J16-95

FINAL REPORT

Evaluation Study of the Indiana Department of Education Gifted and Talented Program

September 15, 1986

Presented by the
Center for Instructional Research
and Curriculum Evaluation

University of Illinois

Robert Stake, James Raths, Terry Denny
Norman Stenzel and Gordon Hoke

with the special assistance of

Karen Arnold, Colleen Bell, Jean Bettridge, Jonathan Block, William Foster, Colleen Frost, Corrine Glesne, Elsa Iverson, Golie Jansen, Fu-Lin Yang Lee, Guy Selese, Barbara Tymitz-Wolf, James Ward, Kathleen Westbrook and others

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Figure Page

SECTION I
THE EVALUATION STUDY

THE EVALUATION STUDY

This is the final report of the evaluation of Indiana Department of Education's Gifted and Talented Programs (FY 86). An interim report primarily on RFP Questions #1 and #2 was submitted in June. In addition to the RFP questions, discussions with department officials identified various information needs all of which are addressed in this report.

The study was conducted under contract between IDE and the Center for Instructional Research and Curriculum Evaluation (CIRCE) of the University of Illinois. The contract between the State of Indiana and the University of Illinois was in the amount of $124,742. The final report was submitted September 15, 1986.

CIRCE is a research unit within the University of Illinois College of Education at Urbana-Champaign. Since its creation by J. Thomas Hastings in 1963, CIRCE has conducted many program evaluation studies. In the late 1960s under direction of Ernest House it carried out a four year evaluation of the Illinois Gifted Education Program. More recently its studies have included:

1. Case Studies in Science Education (NSF)
2. Evaluation of the Twin City (MINN) Institute for Talented Youth
3. Evaluation of the National Sex Equity Demonstration Project
4. Evaluation of a National Humanities Faculty Program
5. Evaluation of the 1984 Rickover Summer Institute

The very earliest evaluation planning for this study was done by James Raths and Terry Denny. They were soon joined by Robert Stake who was to become principal investigator and by Norman Stenzel and Gordon Hoke. All were members of CIRCE at one time or another, though Hoke and Denny had retired and Stenzel had joined the research staff of the Illinois State Board of Education.

Organization of the Report

As a first matter of substantive interest, we present several issue topics that cut across the program in a fundamental way. We feel that such issues are of vital importance in considering any major changes in the State program. These issues have remained largely the same since we began the study. The issue topics were:

The State definition of giftedness,
Selection of students,
Articulation,
Acceleration and enrichment,
Teaching the higher mental processes,
IEPs,
Model sites,
Staff development and CADRE, and
Elitism and equity.

Structured partly by these issues and our increasing acquaintance with activities in districts across the State, our work was also oriented to six major questions identified in the RFP. Paraphrased slightly those questions were:

1. To what extent have local districts implemented their plans?
2. To what extent has each local district augmented State funds? How many students have been served according to the five State-recognized areas of giftedness?
3. What are the strengths and weaknesses of the programs visited?
4. How have State resources benefitted programming locally and statewide?
5. What are the strengths and weaknesses of the statewide program, including State administration?
6. What policy recommendations follow?

We have responded to the first five questions in Section III and our recommendations are presented in Section VI.

Methods

As specified in the RFP, and as promised in the proposal submitted to the IDE by the University of Illinois, the methods utilized in this study were multi-faceted. We used a survey to ask G/T coordinators at all 196 corporations with G/T projects key questions about local organization and activity. We made use of qualitative research methods and carried out 24 site visits in a random sample of districts within each project type except those in the initial planning stage. And we undertook an innovative procedure for increasing the interpretations of our findings. Each of these approaches was planned after significant issues and questions pertaining to the sponsorship and implementation of programming for the Gifted and Talented were identified.

Identification of Issues. The first methodological step in our effort to evaluate the IDE Program for the Gifted and Talented was the identification of issues. After learning that we had tentatively been awarded a contract, representatives of our evaluation team traveled to Indianapolis to meet with William Strange and Darla Cohen of the IDE School Assessment Division about the fundamental issues with the program. On that occasion, Program Director Patricia Stafford was ill; our discussions of issues with her came about a week later. During these two visits three of us from CIRCE were able to hear questions of interest to various stakeholder groups within the IDE. We were given access to the files in the Office of the Gifted and Talented and opportunity to peruse mid-year reports of a number of projects.

In the meantime, we worked to upgrade our knowledge of gifted education: checking new readings in the field, calling colleagues who inquire, speak, and consult in this special area, and conversing with school people in Indiana, in Illinois, and elsewhere about new and enduring issues in G/T programming. As a result of these processes, issues related to curriculum, to finances and funding, to centralized planning, to evaluation, and to public relations and packaging were identified. These issues in large measure guided the next steps we took—drafting the survey, planning for site visits, and selecting methods for interpreting our findings. Each of these aspects of the study is described in the sections which follow.

Planning the Survey. After the interviews with representatives of the Indiana Department of Education, and after serious study of the RFP, issues-based questions were developed for a survey instrument.

In each instance, for each issue, the questions we wanted to answer were posed, and then the questions we would ask to get at the questions we wanted answered were drafted. Early drafts were circulated among CIRCE staff members and others. Criticisms led to revisions. A preliminary draft of the survey instrument was prepared after several iterations of these procedures.

Piloting. Once preliminary drafts were prepared, they were mailed to eight school corporations in Indiana who had IDE G/T projects. We had called in advance to seek the assistance of the G/T coordinators in the eight sites. No one refused. In addition, we mailed drafts to key informants in our community and in the State of Indiana who were knowledgeable about G/T programs. The feedback we received from these sources helped us identify weaknesses in coverage, ambiguities in language, and problems with formatting. An extensive revision was completed before the final survey was mailed out. That instrument is presented in Appendix A.

Mailing the Questionnaire. During the time we were revising the instruments, we mailed a notice to project coordinators at all 196 corporations that the questionnaire was coming, that we needed a quick turn-around on it, and that we were available to answer questions about the evaluation generally or the survey in particular. The surveys were mailed on May 7, 1986 to all 196 corporations by first-class post. Almost immediately, we began follow-up telephoning. A convenience sample of corporations was called every day. We asked the G/T coordinators with whom we spoke whether or not they had received the survey form and if they anticipated any difficulty in making our deadline. We reminded them to call us if they were to have any questions about instrument or process. In carrying out this procedure, we discovered some incorrect addresses. A second mailing was arranged to get a survey instrument into the right hands as soon as possible. The first surveys were returned on May 14, with others streaming in on the days following. By the deadline our return rate was 58%; ten days later it was 88%. With only seven non-returns, as shown in Table 1, the final return rate was 96%.

Table 1. Return Rate by Project Type

Project Type	Number in Population	Number in Sample	Percent Returned
Initial Planning	59	56	95%
Implementation	48	48	100%
Expansion	68	65	96%
K-12	11	11	100%
Model Sites	10	9	90%
TOTALS	196	189	96%

Coding the Questionnaires. Once the completed surveys were received in CIRCE, each was inspected to see if the person who completed it had been able to understand the task demands of the questionnaire (e.g., there are several places where the N's reported in various items need to be in agreement; some in dollars and some in numbers of students). A review gave an indication of how relevant the responses were to the intent of the questions. When inconsistencies were discovered in responses, the coordinator was called on the telephone and the matter cleared up. All in all, 97 such calls were made during the time period of May 14, when the first instruments were received, through June 10 when the last computer run for the Interim Report was completed. In addition, efforts were made to check a random sample of survey responses against IDE records on public statistics such as "per pupil cost," size of teaching faculty, and school budget. We found a remarkable level of agreement between the public data and responses on the questionnaire. While waiting for instruments to be returned to us, we developed a "variable-dictionary" to guide key-punching of data into a computer.

During the remainder of the summer the data were checked further and analyzed by James Raths, Jean Bettridge, and Fu-lin Yang Lee. Model Site data were frequently kept separate. Medians are presented in the Appendix and tables summarizing the findings on various issues are placed throughout the report.

Site Visit Methods

A second methodological responsibility of the evaluation of the Indiana Gifted/Talented program was the design and conduct of site visits to our sample of 24 funded programs. Issues and questions for the site visits were derived from three sources. First we drew questions from the literature on gifted and talented education (i.e., books, journals, research reports). Next, key figures in the field were called for opinions about G/T questions to be asked (e.g., William Foster, John Feldhusen, Ernest House, Julian Stanley, Joyce VanTassel-Baska). Finally, we solicited questions of concern and interest from personnel in the Indiana State Department of Education's G/T program.

For ease of training and use in the field, a resultant list of 41 questions was categorized into three sections, about students, programs, and teachers. Ten questions were asterisked for universal coverage—that is, they became mandated questions to be asked at each site. The interview protocol was then field tested in Illinois with three G/T teachers, a G/T administrator and four G/T students of elementary and middle-school ages. This trial resulted in the deletion, addition and revision of several questions. Then followed the first round of Indiana site visits (4), a final revision resulted in the deletion of questions S-12, P-5 and T-5. The resultant protocol was used by all site visitors throughout the rest of the study. (See the Site Visitor's Guide on the following page.)

Site Visitors. The site visitors were trained by Terry Denny. Three principal staff members of this project each conducted one site visit (Stake, Raths, Stenzel) and a fourth (Denny) conducted ten. The other eleven sites were visited by professional evaluators who were also trained and supervised by Denny: Dr. Karen Arnold, University of Illinois; Dr. Colleen Bell, Tulsa University; Dr. Corrine Glesne, University of Vermont; Ms. Elsa Iverson, Indiana University; Ms. Golie Jansen, University of Illinois; Dr. Guy Senese, Illinois Board of Education; and Dr. Barbara Tymitz Wolf, Indiana University. A synopsis of the broad guidelines for site visitors follows:

SITE VISITING AND REPORT WRITING
TD/4/11/86

It is agreed that each site will be visited for at least one day. On occasion a second day or a second visit may be needed. Visitors are responsible for setting up their own schedule with the site's contact persons. (Names and telephone numbers are coming soon, as well as a copy of SDE's letter to the sites about our evaluative audit.)

The site visit report should tell a story of the program. It should emphasize what is happening. (Stress description, don't dwell on people's judgments or what should be.) What do people think they are doing? What are they trying to accomplish?

We also expect the reports to feature findings related to our "self mandated" (asterisked) questions. (Use the alpha-numeric code to indicate which findings speak to which questions.) Collect evidence of accomplishment, products, program descriptions.

If asked about our final report findings, say "We will send interim findings in June and a final report to Pat Stafford in September." Refuse invitations to participate in exit interviews. When asked for your judgment about the quality of their program, or others, decline to comment.

Ask for permission to tape record if you wish to make a tape. "Raw" interview tapes cannot be transcribed in CIRCE. You may dictate a summary of your raw interview tapes for CIRCE typing. Soon after your visit, send a thank you letter to your contact person.

Site Visitor's Guide

STUDENTS

*S-1 Selection process, coverage and connection to program?
*S-2 Are students encouraged to surge ahead? How?
S-3 Are GT students the most *important* students for our society? (elite)
S-4 Do GT students suffer in any way from pullout programs?
S-5 Do GTF *behave* differently from GTM? (sex equity)
S-6 Do GT students have more *humor* than non GT students? Is humor a talent?
S-7 Do GT students *persist* to *excess?*
S-8 How well do GT students live up to their intellectual abilities?
S-9 Is there a B/W *ach gap* in GT programs?
S-10 Do GT students get more serious about career planning?
S-11 What does being GT *in* school have to do with anything else?
S-12 What's home milius: books, age of first library card?

