1 By surveying the administrators, teachers and parents for questions regarding gifted education	G/T Committee	Ongoing

T. S. Saco
W/S-LT-C/T
1976

APPENDIX L; PART 5...(continued)

GOAL:

Objective (s)	Task(s)	Person Responsible	Deadline
5.2 To develop bridging/linking strategies and articulation between/among schools, dept. grade levels, content areas and existing services	5.2.1 By developing a district wide curriculum design	Supt. & Gifted Comm.	Spring, 1983
	5.2.2 Providing inservice across grade/depts/schools	Supt. & Gifted Comm.	Ongoing
5.3 To develop specific policies and procedures for the gifted program that will interpret the district policy	5.3.1 By reviewing the district policy on gifted	Mike Watts	Spring, 1982
	5.3.2 By developing related policies as needed	Gifted Committee	Ongoing

1. S. S&CO
N/S-LTI-G/T
1976

"ADDENDUM ON EVALUATION" FOR THE
DISTRICT GIFTED PROGRAM
(SCHOOL B)

3.0 Addendum on Evaluation

3.1 Introduction

3.1.1 The purpose of this addendum on evaluation is to explain the process to be employed by District #95 to evaluate its Gifted Program.

3.1.2 District #95 will recognize the state and federal guidelines established for monitoring criteria as set forth by the Regional Service Center.

3.1.3 District #95 will conduct both formative and summative evaluation in its Gifted Program. As defined by Renzulli and Smith, formative evaluation will be conducted to provide continuous in-process feedback so that appropriate modifications and revisions can be made in our program as it develops and matures. Summative evaluation will be conducted to determine the overall effectiveness of the Gifted Program. Discretion will be used in the collection and dissemination of any and all data collected.

The purpose of collecting data will be to discover deficiencies and successes in the intermediate programs and activities.

3.1.4 In this addendum, Formative Evaluation shall be defined as that evaluation that takes place in-process.

Summative Evaluation shall be defined as that evaluation that occurs at the end of a completed program

Process shall be defined as the assessment of those aspects of students and teachers behavior considered to be worthwhile in their own right.

Presage or intrinsic shall be defined as the assessment that focuses on factors which are assumed to have a significant impact on outcomes or products.

Reliability shall be defined as the tendency of a measuring instrument to yield consistent information.

Validity shall be defined as the degree to which a measuring instrument actually serves the purpose for which it is intended.

3.2 Selected Principles

APPENDIX L; PART 6...(continued)