PROGRAMS

*P-1 What's good for GT students that wouldn't be good for average students?
*P-2 Differentiation: Is it appropriate for content in the elementary school?
*P-3 Has the program changed from what you planned last fall?
*P-4 Exactly what are local contributions?
*P-5 Components: How many GT of what kind in each?
*P-6 Tell me about your relationship with model site(s)?
P-7 What's an important criticism of your program? Any bad side effects?
P-8 Have you been using ideas of nationally recognized experts?
P-9 What would go on if state funding were withdrawn?
P-10 What is the best thing about your program?
P-11 What about *grading* the gifted? What's the norm?
P-12 Is entrepreneurial GT encouraged?
P-13 What is an *exaggerated claim* made for GT programs?
P-14 And *out* of school?
P-15 Role of, content of counselling?
P-16 IEPs used?
P-17 Do administrators care? Charismatic leader(s)?
P-18 Does program protect anti-intellectualism ethic of other kids?
P-19 Role of *writing* in GT program?
P-20 Kind of quality of technical assistance given/received? (Cadre, SDE)
P-21 What is the state getting for its money? How known?
P-22 What is the local citizenry getting?
P-23 Rule 4 waiver used?
P-24 Comments on state administration of this program.

TEACHERS

*T-1 Do they see *social/emotional precocity*, or delay in development, in their GT students?
*T-2 Is staff development going on or needed?
T-3 Can an *average* teacher . . . should an average teacher . . . be effective with gifted children?
T-4 Do they see *persistence, perfectionism* as problems? "GT students hold on to ideas way too long."
T-5 Role of aesthetics in pedagogy . . . curriculum . . . students' performance?
T-6 Where did/do teachers' ideas come from?

*Required questions

At the conclusion of the 24 site visits (19 were conducted by one person for one day, five were two-person visits), we identified five sites that seemed to require a second opinion about a given dimension of the local programs. We sent specialists (a philosopher, aesthetician, music educator, sociologist, black history educator) to these sites to challenge and confirm or disconfirm our impressions. Their reports were added to the 24 reports which constituted the data base of site visit analyses.

The case materials were anonymized and made available to IDE personnel. Excerpts are included throughout this report.

Interpretation Methods

The third methodological responsibility of the evaluation of Indiana Gifted/Talented program pertained to the interpretation of field reports and questionnaire summaries. Interpretation of the CIRCE evaluation report by consultants, a lengthy and formal activity, occurred primarily in July and August, well after submission of the Interim Report.

Several consultants were used to assist interpretation. At a mid-July meeting of the evaluation staff focused on interpretations of data, the following consultants participated:

Chris Buethe, Indiana State University
Nancy Cole, Dean, University of Illinois
William Foster, Rutgers University
Merle Karnes, University of Illinois
Steve Lapan, Northern Arizona University
Margie Lerch, Urbana Public Schools

At this meeting, the panel and the evaluation team heard presentations by members of the team, emphasizing major issues and findings. Together they considered the evidence behind the findings, reviewed and proposed alternative interpretations. Tentative recommendations were discussed.

Materials for the final report covering data from site visits and questionnaires and their initial interpretations, though not completed by July 15, were reviewed beginning then for three weeks by Professor William Foster of Rutgers University. He undertook a critical review of the materials. Foster then authored three presentations each indicating how particular data had been triangulated and how leading spokespersons in education of the gifted and talented might view the work in the State of Indiana. The spokespersons: Julian Stanley of John Hopkins University; Joseph Renzulli of the University of Connecticut; and Benjamin Bloom of the University of Chicago. These hypothetical presentations were sent to the three in mid-August with an invitation to react. Stanley and Renzulli were able to respond in the short time available; their comments appear in Section V. Foster acquiesced to our request that he provide his own reaction as a fourth "expert opinion." These four interpretation statements are included in Section V of this report.

Local Context

Our evaluation plan placed emphasis on the local context. Although local control is a tradition in American education, there is much intrastate variation in the degree of centralization. The organization of public schooling in Indiana is relatively centralized; its local corporations operated with less autonomy than in 39 other states, according to a study of state control in 1972.[1] Since that time State control has increased

[1]For the specifics of the centralization measure on which this rating is based, see Frederick M. Wirt, "School Policy Culture and State Centralization," in *Yearbook on the Politics of Education*, ed. Jay Scribner. (Chicago: University of Chicago Press, 1977) pp. 164-87.

dramatically (across the nation), especially through school finance reform, State Court influence, mandated programs for children with special needs, and incentives for innovation.

The current G/T effort in Indiana is an example of State control through the offering of incentives for innovation. One of the potential consequences of embodying incentives for innovation in State-initiated grants programs as in Indiana is that local innovations probably will be only as vigorous and long-lived as State funding efforts. What, then, are the destinies of innovative programs when grants to localities are terminated? This is a question people in Cloverdale and North Adams and many other Hoosiers were asking.

Some assume that programs will simply wither away. We see possibilities for some to survive. Whether a program will die or will survive depends on two aspects of local culture: socioeconomic and political. Observations in two Northern Indiana Sites suggested that local socioeconomic and political factors will figure prominently in G/T program destinies if State funding is pulled-out of local corporations.

Socioeconomics. Southwest Allen School Corporation lies in Aboite and Lafayette townships. Aboite township has the highest per capita income in Allen County (Fort Wayne is located in Allen County). An average home in this suburban community sells for $118,000. A recent survey of the district's citizens yielded a pool of respondents among which 37% had at least a masters degree and 75% had bachelors degrees or more. Less than one percent of the corporation pupils were black. Between three and five percent were Asian and East Indian. The population is homogeneous.

There are no private schools in the pair of townships and there is little competition for Southwest Allen Community Schools. The nearest alternatives are in Fort Wayne and only a few SACS students are transported to those schools. Although Allen County has the highest relative private school attendance (20%) statewide, most of this private school attendance is in Fort Wayne where desegregation has been a problem.

North Adams School Corporation is about 20 miles away in Decatur—a city of about 9,000. Students from the surrounding rural area and small towns are served by North Adams Schools as well. Chapter 1 program monies portray North Adams' socioeconomic composition: North Adams' 1985 Chapter 1 monies were roughly equivalent to the total 1985 Chapter 1 monies of five other nearby corporations (the two other Adams County corporations and all three school corporations in neighboring Wells County). There's a bit more heterogeneity here, although North Adams is, like Southwest Allen, predominantly white. Seven or eight percent of the population is of Spanish origin.

Unlike the community supporting Southwest Allen Community Schools, however, in North Adams Schools' environment there are alternatives to the public schools. A significant proportion of children attend nonpublic schools. Virtually all secondary students attend Bellmont High, the public high School, but just over half of elementary and junior high students (K-9) do. Forty percent of elementary and junior high students attend one of the area's parochial schools—Catholic, Lutheran or Baptist.

Political Culture. The Indiana School Code states that a corporation's "plan" for the constitution of a governing body may provide for members either by election or appointment. "Plans" may be changed through a process of petitioning and voting.[2] Southwest Allen's Board is elected; North Adams' is appointed—two by township trustees, two by the city council, and one by the board itself.

Southwest Allen's citizens are unusually involved with local school affairs. A recent event held for citizen participants in the schools honored over 700 volunteers, many of whom have no school-age children. Last year the Board and Superintendent asked the citizens to approve a transfer of funds from one budget category (either building or transportation) to another (general fund). Not only did the referendum pass

[2]Indiana Code, Title 20. *Burns Indiana Statutes Annotated.* (Charlottesville, VA: The Michie Co., 1985).

(by a 3:1 margin), but it did so with a very high voter turnout. Our site visitor was told that more citizens voted in that school referendum than voted in the last Presidential election. Community responsiveness to and trust in the School Board and Superintendent appeared to be very high.

North Adams' Board is appointed. It is not unusual, given the strong influence of Catholic and Lutheran churches in the area, to find Board members whose children attend parochial schools. The same holds for public school teaching faculty and administrative staff. In these instances, individuals dispense their duties with respect to public school students and programs on the one hand, and perform roles on the other hand involving personal investment in a private school. Such a conflict does not exist if one's child is in high school. It is interesting to compare the diversity of curricula and support for high school programs with those at elementary and junior high levels. The junior high building, for example, is very old. An attempt was made to discuss replacing it about seven years ago. A substantial turnout of citizens said "No."

Implication for Design. One of the programs the Southwest Allen administration wanted to support with its transfer of funds was the G/T program. Several staff members told our CIRCE visitor that voters were easily mobilized to support the referendum when they were told that G/T might be threatened. It seemed that voters in this area identified with the program, wanted to protect it. In part this could have been because so many of them saw their children as "gifted." The superintendent told us that a substantial number mistake "high achievers" for "gifted" children. But it is also important to note the absence of significant numbers of nonpublic school-users. This is where the contrast with North Adams becomes instructive.

If North Adams school administrators were to anticipate State withdrawal of G/T funding and approach the Board about transfer of funds from transportation or building categories to the general fund for the expressed purpose of supporting G/T programs now underway in elementary and junior high schools, the Board would probably refuse to consider the request. In its G/T grant request North Adams proposed only elementary and junior high programs—the high school already had a variety of courses and activities. Many educational decision makers in the community have little concern for a continuity of G/T efforts. This may be true of other special programs in the public elementary and junior high schools, but we heard only about G/T in this regard.

The differences between gifted education in these two districts influenced what we paid attention to in our observations, interviews, and document reviews. And the same was true across the state. We raised common questions wherever we went but we tried to interpret them in terms of local needs and values.

Oral Histories of the Indiana Gifted and Talented Program

To provide something in the way of historical context for this evaluation study we obtained recollections of three persons instrumental in getting the G/T program started.

John Rader. John Rader was brought into the Indiana Department of Education by Jim White, the Assistant Director for Curriculum in 1974. As Rader described it, "Jim put up a desk in his office for me. It shows you how much he wanted to get the gifted work started." At that time, Rader was completing his Doctorate at Indiana University and took on the position of half time intern for gifted education. Prior to that his background in gifted education included serving as school psychologist in a special services cooperative in southern Indiana.

Conditions during the '70s were favorable for initiatives in gifted education. As Rader put it,

> "A lot was happening that the State wanted to be able to respond to. There were three thrusts. Sato was trying to get state committees set up. Title III Initiatives were being planned and Dick Neighbors in the Region 3 office in Chicago wanted to be ready to take advantage of the

federal funds—he was a friend of Hal Lyons and knew what was going on. The midwest region included states like Michigan, Ohio, Illinois, Wisconsin and Indiana. Each state was to identify their needs and to begin a plan that would serve as the basis for requesting federal funds. Illinois, represented by Sid Slyman, was a leader then. We used a lot of consultants from Illinois. We held quarterly meetings round robin."

Rader's participation in those regional meetings was encouraged by Jim White. The whole idea of the half time position was to establish initiatives for gifted education in Indiana. Rader described his main effort,

"My job was to build interest and disseminate information . . . I bought a Volvo in '74 and put 75,000 miles a year on it doing workshops."

The mainstay workshop offering was of Rader's own creation. "I took my simulation and ran it for each district." The simulation was on the identification of gifted students, developed as part of his doctoral work. "It took an hour. It was set in the year 2000, with great environmental and political problems." School personnel were to pick people to help solve the problems using biographical sketches providing a variety of information about ten individuals. "They always picked the individuals with the high IQ's. All ten were gifted people like Newton or Einstein." According to Rader, it was an effective way to show that a narrow definition of giftedness would almost certainly allow gifted and talented youngsters to be overlooked. The simulation was used in many places. "Superintendent Anderson was interested. They got into a talent mode." The simulation was used not only in Indiana but two other states as well.

Rader spoke of visiting Elkhart and Ft. Wayne to present the simulation, "People attending were usually lower level administrators in the central office and teachers. Almost always there was someone in curriculum."

According to Rader some G/T programs were already worth recognition. Those with an early start in gifted education included Indianapolis with 21 classes and Terre Haute with two teachers . One of the stimuli for Terre Haute was the program in gifted education at Indiana State. "There were two or three professors there—Ken Orr and Leon Gimley."

Some of the money allocated to gifted education was used to support the Exploration Scholarship program. That was a program where two students from each state were invited to a summer program out of state. "We ran a competition to identify state finalists. It was a lot of money for a small payoff."

Arlene Munger. Arlene Munger was responsible for the management of the Indiana Gifted and Talented program during a period of time from 1980 to 1982. She was the third person in that position, following Charles Whaley who had succeeded John Rader. Her tenure represented an early stage in the commitment of state dollars to the support for the program.

"Much of what we did reflected the work that John (Rader) had done. He was the first to get federal funds. He started from scratch, conducted statewide workshops for teachers and administrators, brought in teams from schools, and created the state plan."

That work was continued on by Charles Whaley. "Workshops then began to be more specific."

The great victory of the time, according to Munger, was obtaining State funds. Nothing went to the Legislature that was not considered politically important.

In the State office, support for State funding came from John Harrold, Director of the Division of Curriculum, and Harold Nagley, Superintendent of Public Instruction. According to Munger the Governor was not active but did not oppose State support. In the Legislature Senator Harrison provided the impetus for the program. According to Munger,

"the biggest job to get across was that the gifted and talented were not served well by the regular educational programs. Just because gifted kids do well doesn't mean that gifted needs are being met. The depth and breadth of the project is important. Even though the activities necessary for the gifted and talented may be good for everyone, the process is different for gifted students."

Munger indicated that

> "attitudes in the Legislature ran from full support to animosity. There was the concern that "gifted" could become another "special education" where the growth and cost of the program seemed to be out of hand. "Gifted" could not deplete funds. The State could not support another program of that (special education's) magnitude. The opposition . . . dragged out horror stories. One woman legislator claimed to have had a child in a Gifted program and claimed it was unsuccessful. Even parent groups claimed it was unnecessary."

Legislative support was obtained with the aid of influential people. A strong parent group got involved. Marcia Allington was one name recalled by Munger. "Parents were very instrumental. They had contacts." In addition representatives from higher education played a role. "There was John Feldhusen from Purdue, Carl Thune from Ball State, Laurrie Miller from Indiana State and Howard Spicker from Indiana University."

Much of the $67,000 obtained went to support grants to school corporations.

> "We tried to spot demonstration sites so legislators and others could see what was happening . . . We tried to get a variety—Gary, Elkhart, Bloomington . . . We did not indicate what program to develop. We were available as consultants. We would ask, 'What needs do you see?' then give them information that matched those needs."

Indiana's funding plan used the differentiated grants suggested by federal guidelines. Munger judged the effort to be a success:

> "My emphasis was on continued development and encouragement. It spread like crazy from less than 20 schools with any form of G/T at all. We more than doubled each year. The last year I was there we had [activities in] more than 300 [school buildings]. There was tremendous change in attitudes."

But success was more than that according to Munger. "We got the endorsement program for teachers of the gifted." (Indeed, that feature of the Indiana Gifted and Talented Program is still noteworthy in the Midwest according to Joyce VanTassel-Baska, Director of the Midwest Talent Search.) In addition, the Rule 4 Waiver idea was finally approved. "That was John Rader's idea. He also started talking about formula funding. It was part of his plan."

No doubt Munger's philosophy of gifted education reflected her work as director of a pull-out program using mentors for gifted students in Bloomington.

> "We told them, 'You may do anything you wish.' We called it exploratory and they used it that way. It was developmental— other skills became obvious. In my experience most gifted children are multi-gifted with more than one area of talent. The reason that we get hung up on one area is the problem of identification. We never have a problem in initial selection but identifying the diversity of their skills and talent is more difficult. It needs to be a never-ending job. There may be some danger in taking time and energy away from developing primary talent but I haven't found that to be the case."

Joyce VanTassel-Baska. At various times from 1973 to the present, Joyce VanTassel-Baska has served as external consultant to the Indiana Gifted and Talented program. Dr. VanTassel-Baska is currently Director of the Midwest Talent Search based in Evanston, Illinois. The "Search" provides access to the PSAT as an identification device for gifted and talented students. Indiana is one of the states utiizing these services.

Dr. VanTassel-Baska first became familiar with conditions in Indiana as a member of the Ohio delegation to Region 3 meetings related to programming for gifted and talented youth. At that time, 1973, she was the K-12 coordinator in Toledo, Ohio. Her knowledge of "how to institute programs in large districts, both elementary and secondary" was just what was needed in Indiana at that time. Jim White and John Rader had her conduct a number of "one-shot workshops" aimed at the large districts.

Except during the tenure of Charles Whaley, Dr. VanTassel-Baska has continued to provide a variety of services for the program. "Arlene Munger was setting up Training CADREs in different sections of the state. I did one day shots focused on the needs of students," was Dr. VanTassel-Baska's recollection. The target sites again were often large school corporations—Indianapolis, Brown County, and Ft. Wayne. "The work was an attempt to get programs instituted without much money."

Her next major work for the IDE came when Mary Prentice called her to ask for an Administrator's Guide tailored to Indiana. The request was stimulated by VanTassel-Baska's work on a similar handbook for a national organization.

Under Rita Brodnax Indiana became part of the Talent Search project.

> "We do the search for the state. We identify 5000 students a year and [provide] services for those students. We come into the state for the large scale programs and talk with the coordinators, staff and others. We show them how to use the information."

When asked about her current impressions of the program, Dr. VanTassel-Baska's reply provided a number of comparisons. First, "They are miles ahead of where they were—funding, legislation, management, and structure." Second, "I would characterize Indiana as growing. It has not yet reached the maturity of Illinois, California, Georgia . . ." And third, "Another way to cast it is within the Midwestern states. From 1980 to the present Indiana has made more progress in terms of major issues than other states—endorsement, lighthouse projects, exemplary programs are important."

SECTION II
ISSUES

ISSUES

Giftedness

From data collected at 190 sites having G/T projects funded by IDE, the CIRCE evaluation team found some 6 per cent of the total Indiana student body participating in specially designated "gifted and talented activities." These were the students enrolled. Not all the gifted were there, and some of the not very gifted were. It was apparent that the schools had not developed all the programs they desired, that some youngsters had little interest in what had been developed, and that some youngsters had talents the schools never would enhance. But a substantial identification process had begun and the realities of G/T curriculum development were being tested.

When our site visitors asked project coordinators, "How many children in the program are really gifted and talented?" a typical answer was "maybe 3 or 4." If promotional rhetoric is to be believed, it is the gifted and talented students in this country who one day will cure cancer, write the symphonies, and lead us away from nuclear holocaust. This rhetoric causes the public to think that the gifted and talented program will be aimed at those who are outstandingly gifted and talented—perhaps just four, possibly a dozen, children per corporation. One wonders what uses would be made of resources available if spent on the four most gifted children per corporation. And, one also wonders how long such a program would exist in the political climate of Indiana or any other state.

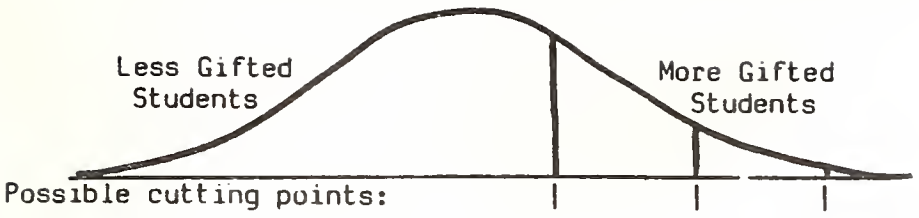
A rival view exists, with the giftedness concept democratized: "We are all gifted and talented—some more than others." This view, in part, gives license to program staffs to accept almost any children, especially those in the top 20 or 30% of the population.

A third view, not unrelated to the two above, holds that children (and adults) are not "gifted or talented" in a generic sense. Playing the clarinet, Arthur is gifted, but not in writing fiction nor in organizing a work party. Bea is talented in science, but weak in drawing and sketching. A few individuals have enormous talent in one special area, and yes, an even smaller few have enormous talent in more than one area. But those outstanding in *many* areas, those "generically gifted" are almost never found. This line of reasoning continues: It does children, those who are identified as well as those who are not, a tremendous disservice to refer to anyone as "gifted and talented." As Renzulli has argued, so much could be gained and so much frustration overcome if we would describe more explicitly the areas in which a child has special talent.

Uniqueness. A thorough definition of giftedness indicates what levels as well as which aptitude criteria to recognize. Before examining criteria let us look further into this matter of ordinariness and uniqueness. In practice it comes out as a matter of setting "cutting scores."

Suppose we have a district G/T program set up on a school-by-school basis, sometimes but rarely convening gifted students from several schools. What should the staff set as a cutting point for giftedness?

In the frequency distribution on the next page, the baseline continuum represents a range of giftedness (possibly as measured by scholastic aptitude scores) for the school population. In actuality several independent continua should be used for selection of students, but for discussion purposes let the criteria be represented here by a single continuum.



For any particular G/T activity the choice of cutting point will make a big difference as to the size of the group and as to what services may be offered. Fortunately or unfortunately, the larger the subgroup called "gifted," the smaller the distinction of their giftedness, but the easier it is to provide special teaching. Will the staff set the cutting score so that it selects the top third, the top ninth, the top 2½%, or what?

Suppose in a three classroom-per-grade elementary school (a common circumstance) the staff selects the top third. Programmatic accommodation then is easiest; they can just put the most-gifted students in a room by themselves. We get a large, rather undistinguished group, but they do have a teacher all their own.

If they select the top ninth as gifted and there are 3 tracks per grade, then the upper track (the upper ⅓ in the upper classroom) is the gifted group. Even though their classroom teacher here also will be teaching many "non-gifted" students, arrangements can be rather straightforward.

If the staff identifies the top 2½% as gifted (those children two standard deviations above the mean) it gets about two students per grade. These two are going to be quite unique in ability. For that reason and because of the size of the group, it will be much more difficult for the school to provide a program for them.

Tailoring Instruction. The amount of money provided by the State of Indiana increases the district's per-pupil expenditure only a few dollars. If staff members decide that a third of the students are gifted then the per-gifted expenditure goes up perhaps by $30 per pupil. This is a nice amount for purchasing special materials but it will not buy a teacher-aide.

If they decide that 2½% of the students are gifted, at each grade level in the school, on the average, there will be two gifted students. The available per-gifted-pupil expenditure increases by about $400. These two children do not have a teacher of their own so some money is needed for adult supervision. The corporation cannot purchase a teacher for $800, though a part time specialist to cover seven grades ($5600) is a marginal possibility. Finding a properly challenging teacher for these outstanding youngsters is not really in the cards.

At this level of funding the only feasible school-based possibilities are to assign gifted children to existing classrooms, having them taught by regular teachers and augmented by pull-out instruction and by an occasional special experience. At this level of funding, even in the larger districts and in the state as a whole, the creation of a special school is not a viable alternative.

A program to educate the distinctively gifted youngsters in academics alone, using a specially trained part-time teacher and special materials, would require funding augmentation *for each school* of perhaps $16,000, a level at least three times higher than it gets from the State at present. It could be a quite different program, with comprehensive projects, mentors, accelerated studies, all under the supervision of a specialist in gifted education. The curriculum could be differentiated in a way it cannot be now. The interaction between gifted and other students would be greatly reduced. It would have faults and virtues, but it could be a much more realistic effort to deal with the highly gifted in our communities.

If the people of Indiana are concerned about educating the very best future scientists, creative artists, professionals, and social leaders then they need to invest much more money. Were the State to spend

three times as much money for its 2½% most academically able students, it still would be spending less than half what it spends on public school education of the handicapped. At this time it appears that such concern does not exist. The need is there but the concern is not. And there are oppositions, reasoned and otherwise. The State should at least do more to identify the needs, to clarify pedagogical directions, and to estimate costs for corporations and the State to share.

The State Definition

The State's definition of the gifted and talented child is as follows: ". . . a child, including a pre-school child, who requires services and educational experiences not ordinarily offered in a standard school curriculum to develop a demonstrated or potential aptitude in any of the following:

1. general intelligence,
2. a specific academic area,
3. creativity,
4. leadership, and
5. visual or performing arts."