3.2.1 District #95 has adopted the following principles for evaluation of its Gifted Program:

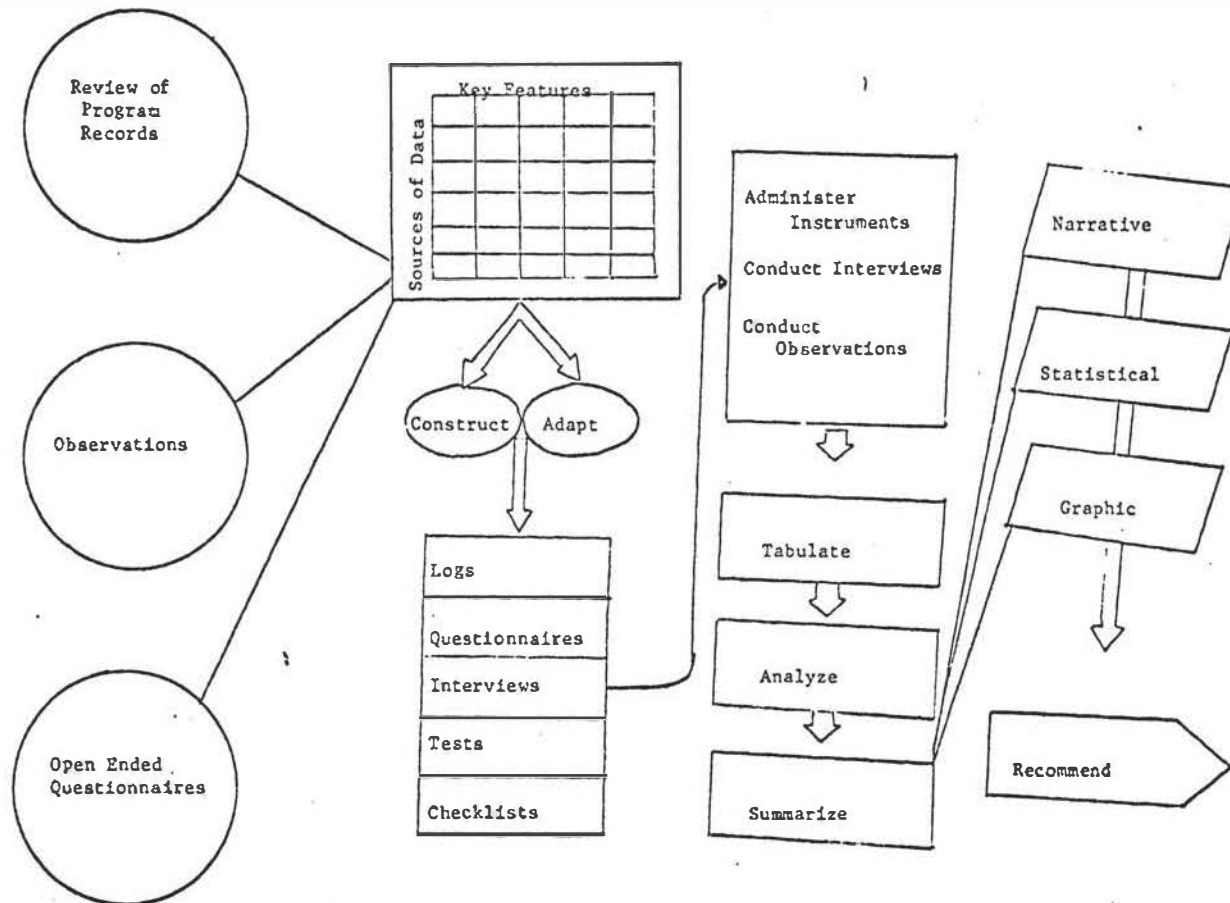
1. Evaluation will recognize qualities unique to giftedness.
2. Evaluation procedures will include the use of product, process, and intrinsic data.
3. Evaluation instruments will be appropriate to/for specific program and student goals.
4. Evaluation data will be utilized to modify the program appropriately.
5. Evaluation data will be collected from appropriate audiences in a manner consistent with the guidelines set forth in this addendum.
6. Evaluation of the gifted program will be both formative and summative.

3.2.2 These principles for evaluation were adopted from those set forth in Project Great and A Guideline for Evaluating Programs for the Gifted and Talented by Joseph Renzulli.

APPENDIX L; PART 6...(continued)

3.3 Model for Evaluation

3.3.1 Overview of Key Features Evaluative System



APPENDIX I; PART 6...(continued)

3.3.1 Key Features Sources of Data	Student Growth	Attitudes toward Program	Identification	Levels of Thinking	Money & Management
* Students	Product * Test (F) 1	Presage * Questionnaire (S) 8	0 15	Questionnaire 22	0 29
Parents of the Gifted	0 2	Checklist 9	Questionnaire 16	0 23	0 30
Regular Classroom Teachers	Rating Scale 3	Interview 10	Questionnaire 17	0 24	0 31
Building Principal	Anecdota. Record ₄	Interview 11	Log 18	Questionnaire 25	Presage * Interview 32
Gifted Committee	0 5	Checklist 12	Questionnaire * 19	Product Log * 26	Questionnaire 33
Superintendent	0 6	Interview 13	0 20	0 27	Interview 34
School Board	0 7	Questionnaire 14	0 21	0 28	Checklist 35
<i>Paris</i>					

APPENDIX L; PART 6...(continued)

3.3.2 The adaption of an evaluation model, which can be used to modify the gifted program in District #95, is of great importance to the success of that program. This section of the evaluation addendum is the narrative explaining the procedural format used in the evaluation process.

In an effort to determine the initial point in the evaluation process, the gifted committee for District #95 has analyzed through observation and review of the gifted program, those individual and groups that have a desire for information, the authority to make decisions, and the knowledge to provide input. From that point, a matrix was developed to determine the sources of data and the key features of the program to be analyzed.