These categories are familiar across Indiana, as across the 50 states. They derive from federal regulations promulgated by then Commissioner of Education, Sydney Marland. They are sometimes referred to as the Marland criteria. In the Indiana districts we visited we found these aptitude categories quickly recognized but seldom discussed.

The State definition speaks of aptitudes and not of cutting scores. And even as to aptitudes the definition stands as broad guideline rather than as formula. That is not ground for dismay. The generality suits the situation. Research on enhancement of giftedness and development of assessment procedures is not sufficiently advanced to justify further statewide specification. And the local staffs need a considerable leeway to adopt special instruction to individual student needs, teaching competence, and community values. A precise definition of giftedness would create more problems than it would solve. Of course the State should continue to seek ways of helping corporations recognize the talents of their youngsters and useful ways of dealing with the five aptitudes.

Selection of Students

Many perplexing issues of student selection for G/T programs were encountered during the CIRCE site visits. Many illustrations could be offered. In the portrayals presented below, selection procedures are spotlighted, with implications to be drawn about teaching opportunity.

> "In the identification process, the committee looks for the top 5 to 10 percent of each class, not a particular score. In the 8th grade, for instance, the average G/T IQ score is 115. Teacher nomination forms and peer nomination forms contribute to the identification process. As a result, 9 students were identified from 4th grade, 10 from 5th, 7 from 6th, 5 from 7th (with only two participating because of scheduling problems or student decision), and 8 from 8th grade. Several mentioned the difference this identification has made in the life of one boy who was making low grades and was perceived as a discipline problem and possibly a candidate for special ed. He came up with a 140 IQ. The kid didn't change, but the teachers now perceive him as gifted. They're working more with him. He went from C's in science to winning the district science fair this year."

Trent, a G/T student, is an extremely articulate young man. The site observer said: "[He] delivers packaged verities with ease, conviction, and relish on the side. He is conscious of his syntax, searches

for the larger issue, and the enlarged vocabulary to accompany it. Sometimes the enlargement is malapropos, even sheer invention." In one exchange Trent remarked:

> "We are the guinea pigs. And this is very good. For us (at the 7th grade) we have visited the cultural centers, the Art Institute of Chicago, the Museum of Science and Industry. Every other Saturday there is another excellent opportunity. I really enjoy seeing how it all connects up. Saturday programs, gifted school experiences . . . all of it. Many boys do not see these things as opportunities. They see it as strange business. If they don't know what it means in their direct experience today, they can't relate to it . . . I mean no offense . . . I say this from my heart. You see I believe everybody can be gifted. The experiences and learning may not be there. But the aptitude is. And then once it is recognized, once the parents recognize it they expect different things from you. You in turn want to satisfy them. They are your emotional support in the rolling seas outside your home. We need a lot of moral support to keep on doing what we are doing."

The Trents of the Indiana G/T program are easily identified. It is others who create problems for those responsible for the selection process. At one site where six percent of the school population participated, the superintendent said, "Many parents confuse 'high achievement' with 'giftedness.' There are many high achievers in the community and they are not all gifted." Identification of students for their G/T program was "judicious." Some corporations were reluctant to identify very young children as gifted. One identified kindergarten level process skills, and was proud of it. No fear of misidentification was apparent. In spite of heavy reliance on tests for identification of kids to participate (e.g., IQ test scores double-weighted in the ID process) and the corporation's evident faith in these tests as tools for selecting who shall participate, the coordinator told us that their ID process "gives us good clues." We wondered whether they perceived themselves as simply providing opportunities for kids to excel, achieve, etc., leaving it up to the kid and the family? They have had only *one* dropout at the elementary level in the past several years.

One model site had ten percent of their high schoolers participate. The coordinator was nervous about identifying younger kids "because the ID process is initiated by teachers for kids in the younger age groups. The problem is: parents are more accurate identifiers of giftedness than are 'untrained' teachers." No IQ testing was allowed in this corporation. The superintendent did not believe in it. So, they used other standardized tests. Nominations were important there. One problem with identification and selection was the proximity of Purdue; problematic because Purdue's selection process was less selective than theirs and "parents do not understand this."

An illustration of an extensive selection process was captured in a visit to another model site. What follows is a description of the screening process. Officially the interviewee and the other school psychologist had one-half their time allocated to the G/T program. She said she spends more time than allocated because she feels an extra obligation to consult with teachers about children "tested and not found eligible."

According to their plan, they screened all first grade children for giftedness using a combination of data and data sources. They did non-routine screening of children who enter from other school's programs for gifted children and routine screening of children referred by parents, teachers, other children, home-school visitors, and social workers.

> "We start with a questionnaire which all parents fill out about their child at the beginning of first grade. Much of the information provided is helpful to the teacher. The question which we attend to most is 'Do you think your child is intellectually gifted?' We have come to put more faith in the parents' response to that question as we go along. The danger is in losing children who test as gifted but for whom the parents check 'no.' We go to the first grade teachers and review these parent forms, record what the parent says about the child. Then we have the teacher complete the *Renzulli* form. We do not use his original form, just his sections

on motivation, creativity, and leadership. We ask teachers to fill out this form on every child in first grade. From the child we get scores on the *Otis-Lennon School Ability Test* and the *Comprehensive Test of Basic Skills (CTBS)*. That test was chosen at the Township level as matching our curriculum most closely.

"We now have three numerical scores on every child: two test scores and a rating scale. We get a ranked list township-wide from our computer and weight those scores according to the method Roger Taylor worked out. We find the median child. Everybody who scores below that child gets a weight of one. Those who score above the median [are separated into six ranks] with an equal number in each group. The students in the top group get a weight of seven. The next lower group gets a weight of six and so forth. Then we add up the weights and figure up how many would be in the top 15%. We take that number of kids from the top.

"To the parents of those in the top 12-15% goes a letter requesting permission to do individual testing. We send the list to classroom teachers. If they feel strongly that a name should be added to this list and substantiate their observations, we add that child to the list. Parents are not at this point invited to add to the list. Parents will sometimes call if they hear about the list and, if they are convincing, we add that name [for individual testing]. Those children are tested by me or the other school psychologist with four subtests of the *Wechsler Intelligence Scale for Children*. We chose those tests because we were trying to get a division between verbal and nonverbal performance and [because we were] trying to get abstract thinking in the most direct way possible. We give picture completion, block design, similarities and vocabulary subtests. We score them and weight them the same way as before, only now we weight them by differentiating among the top 12-15%. We reweight the achievement test scores. In our correlation studies we found *CTBS* scores correlating very favorably with how successful children are in the classroom.

"So now we want to be able to distinguish among students in this top group. We find the median among them. The half below the median will be "ones" and the half above will be "twos." We add the child's *Renzulli* score because that also has proven to be very valuable. We now add up the three weights—the abstract thinking, the *Renzulli*, and the *CTBS*, and figure out how many we are looking for to be in the top 3% of the class. We take those students into the program.

"We have run correlations between success in the program and various elements in the screening process. We have been trying to validate what we are doing. Having been at it for five years, we have enough data to make some changes. We took out the creative thinking test, i.e., the *Torrence* and the creative part of the *SOI* which were enormously appealing. We are trying to find children not only who are so brilliant everyone recognizes it, but also children who are not so successful and who misbehave a lot at home and whose needs are not being met at school. The creativity test seemed a way of leaving academics behind a bit. Those tests have correlated negatively with performance in our program.

"[For our correlation studies] we asked teachers to rate their classes in terms of overall success in the program. We gave them a forced rating. We figured out how many kids they had in their class and tried to arrange them in a normal curve so that we had three who were super successes, five who were doing fine, and so on down. We gave them five different spots to put them in. We also correlated the original *Renzulli* rating with success in the classroom. We found no correlation. We have kept the teacher's judgment of creativity [in our screening]. It did not correlate highly with success in the program, but at least it didn't correlate negatively."

One thing to be noted here is that even though the system at this site was highly complex, it resulted in just a single composite definition of giftedness. Multiple measures were combined to give a single criterion

for selection. As Renzulli points out, talent should be reconsidered frequently and with regard to immediate learning opportunities. The process described above gives heavy weight to general scholastic ability and it is likely to result in highly reliable indicators, but it helps to obscure the diversity of talents in our young people. It will miss most of the youngsters uniquely talented in art, entrepreneurship, physical fitness, nature study, public speaking, satire, cryptography, moral philosophy, music, photography, calligraphy, geneology, automotive mechanics, cross country skiing, home care and teaching. For special programming purposes and for furthering the sophistication of many talents, including these uncommon ones, additional and independent selection procedures should be in routine use in the schools. In simpler terms, different activities should have separate selection procedures.

These illustrations from Model Sites were possible because we took more careful look at operations at those sites and because they had worked longer and harder at the selection process. At other sites selection procedures were simpler, more diversified, and in many places, still in the planning stages. The problems faced at model sites however were typical of those already faced or soon to be faced by programs elsewhere.

It was common for corporations to require that a child be seen as superior in two academic areas in order to be considered for a full-time program. And in a site described by the CIRCE visitor as an "enriched environment for education," the identification process was developed by a "five person committee including a former teacher parent, a counselor, two teachers and the coordinator." Their collective experience did not avoid the difficulties inherent in identification and placement.

How helpful to selection has been the State's definition of giftedness? Our site-visitors reported that most G/T coordinators at the 24 sites we visited did not find the classifications useful for selection or program planning. From survey returns we found—counting both the students unclassified and those who were classified under rubrics different from the one defined by IDE—approximately 20% of the total number of students participating were not being reported in terms of the five specified areas. Whether this figure is inordinately large is difficult to tell. But the definition was intended to be both guiding and supportive of local initiative. It directs thinking toward the responsibility of education, particularly its primary commitment to mental processes. It intentionally left the finer recognition of talent and the organization of teaching to local faculties. In that sense the definition has been helpful to district programming. Its permissiveness has been rewarded with some long, thoughtful and sometimes contentious exchanges around board and committee tables.

Local prerogative is not always appreciated at sites across the state. When a parent or board member is distressed by who has been admitted or denied admission, the G/T coordinator or superintendent is tempted to shift blame for the decision to Indianapolis. The quality of local instruction offerings however is highly dependent on a sense of ownership. The State cannot make teaching excellent by telling teachers how and what to teach. The tactical responsibility for nurturing talent is not the business of the Legislature or the Governor. In matters of selection as well as pedagogy, much of the deliberation and decision is best left to the corporations, and eventually to the individual teacher.

Many feel it would make sense to find out initially what kind of gifted and talented children are located in a particular school. If it were discovered that a large number of students were talented in the visual and performing arts, then it would make sense to offer a program in this area. If a significant size student body with talents in the realm of computers was located, then indeed it would make sense to initiate a program teaching computer skills and understandings. This judgment confounds domains of giftedness with skill acquisition, a misconception often troubling to specialists in gifted education. Yet the illustrations below, and in other parts of this report, amply document the existence of various mixes of process and skills with instructional programs and areas of giftedness.

The actuality in many sites was not first assaying talent, then choosing instructional tactic, as sketched above. What happened, in general, albeit with many variations, was that someone—a committee, an advisory panel, the Board of Education, the superintendent's cabinet—someone decided on what would

make a good gifted and talented program given the resources available and the interests of teachers to deliver such a program. Once this decision was reached, the next step, again a logical step, but with different premises than in the previous paragraph, was to identify children who would be appropriate for the program—who had an interest, who would be willing to enroll, and who might be successful in the program, and who collectively as a group would constitute an economically-feasible instructional unit. The probability of success was calculated with flexibility and caution in most sites. Vivid examples of this outcome are found throughout the site-visit reports. A few are highlighted below.

An instructor in Eastern Indiana declared:

> "The hardest problem we have is selling our colleagues on the difference between a gifted and talented student and an academically able student. They feel *all* A students belong in Logos and those who are not getting all As (or at least As and Bs) should not be. Parents feel that way, too. Of each 100 kids in the program, 60 are both gifted and academically talented. No problem with them. Of the rest there is a large group, about a third of them, who are not G/T but who get all As. *They* are the problem. An *enormous* problem."

One of the Model Site coordinators gave his version of the problems of identification and placement. The task of identifying students for programs has presented problems in the past—it is a problem he must continue attending to. He gave the site visitors a description of the identification process which the school corporation is about to implement. The intent is to increase the accuracy of the identification procedures. The coordinator approximated that presently the upper 15-20% of the school population was participating in the program. "We had some real slippage in identification," he acknowledged. Correspondingly, teachers interviewed commented that the identification process this year allowed several children into the program who did not have the ability to "keep up with the other kids and it was a bit rough on them." The process allowed setting the number of children in the program so that enrollment in G/T classes would approximate that of others." Without this, there would be hard feelings, said one teacher.

Previously, scores on the *Iowa Test of Basic Skills* and the *Cognitive Abilities Test* were the most influential components in the identification process. The coordinator was aware of the frailty of extant tests to pinpoint students who could benefit from the program. The new procedures will incorporate more pieces of evidence. (Still, as noted by one observer, the majority of evidence rests on scores from standardized tests. The computer program designed to tabulate each child's profile likewise puts heavier weight on the test scores than on the parent inventory, etc. It is likely that no child will make it into the program who is not strong psychometrically.)

The coordinator was aware that children (and parents), once identified through initial screening, but falling below cut-offs on second screening, might be distressed. He was presently attempting to compose a letter to parents that would artfully convey the message that their child did not meet the criteria for the program.

The shoals in the G/T sea are a parent's dauntless conviction that theirs is a child of superior talent. "While I believe giftedness begins in the cradle, we get a lot of kids who are 'primed' rather than gifted. Expense, attention, travel—these kids are enriched, but not necessarily gifted." Three people told our observer of parent complaints upon moving into town to be told that their previously-identified G/T child was not gifted here. Coordinators told us:

> "When parents found out they could nominate, we ended up with *five* classes of advanced high school English this year. Of course, they weren't really advanced classes and had to be watered down."

And: "Parents really want their kids in top level classes. Many parents see their kids as gifted, yet we can't prove it." And: "Classes are weighted so that high school honors-class A's are worth more. Kids

search out this option." And: "In middle school, I get students and parents asking how they can get into the Ivies."

For all the pressures, we found staff satisfaction that the right kids are being identified as G/T. "Tough, discipline-problem kids are in the program. This is proof we're getting the right folks." One informant said teachers were originally hesitant to identify gifted kids. They "originally recommended teacher-pleasers. After inservice, teachers are identifying more boys. Some parents said now we *only* identify the problem kids."

In a Model Site with 8% to 9% participating in elementary and junior high G/T activities, the tests used in the selection process included one nonverbal intelligence test. A school psychologist said, "It catches some kids who would otherwise be excluded." They are perhaps, the *intellectually* gifted, as opposed to the academically gifted (as identified by traditional scholastic aptitude tests).

Giftedness had a broader definition there than in some other places. They emphasized the fine and performing arts at least as much as academic and intellectual work, perhaps more so. That was the corporation where the G/T effort began in drama and theater. School people there seemed concerned about maintaining a broad definition, about avoiding a stereotypic definition of giftedness. We got this sense from reading the midyear report as well as from specific comments: "There are different kinds of giftedness." Later they intend to deal with leadership as another form of giftedness. At that point identification is to shift from complete dependence on teachers, parents and test scores, to include peer ratings. The CIRCE site visitor wrote:

> "On the face of it, this seems like a reasonable move, since kids may have better judgment on something like leadership than adults do. Also, isn't giftedness a socially-defined concept as we now use it?"

At a small Implementation Site we were told again and again that . . . "almost everyone benefits in some way from G/T, although a small number are formally identified (no exact figure). Lots of kids outside the program participate, though, and that is *by design.*"

Here too we were concerned about confusing giftedness with high achievement. A coordinator told us, "Teachers can have misperceptions about who is or is not G/T. Some teachers *don't know how* to identify those with a creative gift . . . [being blinded by] poor academic performance."

Whatever the troubles with selection criteria and procedures the perceived benefits were well summed up by a G/T director at still another Model Site. "There's nothing more discriminatory than pretending that clear differences in ability among kids do not exist. And then further compounding it by failing to capitalize on these kids' special talents."

Program Development

According to Patricia Stafford, coordinator of the IDE G/T program, the principal effect of State of Indiana funded G/T projects should be "to provide a challenging curriculum appropriate to high ability youngsters." Our preliminary review of corporation plans and our observation of program activities show that curriculum change has not been the immediate effect. Advanced knowledge, knowledge beyond that ordinarily offered by the schools, is not the main thing the State program is promoting or providing.

The immediate effect is to change teaching: who will teach the gifted, how they will be taught, what sort of special skills will be emphasized, but not that the education of the gifted will be directed to special knowledge different from what the other students are learning. What is happening is consistent with much early planning and present staff development programming, and consistent with much expert advice from across the country—but it is not a major effort at curriculum development.

After a brief discussion of the current basis for deciding what special curricular and extracurricular opportunities are being made available to Indiana G/T youngsters, we will comment on several particular topics related to the curriculum: acceleration, articulation, thinking skills, IEPs, and Model Sites.

Acceleration, Articulation, and Thinking Skills

Most of the gifted and talented students identified by Indiana corporations are capable of learning much more than other students do. Many of the most gifted are capable of learning an incredible amount beyond their classmates. The teachers and the State are presently neither prepared to provide nor committed to provide significant additional learning opportunities for them. There is a common rule (not explicit but in practice) that nothing to be taught in regular classes shall be taught in special classes. This policy impedes any substantial acceleration in school assignments toward knowledge acquisition.

A notable exception to this rule is the wide use of Advanced Placement and college course credits—for example in Munster and Lafayette. Most of the students taking these courses are gifted and the knowledge covered in the courses is more complex than that in courses for regular students. But these students could have entered such courses with far greater sophistication had the schools been able to accelerate their studies in earlier years.

There is no widespread demand from "gifted educators" or from the parents of gifted students that "accelerated knowledge" should be the aim. Much of the reasoning is based on logistics. To provide a truly accelerated and articulated multiple-year program for each gifted youngster requires a teaching force presently unavailable. More teachers would be needed. Teachers commanding more sophisticated knowledge would be needed. The costs would be well beyond what corporations and the State now provide.

It is not apparent that schools could or should be greatly more articulated in their grade-to-grade curricular programming than they already are. Nationally, teachers are cajoled into conforming to State or district syllabi and urged by administrators to be attentive to the provisions of last year's teachers and the needs of next year's. Little changes. The resistance to change is partly the widespread professional recognition that much of the virtue of what teachers do is in handling subject matter in unique ways, bringing in personal experience, using metaphors and concrete illustrations and applications, recognizing the "teachable moment," in other words being the unique and adaptive human beings we want students to encounter as models.

Teachers are proud of their ways of teaching and protective of career investments. Articulation and any form of standardization of the curriculum come at the cost of enrichment of teaching. Clearly there are times-when and places-where we need greater standardization, but calls for *much* greater articulation (as in the Richardson Study; see Cox et al.) run counter not only to inertia and the autonomy of the contemporary classroom teacher, but counter also to our desire to get the best pedagogy and content coverage each teacher commands. (See the section in which we deal with Rule 4 Waivers.)

In our visits to Indiana schools we saw again and again *that* good teaching, *that* autonomy, *that* inertia (see section on staff development), *that* desire for and resistance to articulation. Greatly accelerated curricular content depends on great improvement in articulation, and the option of the profession is to go for enrichment of learning skills rather than for more advanced knowledge. Modest improvements can be made in curriculum development for particular grades, such as are to be expected from the 1986 summer workshops at places such as Noblesville, but a full effort to reduce the boredom of gifted students and to challenge them with the great ideas of each discipline appear to require resources and restructuring not presently even dreamed about.

Thinking Skills. Among the participating Indiana schools, admission to G/T programs is predicated on a record of high academic achievement: demonstrated by high marks in the regular classroom and on

standardized tests. High marks in these two areas do not in any way guarantee capability for skill mastery or creativity. Much of the special teaching of G/T students in Indiana and elsewhere is intended to improve thinking skills. The working purpose then of the programs is to identify good students so that they can be taught to think better. That is a reasonable purpose for a gifted program, but it is not the only purpose.

One usually expected purpose is that "poorly motivated, low achieving" but potentially brilliant youngsters will be identified and given radically different learning experiences that will draw out extraordinary thinking skills. In the sites we visited this purpose is being neglected. Some teachers are concerned but not many.

In the many programs there is widespread attention to "higher mental processes" (a la Benjamin Bloom) to problem solving skills (see the following subsection) and to creative unstructured activities. The G/T students are rushed through lessons on the basics (compacting) so that the special work can begin. That special work is development of hard-headed logic, cognition, etc. The academic challenges that they might use this thinking power on are seldom more present than they are for the ordinary student.

Other special talents are underplayed. Affective skills and especially "valuing" are seldom a target for curriculum development. G/T students are sometimes said to be "deeper in feeling" than other students, but G/T teachers we encountered did not appear to be concerned about refining these sensitivities. Less importance was given to developing "valuing" as a cognitive skill than to exercising problem-solving techniques. It was more common to see entrepreneurial problem-solving, where kids formed a hypothetical corporation or business firm, or an astronautic/space club than an art guild, philosophy group, or a model United Nations.

These thoughts deserve study. A great many data are presented in this report and interpreted with a desire to be realistic. We did not want to make unreasonable demands on the good teachers and administrators participating in this effort. On the other hand, we wanted to understand more about why they were concentrating so much on certain objectives and giving little attention to others.

Teaching and IEPs

A variey of teaching arrangements are to be found at the Indiana sites: special courses and tracks, pull-out programs, and mainstreaming being the most common. Since each has a particular advantage for providing learning experiences for G/T kids, a considerable disagreement as to which is best is found as well. Pull-out programs are common but most of our respondents expressed at least some opposition to them. Some people wanted all day segregation of students, others wanted to teach them only within the regular classroom.

Pull-out is a particularly problematic arrangement. Our respondents told us that:

1. regular teachers hate losing the sparkle their G/T kids bring to the classroom—and take with them when they leave;
2. it is very difficult to accommodate regular curriculum activities to the vagaries of pull-out schedules (Many spoke resentfully);
3. scheduling is difficult also for the pull-out teacher (One class was comprised of 3rd and 6th graders);
4. finding space for pull-out classes is difficult;
5. segregation of gifted kids from regular kids denies the exposure of regulars to the swift and the swift need to learn how to move with their social if not intellectual peers; and that
6. pull-out activities are vulnerable to administrative whim.

The reason given in the Richardson Study, that pull-out activities are seldom well articulated with other learning activities for the gifted youngster, was not one we heard at our Indiana sites. To be sure, we heard respondents saying, "given the realities, pull-out is the only way" and "for these kids the more segregation the better." The problems they saw were those arising when the G/T children returned to the regular classroom. They saw the pull-out strategy as allowing for the full weight of differentiation to be felt. These kids, they argued, learn differently, not just more quickly. One claimed that kids who were bad actors in the regular classroom were transformed into angels in pull-out. Others also found pull-out programs "problematic but the only workable way to provide differentiation in educational programming."

The arguments about differentiation and pull-out varied as the group identified as gifted and talented increased. With a low cut-off score for selection the more obvious practice was to set up a special class or track. With a high cut-off score the number of G/T students is small and pull-out appears to many to be the only workable solution. We discuss this issue several times in this report.

IEPs. We found a considerable gap between expectations based on proposal language and practices in the field. Program coordinators believed the State agency wanted the IEP to be featured in local proposals. And so they were. The quality of implementation generally is low, widely disvalued, and usually discussed in the following manner.

> "We don't do IEPs if you mean the sort of IEPs that are a part of Special Ed. Of course they don't do them either—or if they do, that's *all* they do. IEPs are based on a good idea [wide participation] but result in rotten practice [endless meetings]. What we do is to create a folder with the child's test scores, teacher recommendation and other information pertinent to his being admitted. And we add to it each year the child is in our program . . . If there is a problem or question we will use the file. *Where* to house the file in a pull-out program is a difficult question. Where to keep it in a middle school is another one . . . but to say we have an individual plan for each child, continuously updated, would be a lie."