The gifted committee will employ a variety of instruments and elicit the data necessary. The instruments employed will be tests, checklists, questionnaires, interviews, and logs. In order to generate the information necessary, the population of the district will be analyzed to determine who will best provide the needed information, who the results will be reported to, and what information is to be provided to each group.

When these questions have been answered, then the gifted committee can analyze and summarize the information, to present recommendations to those groups that have a need for input in making decisions in the modification in the program.

APPENDIX M

A JOB DESCRIPTION FOR THE LRC PROFESSIONAL
(SCHOOL C)

The teacher designated for the gifted students has a total of 40 class periods during the week.

Of the forty, five classes each for the primary, intermediate, and junior high gifted students (15 periods actual instruction), 5 periods will be set aside to preparation, planning, ordering, record keeping, and other administrative tasks. The remaining classes will include primary reading, intermediate library skills, junior high creative arts, and junior high English.

This teacher has completed Level I and Level II Gifted Workshops, Greatbooks Training, and has earned hours in education the gifted from Illinois State University.

SOURCE: The LRC professional from School C.

APPENDIX M
PART 2

THE IDENTIFICATION PROCESS FOR GIFTED STUDENTS
(SCHOOL C)

SECTION V — PROPOSED PROGRAM OVERVIEW			
A. For each category of giftedness which the proposed program(s) will address, provide the information requested in the following columns.			
CATEGORY OF GIFTEDNESS (General intellectual ability and/or specific aptitude) Check the category which apply to your program.	GRADE LEVELS AND SELECTION CRITERIA (Criteria that will be used in identification such as achievement tests, teacher recommendations, etc.)	IDENTIFICATION INSTRUMENTS AND CUT-OFF POINTS (Names of tests, inventories, checklists, etc. that will be used for identification including cut-off point for each instrument which will be considered minimal for acceptance into program)	PROCESS DESCRIPTION (Steps that will be taken in applying selection criteria or in combining multiple criteria for student selection)
<input type="checkbox"/> General Intellectual			
<input checked="" type="checkbox"/> Specific Aptitude Language Arts	Third through eighth grade students will be evaluated with the achievement test, past performances, and inventory reading test.	<p>SRA Achievement Test two years above grade level in reading comprehension, language arts, and/or reference materials. Past Performance A's in two of the three skills</p> <p>Informal Inventory Checklists at various levels</p>	<p>Staff will review test scores and cumulative folders.</p> <p>Inventory will be administered and scored to ascertain two years above grade level</p>

(USE ADDITIONAL SHEET(S) AS NEEDED)

APPENDIX M
PART 3

THE OBJECTIVES, ACTIVITIES, AND EVALUATION PROCEDURES
(SCHOOL C)

Please indicate objectives, activities, and evaluation procedures in the program. Objectives should be stated in behavioral terms including populations served. Activities are the intermediate process used to attain the objectives and evaluation should include instructional strategies used. Evaluation procedures should indicate the process, instruments and techniques used to measure the progress toward the objective and the anticipated degree of change.

OBJECTIVES	ACTIVITIES	EVALUATION PROCEDURES
<p>Students will show at least 2 years growth in the area of reading comprehension, drawing conclusions, and summarizing.</p>	<p>Students will: comprehend, synthesize, summarize, and evaluate classic novels, Newbery Books, and readings in social studies and the sciences.</p>	<p>Scores in reading comprehension section of the SRA Achievement Tests will be employed.</p>
<p>Students will demonstrate improved writing skills as evidenced by pre/post writing samples.</p>	<p>Student will: use library materials for research practice writing topic sentences, supporting statements, and summary sentences.</p>	<p>A team of two teachers and an administrator will critique examples of writing (pre-and post) for:</p> <ul style="list-style-type: none"> grammar usage sentence structure word development creativity
<p><i>Students.</i> Students will develop vocabulary at a minimum of 15 new words per week.</p>	<p>Students will: study Greek and Latin prefixes and suffixes dictionary activities crossword puzzles</p>	<p>Teacher will administer pre-and post vocabulary tests.</p>

(USE ADDITIONAL SHEET(S) AS NEEDED)