There appears to be considerable variation from district to district on the relative importance of the IEP for gifted children. In one district IEPs are strongly supported as an *essential* tool. There G/T children are to be regarded like special education students. "They are just as handicapped as LD . . . social problems, emotional problems . . ." One teacher said, "IEPs are o.k. in principle, but no one can find the time in the regular classroom and even in the gifted classroom to write them all out." This is the opinion of most of the interviewees. "We don't have the paper" said one. "If mandated, it will be a paper blizzard." Most teachers see the IEP as disfunctional in Special Education and no more likely to work for the gifted. For most it is a chore. The forms are completed to ensure accountability and to continue State funding.

One coordinator thought IEPs could be employed usefully with the top 3% in the program (the "severely" gifted) but unworkable for the rest. One used the IEP as a way of "communicating" with parents. Some do not use them at all.

IEPs appear to be generally viewed as a chore. Yet one wonders how the *specificity* required in G/T goals, objectives, and evaluation as well as the individualization evident in most programs can adequately be addressed without use of some sort of "individual education plan."

Model Sites

Model Site Programs are an integral part of the statewide pattern of G/T support services. But equally important to their staffs, they also are creating comprehensive K-12 programs for the gifted and talented

of their corporations. The latter responsibility is highlighted in *all* the CIRCE site-visit accounts. There often was little said about the performance of these institutions as centers of technical assistance. The explanation may reside in a juxtaposition of two statements: one appears in a survey form received from the coordinator of a planning grant; the second is embedded in the story of a visit to the Model Site at Fayette County School Corporation.

> "Model Schools were for the most part helpful. Some were better organized for visitations."

> "During my visit a group of about 10 teachers/administrators from another district also visited the Model Site. They are about to start a G/T program next year. The coordinator spent the day with them. At the day's end I interviewed her. She was battle weary."

Judging by field reports, the Model Sites are a veritable "store house" of pertinent information regarding G/T education. Overarching matters such as "pull-out" versus other programmatic approaches and the problems of identification and placement of students are being explored in depth. The Model Sites usually had staff members active as CADRE consultants.

But on the other hand, the Model Site role in "demonstration" was not very sophisticated. A critique offered by the coordinator of a planning grant is an indicator. (The significance of her judgments for future practices was reinforced by responses to Survey Question #4.)

> "Some of the Model Sites were rated much higher than others by our visitation teams. While we realize that visitation groups may not always find the optimum in programming due to circumstances beyond the control of the Model Site, we also believe that it is the responsibility of districts receiving money specifically for the purpose of assisting others to be as hospitable and as informative as possible. To refuse to share information or to be discourteous is inexcusable on the part of Model Site districts."

Survey responses from the Model Sites provide additional insight. For example, only one of them made specific, detailed references to the tasks associated with accommodating visitors.

> "We have been fortunate to be recipients of this grant funding as a model site—but IDE continuously reminds us that we owe them a great deal and that we are 'difficult to justify.' We have had hundreds of visitors in our G/T classes weekly—we have provided many days for staff to 'assist' other districts [at our own expense, many times]—we have tried to cooperate with IDE to make the G/T programs successful. We feel that IDE could let us know 'they're in our camp!' . . . A strength of IDE rests in the G/T staff—they are few and work very hard."

A second response also combined remarks about rendering technical assistance with advice to IDE.

> "The paper work and demands from IDE have been excessive. Each year that we have been a Model Site the reports and length of applications have increased. With the assistance we are giving other school corporations and the reporting, we have had very little time to run our own program [and make improvements] and develop the curriculum that the State wants us to share."

Another site extended the dialogue, adding explicit comments about funding.

> "In practical terms [State G/T funds] have insured the continuation of our previous G/T programs, made it possible for further expansion of our G/T programs, given us funds to develop G/T curricula, given us funds to pilot a resource teacher in two schools, and made us realize that in order to have the additional staff that is needed for high-quality gifted classes, Indiana must provide more funding for gifted education. A resource teacher devoting full time

to gifted education is far superior to a classroom teacher devoting one period per day to gifted. Because our Model Site funds were lowered this year, we will lose our resource teacher. *Dedicated funding is definitely needed.*''

As everyone knows funding is critical. And as David Erlandson found in his study of gifted education in Illinois critical to demonstration work was funding for substitutes and transportation to get teachers to the demonstration sites.[1] Such funds have been a central part of IDE support.

A fourth response touched on the demonstration role, staff development, and opportunities in formal education.

> ''Educating junior high and high school teachers is very important. Courses are not in place in gifted education to meet their specific needs and interests. . . . Teachers need to design programs that involve the students in planning and involve the students in developing products.''

The remarks above hold additional implications for the Model Sites. Respondents in other field settings often were critical of their visits because ''they didn't see anything they weren't already doing.'' Students may have to play more of a central position in the demonstration process, as an excerpt from the Lafayette report implies.

> ''[Students] also let us know that the discussion we observed was 'so-so,' not great but not terrible. They told us that they have their good days and their bad days.''

As with many of the questions we are addressing, it is difficult to make a judgment and recommendation about the Model Sites. Yet in Section VI we do. For the moment we raise the issue, noting that most of the advocates of Model Site Programs argued in terms of *their potential*, while most of the critics railed at them for failing to be models, for having fairly mediocre programs, and even for being inaccessible. More on Model Sites is presented in Section III.

Staff Development Issues

Funding from the Indiana Department of Education for Corporation G/T programming has supported extensive staff development activities. Because staff development costs are hidden in budget lines for substitutes, transportation, per diem, consultants and speakers, they are difficult to calculate (our efforts to tease them out were not successful) but we are certain that staff development is a considerably larger purchase in 1985-86 than curriculum development or student instruction, and probably larger than program planning.

Staff development is the effort to acquaint regular teachers, administrators, other staff members and special persons such as parents, aides, mentors, and chaperones with opportunities and responsibilities in G/T education. Much of it occurs in small groups at school, sometimes on special ''preparation'' days, sometimes with visiting experts. Sometimes it involves a trip for professional meetings out of town. Occasionally it involves continuing education course enrollment.

The need for staff development is apparent. One parent said,

> ''It is my humble opinion that the teachers in this district have a considerable need for inservicing. So many of them don't understand working with the gifted. It is not a breeze. They are difficult

[1]David Erlandson (1969). An examination of decision rules within organizational units as responses to governmental stimuli. Urbana, IL: Unpublished doctoral dissertation.

> to work with, sometimes because they don't fit in. They are not all the same. It requires a lot of time and thought and a lot of patience on the part of teachers. I don't think a majority of them know that. If it is left in the hands of the coordinator there will be lots of inservice. And the right kind. I don't think the Board will think it is a priority item unless he can convince them."

As she implied, part of the problem is attitudinal. Some teachers see gifted students as already over privileged and difficult to teach. Some resent the cliques of planners and conference-attending G/T staffs. Some are not convinced that it is educationally sound to divert into enrichments or socially correct to segregate youngsters. These matters need discussion and study. Staff development offers that opportunity.

Part of the problem is too strong a belief among teachers in the epistemological authority of the teacher, the textbook, the test, and the school. Gifted and talented students are sensitive to fallacies. They need skills and encouragement to tolerate, to endure, to rise above the incompetence of educators. Without massive confessionals, teachers need to be helped in their intellectual dealings with these quickly wise young people.

Many Indiana teachers were convinced that they were doing it already—that they had considered what is best for the brightest, and what is practicable, and had worked it out. Even while being personally pleasing, all too many seemed smug in the view that they knew pretty much what there was to know about education for the talented. And surely the greater numbers of these were at the high school.

They do not know what there is to know. There is much for all to learn. Even though research and development on gifted education is not superb. Even though the experience of our best practitioners is not easy to share. In Indiana as elsewhere G/T staff development has shown itself capable of ideas, practices, and solaces well beyond what a majority of teachers and administrators now know.

Still, just how vigorously should State G/T monies be spent to upgrade the regular teacher? According to our data the median corporation was involving nearly half of all teachers in G/T staff development. To us that appeared to be spreading scarce resources too thin. Though it would be a mistake to rely upon only a very few teachers for G/T education, the best State purchase at this time appears to be for sustained assistance to those mainly engaged in teaching the gifted and talented. Guidance for this assistance is a trust well placed in CADRE.

CADRE

The formal description of CADRE reads:

> The CADRE is a group of over 100 persons with expertise in one or more areas of Gifted and Talented Education. The CADRE includes teachers, administrators, gifted and talented program coordinators, counselors, university faculty, graduate students and others. CADRE consultants are available to all public school corporations in Indiana that wish to better meet the educational needs of gifted and talented students. The corporation need not have a grant for gifted and talented education to qualify for CADRE assistance.

Descriptive materials concerning the G/T program create the impression that Shared Information Services is the pivotal element of the State's support system. Field studies indicated otherwise: CADRE is viewed as the most vital resource.

The key to CADRE's success, as reported in all three regional centers and further confirmed by school-site visitors, is its use of consultants from the ranks of practitioners. A coordinator of gifted education for a school corporation in western Indiana explained:

> "CADRE has been very strong—provides needed technical assistance to local programs. 'Teaming' also is an excellent idea (a reference to the employment of consultants from higher education and public schools as working teams). Our program is beyond the 'awareness stage,' so we have used CADRE as a means for obtaining access to other arenas—and we have been 'phenomenally successful.'"

This respondent, a CADRE consultant along with some of her colleagues, saw CADRE engagement of local school personnel as providing a "growth experience for them—they are becoming pros."

In her judgment, CADRE embodied a process that is transferable to other places, in part because it is "very flexible." Overall, she saw the progress in Indiana's gifted programming as a reflection of the "very high quality of technical assistance." Her words were echoed in a report submitted by the Indianapolis-based CADRE unit.

> "These [consultants] are invaluable to this region in that the majority of our grant recipients are at the beginning stages of program planning and/or development, and are requesting assistance in awareness, stages of program development, identification, program options, and 'how to' sessions on meeting needs of gifted students in the regular classroom."

Another exemplary feature of CADRE is its ability to galvanize the series of overlapping networks distinguishing the Indiana G/T program. The coordinator of Wilson Education Center offered testimony:

> "CADRE enables us to give more help by providing us more knowledge concerning the GT network. Our position at the very southern end of the state leaves us somewhat isolated, even from the CADRE based in Indianapolis, but we have received a great deal of assistance from the other CADRE operations to the north."

CADRE's major weakness appears to be a potential one—namely, growing challenges by State auditors to the alleged "double payment" of public school personnel. At Ball State, respondents foresaw more transactions occurring on Saturdays and other "non-school days." Moreover, anticipated budget cuts, in their judgment, could move CADRE operations into the State office, with consulting arrangements managed, in some fashion, by what they perceived to be an already overloaded operational base.

The coordinator of gifted education cited above referred to the problems identified with payment of public school consultants. She was not optimistic.

> "It (the issue) is a tough one. I'm not attracted to Saturday possibilities although after-school programs might offer an alternative. In any case, we can't move entirely to such options."

Her concerns moved beyond matters concerning payment for consultants to embrace their arrangements with sites. "Occasional mismatches," she declared, "have resulted from the local schools not being sure of what they want." Anything that adds complexity to these transactions, she warned, could easily lead to decreased effectiveness of CADRE.

An illustration of her fears surfaced in a report emanating from a relatively small rural site.

> "According to both the superintendent and the coordinator, the CADRE are responsible, informed administrators, but not very sensitive to small schools. They came across as bigshots from IU. . . . The teachers here did not know enough about G/T for the CADRE to do them good so most of them slept through the presentations. We didn't ask any to come this year."

At a recent conference held in the Midwest, Professor Emeritus Robert Bush of Stanford University, a noted scholar underscored the importance of staff development and inservice training in implementing

programs of educational reform. He cited the "power of *informal* practices," asking, "How do we coordinate the formal and the informal?" A CIRCE visitor reported the following exchange:

> "I asked her where teachers get their ideas and what are the obstacles. She said, like a good trooper, 'wherever they can.' She lamented the limited resources available for staff and the extra teacher time required to do the work. And teachers need the training, especially to overcome the tendency to pigeonhole the gifted in a duly academic manner. She wants to move away from pull-out, but the classroom teacher *needs training*."

Bush also urged that schools move "much faster" in fostering a sense of collegiality among teachers, viewing it as a critical area because of its significance for teachers' on-the-job learning. An elementary instructor told us:

> "I try to work with my colleagues but it is hard. In fact I am leaving after this year. Not because I can't work here but because I want to be reunited with my husband who works elsewhere. I have found that we teachers back off from sharing with one another the higher up the grades we go. They see my students and probably me as being different. We tend to be a tad open in our communication, high verbal, like sophisticated literature, unafraid to talk about things we do not completely understand. This can be upsetting to some."

More, much more, Bush continued, needs to be done to expand the role definition and performance of teachers as one of the pivotal keys to developing a differentiated curriculum and providing more attention to needs of students. He referred to "support teams" of instructors in the California district where he is currently engaged in research. These people receive additional training, and they also are involved in shared management of some of the district's schools.

Our report recommends that G/T funds for staff development and inservice training should be focused on smaller groups of teachers, particularly those expressing an interest in moving ahead on critical issues facing gifted and talented education. That recommendation seems to be compatible with the support teams praised by Bush, but not congruent with statements made by a G/T coordinator in a Model Site.

"Until staff development is for 100% of the teachers there will be resistance, until they understand what it takes it will be hard sometimes." She regrets that the program didn't focus more on the mainstream teachers all along. Staff development partly addresses the ownership issues. There has been staff development for all staff in the last three years on higher level thinking and developing lesson plans. For 1985-86 the grant offered stipend pay to Prime Time staff who participated in inservice activities.

The future of CADRE, along with other forms of staff development and inservice education, is apparently tied to handful of lingering issues that must be faced.

After-hours and week-end offerings usually lack remuneration for overtime; and they frequently are presented to instructors who are tired. More sophisticated programs will require greater attention to pre-planning, the selection and assignment of CADRE and other consultants, perhaps truly serious efforts to integrate statewide resources into a viable network. The coordinator of a local planning grant describes the need.

> "We observed considerable differences in the quality of both the CADRE services and the model sites. In the future, we would like to have a list of the CADRE members and a definitive statement of their area of expertise. We would want to request the services of specific individuals for consultation with our district rather than having an individual assigned."

Tensions spawned by inservice training and program development will have to be acknowledged. The remarks about "mainstream teachers" noted above were continued in another vein by that respondent.

This comment addressed the issue of privileges vs. more work of IDEA teachers. One of the requirements for a teacher to be selected for the IDEA program is their willingness to work beyond contract time. Yet in the eyes of regular teachers the IDEA teachers have privileges, e.g., Monday mornings for lesson preparation and Wednesday afternoons for IDEA meetings and staff development. The IDEA teachers interviewed showed considerable sensitivity to these tensions and have developed several strategies for dealing with them. For example, the high school Humanities course faculty team conduct their planning sessions in the School Library, where their work is visible to counteract impressions that they have a lot of free time. The middle school IDEA Resource Teachers make themselves available for consultation to other teachers in their building on curriculum matters. Most of them are convinced that one of the values of gifted education is to influence and improve the quality of mainstream education.

Teaching the Higher Mental Processes

According to CIRCE site visit observations and review of budget documents, staff development appeared greatly devoted to enabling teachers to consider providing instruction in critical thinking, logical analysis, and problem solving. These were the primary forms of enrichment in an enrichment-oriented statewide endeavor. We attempted to corroborate these impressions with survey data.

A principal item in our survey instrument asked project coordinators to indicate arrangements they had made to deliver staff development programs to teachers, and to identify the subject matter focus of each of those elements. We had anticipated that staff development sessions being multifaceted, serving many purposes. But we envisioned that a given element (activity) would have two or three main purposes. We provided lists for coordinators to check several or add their own. We were surprised to be told that almost half of the elements had eight or more purposes. Actually we do not doubt that there were that many purposes, we were surprised that our respondents chose to identify so many. And it left us uncertain as to the priorities on those aims. We decided that the evidence here did not support the finding from site visits that staff development was devoted more to organization and process than to consideration of subject matter content needed for accelerated instruction and curriculum development.

The tallies in Table 2 were responses to Section VI-B of the instrument (see Appendix A). An array of "descriptors" was given there, and coordinators were asked to check which "content" focus best characterized the staff development activity. The data in the left hand column of Table 2 are percents of program elements aimed at developing understanding of (1) processes such as thinking, problem solving, learning styles, and the like; or (2) subject matter such as mathematics, science, reading, and language. We "broke out" the emphasis on computers separately. All elements described by eight or more "foci" were lumped together under "No Special Focus." That turned out to be the modal category.

The data in the right hand column are the product of the number of teachers participating in an element multiplied by the number of hours per week indicated. This figure provides a better indication of the teacher participation.

We had hoped to use these data to give us further insight into emphases on the higher mental processes, as well as on leadership, learning styles and the like. At least one fourth of the staff development time was devoted to a study of these ideas, but interview data indicated it was probably much more.

We found the small dedication of staff development time to computers interesting. We thought that gifted students would be greatly involved in learning how to use and understand computers, and that teachers would want some of these sessions directed accordingly. Perhaps other staff development than G/T is addressing teacher needs for knowledge of computers.

Table 2. Subject Matter Focus of Staff Development Programs Sponsored by IDE Funds

Purpose of the Staff Development Element	Percent of Elements Dedicated to this Focus[1]	Percent of Teacher Hours Per Week Dedicated to Content Areas[2]
1. Process Focus: thinking, learning styles, leadership, etc.	26%	27%
2. Content Focus: mathematics, science, art, foreign language, reading, etc.	29%	21%
3. No Real Focus: combination of process and content	44%	51%
4. Computers	1%	<1%
	100%	100%

[1]An element is an arrangement of professional development services for teachers. It might be a course, a field trip, a visit from CADRE, a one-shot lecture, etc. Counting elements does not take into account the number of persons involved, the duration, or the amount of activity.

[2]The figures in this column are based on the product of number of teachers by hours per week for each element. The raw data on which the percentages are based vary with the numbers of teachers involved and the extent of participation.

Elitism

At the heart of the public school mission is its responsibility to serve all its children. Beyond a general curriculum provided for all, special opportunities are fashioned to meet student needs, interests and abilities. Consider, for example, the sports programs, musical performances, plays, after-school clubs and vocational and technical programs. All are efforts to extend schooling beyond the common curriculum.

In special circumstances from time to time, a few states and school districts have created special schools for the academically able (usually in science and math). This has been done at some risk. Whenever the academically talented or intellectually gifted are singled out for special attention, negative reactions can be heard. Regardless of the underlying concerns of naysayers (e.g., unfair distribution of resources, tolerance of nonconformity, overemphasis on projects), the label frequently used by such antagonists is "elitism." On occasion the criticism will be within the establishment. For example, one middle-school teacher carped: "If I had small classes of kids with only high potential maybe I'd be a master teacher, too. I'd love to see [a colleague] work for a semester with my slugs."

Whether a warranted complaint or not, elitism is more likely to be charged by parents, community members and even a school board member than by teachers or administrators. In a small Southern Indiana town some parents claimed the G/T program was giving its kids privileges not available to those outside the program. An assistant superintendent berated the parents: "They would find fault with an 'Indy' winner if someone pointed out to them that only truly talented drivers could compete for the money. . . . We are dealing with snail wits, with social consciences to match."

Some people support G/T education as a "justifiable" elitism. Intellectual superiority is said to be basis for a "justifiable" elitism. An examination of the issue of elitism should differentiate between justifiable and unjustifiable elitism. What kind of an elite do G/T staffs attempt to create? Can equity be served by instruction specially tailored for the scholarly elite?

In some Indiana sites we found major effort to disguise elitism. For example people said, "We would not prevent elitism by not providing G/T. That actually would increase inequity." The gifted and talented were seen like the "learning disabled." To give them all the *same* instruction as other kids would be to deprive them.

And efforts are made to cover the elitist charge through public relations. The public does not want a class system to be obvious. G/T people went to lengths to argue that G/T is not elitist. The "PR" is turned inward: teachers are to be sold on the separation. "We have no problems about elitism here . . . One way to combat it is by telling teachers that the troublemakers are taken off their hands." It sometimes seems like robbing a miner of his gold by telling him, "Let me get that heavy stuff off your hands."

Some schools fight harder than others to protect their egalitarian ethic. Many cite the "ruboff" effect and occasionally offer "G/T like" programs of enrichment to all.

Two things stand out on this issue: admissions and instruction. With regard to "getting in" two problems emerge. G/T children are often described as G/T by virtue of the fact that they are highly creative, quirky, and unconventional in their response to the regular classroom. Yet the "academic achievement" upon which nomination depends often occurs without searching for evidence of creativity, verve, high intellectual spirit. But worse, exceptional performance on standardized tests often requires high familiarity with language alien to a large portion of the minority and low SES student body—regardless of their "potential." The emergence of an unjustifiable preferential "elitism" is present in both of these areas.

Once a student is "in," into either a pull-out or some other G/T arrangement, one notices an obviously dramatic difference—not primarily in the quantity of the class work, or even the difficulty, as much as the quality. We heard youngsters say that G/T classwork is fun—different from the tedious style of many regular instruction assignments. G/T kids in some schools complained about the work being hard, but that was unusual.

G/T becomes not only a so-called "appropriate needs" challenge but a *reward* for being in a select group. One does not have to be in the top 3% or 6% of a class *academically* to benefit from play writing or computers or art shows. There is a tremendous equivocation here. To enter a G/T program requires high *academic* achievement. With admission to many programs, one suddenly becomes exempt from grades, from concentration on basic skills, and from the constant drill and testing that are *characteristic of* academic experiences in which these kids have succeeded. One of our site visitors opined, "School is like a war in which the kids are all shot, but some die and go to heaven (G/T) where there is no strife/no blood. Only in this war, unlike some others I can remember, the black and the poor are kept out of the line of fire."

Regardless of the intent of adults, the children were sensitive to the issue of elitism. Some were reluctant to be involved in "special" work because they didn't want to be "different" from their peers. Some voluntarily opted out of special programs (problem solving teams) for basketball, etc. Clearly this movement was greatest among lower SES children.

Responses to Criticism

G/T Program participants responded in a variety of ways to critics who feel the local G/T program is a bad idea. After examining the responses to outside criticism, we clustered them into four types: (1) denial, (2) prophylaxis, (3) coping, and (4) savoring.

Denial may be seen in the response of the resource teacher who said, "Elitism? No problem. I just don't see them or hear them. It's no problem. If there is muttering, they won't do it when I'm around." Other forms of denial were less obvious. When our site visitors asked, "Is elitism a problem for anyone in this program?", we heard variations of: "Elitism? Gee whiz . . . hmmm . . . never thought of that. . . . I guess that could be a problem—but not really . . . . in a public school?" This fictionalized response serves to represent the spirit of some of our informants. We could not and do not believe their literal replies. We do believe they have chosen denial as a useful reaction to local hostility. (And of course we are accustomed to being fibbed to.)

Prophylaxis is the second *modus operandi* that G/T educators employ to protect themselves and their program from charges of elitism. These G/T proponents believe the best defense is a carefully contrived offense. One common tactic is to "maintain a low profile." The "low profile" posture was described in reports of observers at six sample sites.

Another tactic is to select key community members for co-optation. A principal of an elementary school that had been a storm of controversy before becoming a G/T magnet school claimed the participants of a hand-picked group of parents was essential in protecting ". . . any G/T program that is going to last more than a couple of years. Parents are the carriers of your dream. You hook one, two. Not just any one or two. Make them vocal, intelligent, influential parents. You hook them by informing them, including them in all your plans, your in-service activities, your trips to Indianapolis, your conferences, anything they will partake. They will sell your program. If they are on the PTA, the Board of Education, the better. You want parents with an understanding of the politics of education. They will play a future role in garnering support from the Administration."

There is a common developmental element in such descriptions: all appear to agree that it is important *early* in the planning and implementation of G/T programs to be modest about claims, quiet about activity and firm about not broadcasting program information publicly. A former G/T director advised:

> "Keep a low profile for openers. Do not brag about it in the papers. And encourage parents not to do so either. You have to 'hot house' these projects for a while. As a result our program has never been under fire as an elitist program. After the first phase there comes a time to broadcast a bit. We are doing that now. We are collecting data to show parents that the regular classroom children benefit from the absence of G/T kids pulled out. . . . They free others to rise up. . . . We are now publishing a G/T newsletter. That would have been a disastrous thing to have done three years ago. We think this will increase the base of ownership in our program."

Coping is still another defensive response to pressures from anti-elitists. The strategy is a collection of ad hoc tactics. It requires situational cleverness to turn a potential defeat into a victory for the G/T program. The G/T protagonists' view is that of the "running battle" or of "endless skirmishes with 'those' people."

One coordinator's strategy was to attempt to convert all G/T activities into something for everyone. Listen to this parent speak his views on the matter.

> "Most of the professional people in this area are not home grown but that hasn't created problems in this program. They finesse the elitism issue by broadening the programs for all.

For example, I was delighted when one of my four daughters was recognized as a finalist in the Young Authors Conference. But I told my wife I was concerned about her being singled out for a small special program. Well, I learned that small, special program had 600 kids in it.

"Another interesting aspect of these schools is the absence of old-line, powerful families in the school affairs. That makes a new program's penetration easier. Those people who have controlled the schools for years aren't here . . . You can believe the egalitarian rhetoric. One school with our lowest SES and our poorest kids has some of our best teachers. I know what I am saying. I grew up in a poor, ethnic neighborhood in Indianapolis. What we are saying here to all parents, to all students, is 'Let's recognize our God-given talents and go with it.'"

The curriculum director, coordinator, and assistant superintendent corroborated the parent's point of view in separate interviews. There was considerable evidence from our site visits to indicate rather widespread use of rhetoric about the benefits from G/T programs that accrue to all students in the local school corporation. And in at least a handful of sites clearly more than rhetoric was in force. Strong efforts were being made to coopt doubting teachers by involving them in workshops with G/T themes. Parents who did not support G/T were invited by administrators and program coordinators to attend conferences, watch G/T student performances, and become members of advisory councils. The ultimate response to anti-G/T pressure may be seen in the words of an assistant superintendent who summed up his efforts to cope with charges of elitism: "It is my job to show them how each child in this corporation benefits ultimately from all our programs. If our G/T efforts do not result in the best education for *all* students then we won't support G/T. It's as simple as that."

Savoring is the fourth categorical style we found in our site visits. Infrequent though it was, its presence was unmistakeable. "It's *our* turn," the coordinator opined. "We have had the 94-142 campaign, the jock worshippers, the basics bunch, the right to readers, the more effective this and that-ers . . . and let's not forget the time-on-taskers. . . . Well, we've done what we could for just about everyone except the gifted child. It's our turn! I love it. I don't know how long it's going to last. I'm proud of our G/T kids, our school corporation, our state for leading the way. . . ."

One site visitor observed "The G/T program fits comfortably into the community ethos. In this town, the academics are top priority. If you go against gifted in this town it's like going against mom and apple pie."

In addition to the remarks that we have grouped within the four aforementioned postures, we found isolated but provocative comments about the importance of public G/T advocacy by key university figures in Indiana. Many persons exressed appreciation for support of visiting nationally-known experts who proclaim the merit and worth of G/T education. These experts legitimitize local efforts and help mute "elitist" talk.

One coordinator felt G/T advocates needed better metaphors to help others understand G/T kids.

"One thing that will shoot down a G/T program is the elitist label. Particularly the label that claims there is something 'mysterious' going on in a G/T mind. You can see, and understand the excellent motor performance of a basketball player: Forty points on a public basketball court. But what is the public performance of an extra forty IQ points?"

At another site a principal felt a crucial issue of elitism was overlooked by many in the field.

"It is not so much the adults that concern me . . . it's the kids. Some feel and act superior. This causes resentment (in others). They get to do a little extra."

In one of the well established G/T projects, our visitor wrote about the elementary teacher who saw G/T students as misunderstood:

"How do the teachers feel about the value, on the one hand, and the danger, on the other hand, of special treatment for G/T kids? An elementary teacher told me when I asked if gifted kids are the most important kind of students for society, 'They are special but they are not better than other kids. They are not necessarily the leaders or inventors of tomorrow,' she indicated. However, she apparently believes that it is criminal not to give them what they need. 'On the part of the public, there may not be much sympathy for these kids,' she told me, 'but that is because most kids do not get as bored as G/T kids do. Therefore, few adults have had the experience of continuous boredom in school. Secondly the public may not have much sympathy for these kids because they represent a threat.'"

One of the smallest programs we visited had many of the largest problems. Our visitor summarized several:

"This gifted program operates in a no-frills school system. Case in point, it was just five years ago that the school board approved a kindergarten program for the first time in the history of the school. Accusations of elitism are no surprise. They are voiced by those in the local community who believe that gifted children will 'make it on their own' and that special services in such a poor school district are unwarranted. Staff persons felt that among those questioning the appropriateness of the program were those parents whose children do not qualify as G/T or high ability. It is clear, however that the parents of the G/T children play an active role. There is a parent support group and they contribute numerous volunteer hours in the classrooms.

"Some disgruntlement is also expressed by teachers who no longer have the gifted and talented in their classes. These teachers feel that they are being deprived of an unwritten 'right' of elementary teachers. This 'right' was articulated by a 4th grade teacher whose best students were pulled out for G/T: 'Along with the average and some slow children, you should get to have a few smart ones!'

"Only a few teachers seem satisfied with the converse ramification: with a narrower range of abililty levels, there are fewer groups and therefore fewer preparations . . . , and, ideally, more opportunity to enhance the learning skills of these average and slow children."

One of the more subtle tasks of fieldworkers is to discover what "goes without saying" in a local program. It is almost impossible to discover that in a single day visit. What are the agreed upon beliefs and practices that are *not* discussed by the participants and are as a consequence quite likely to be missed by an outside observer? We suspect that the G/T students' role in communicating elitist attitudes to their peers and to non-participating teachers may be an aspect of the anti-elitist story that we failed to uncover, because it goes without saying.

Equity and Elitism

An observer of activities in a site moving from planning to the implementation stage offered the following conclusions:

"All across America in the past thirty years it has been important to emphasize equity: education for all, equal opportunity, no special privileges for the elite. But as America has shifted moods toward recognizing and demanding excellence, the programs of the schools in Noblesville too have been more explicit about the special efforts made to serve the gifted and talented. The balance between equity and elitism shifts, but perhaps more rhetorically than in actuality. In other words, while Noblesville does not speak of a special track for its fastest learning youngsters, there long has been special attention and opportunity."

The comment above captures the essence of an age-old dilemma—namely, how can "special attention" and "equal opportunity" co-exist? Can we even keep track of the balance in a society subject to marked shifts of attitude regarding allocation of resources?

The Indiana G/T Program has responded to this challenge by designing and implementing a comprehensive approach featuring a broad range of support services for participating schools. Those resources are examined in the section entitled "Benefits of State Resources." Perhaps the most fitting illustrations of the tensions surrounding equity and elitism, though, are embedded in one of the Model Sites—Gary. A perusal of its accomplishments is suggestive of the obstacles confronting efforts to provide equal opportunities in the name of education for gifted and talented children and youth. Back in 1984 a visitor to Gary's schools wrote the following lines:

> "[It has] the most outstanding and inclusive community involvement in the Gifted and Talented program within the state that we have reviewed. There are equal numbers of students, parents, community volunteers and teachers on the planning teams and advisory committees in each of the academic areas. The 'political savvy' that is evident in the use of high officials and legislative leaders is apparent. There is a high level of university support both in advisory councils as well as program design and implementation. . . .
>
> "Parents are required to make a commitment of support in the form of supervision of homework. They support special activities and recognition of achievement. While the elementary academically-able program is academically focused, it also includes self-image building, creative thinking and problem solving, career development and self-directed learning. The secondary curriculum includes a career investigation class. The Saturday school component takes care of academic courses, but also arts, visual and performing. There is evidence that all existing program resources offered by the community or State are utilized. The Gifted and Talented Program seems to fit the needs for this community uniquely since it recognizes that the strong minority elements in the community need a very strong academic base in order to perform well in any areas in which they may choose to go. Therefore, the Gary people started with this and are building additional gifted and talented articulations as they finely tune their original thrust. . . . their goals for the many areas of the curriculum include attitudes like curiosity and persistence, inventiveness. All curricula include use of outside resources to a much higher degree than any other community, particularly using an outside resource to focus on curricular aims rather than enrichments or add-ons. . . . lobbying and advocating gifted and talented education."

Two years later a CIRCE observer titled his remarks "Against All Odds":

> "The Gary Gifted and Talented program is billed as an 'Honors Program for the Academically Able K-12.' And that is its emphasis—but it is more than that. . . . I think the larger story of Gary lies in the hope that it radiates for all who give a damn about gifted and talented black children whose lives are restricted by unequal opportunities for the things money can buy, for the needless uncertainties that money can dispell. None of the students, teachers, staff, or administrative officials I met spoke of such matters. But a 15 minute ride randomly meandering along streets adjacent to the schools I visited earlier in the day spoke to it. . . . It's hard to take your kid to a Saturday class on the bus. It's hard to take your child to a testing program to determine her talents when you have no direct experience—and neither have your friends or neighbors with such matters. It's hard to build an expanding vision of a high opportunity G/T program when the mills are dead and the replacement capital is going elsewhere. And it must be hard to look at the resources of neighboring districts that underlie their G/T programs. . . .

"I was told stories of hope, shown 'G/T children in action' with pride, given curricular products as markers of plans that had been realized. I was not favorably impressed by all that I saw, heard or sensed was going on in the G/T classrooms that I visited. I have seen better, in other Gary G/T classrooms and elsewhere. But the big ideas are there. . . . 'There is nothing more important in my life than unleashing their possibilities' offered an elementary teacher. 'We now have an increasingly clear path to the vision. We have had the vision for a long time. We now know how to get there. And we will get there. These children will not be sacrificed. They are going to be somebody. If they aren't, it's not going to be my fault,' spoke a middle school teacher. One was white, the other black, and the joy is my notes cannot help me identify which was which."

Because operations in Gary were so striking, a second CIRCE observer was asked to visit. This individual was James Anderson, an educational historian now at the University of Illinois. Anderson, born and raised in the black poverty belt of Alabama, is now regarded as one of the nation's leading authorities on race and education. Parts of his debriefing interview follows:

"My image of Gary before going to see the things that I did see was precisely that: it would be virtually impossible for them to have a gifted program that would function well. . . .

"I don't believe that you can go into Gary without quickly seeing that a special quality in the leadership is probably behind the programmatic development. Their dedication and devotion to the program in Gary, as well as their sense of pride, sticks with you. . . . I believe that the program is robust enough, that it will survive the departure of those talented individuals. . . .

"There is some tension about a gifted and talented program of any sort in Gary. There is concern among parents that the program is elitist. . . .

"Gary reminds me of the South. Let me see if I can explain. A key to it is a sense of tradition. You go to all-black schools in the South, and there are still many, you will almost always come across a quiet, firm sense of pride among its teachers, its intellectual leadership, and they will work hard to maintain certain traditions in the school culture. This culture is one that was born in very low economic support. They know what hard times are; they know what hard times have been for decades, for centuries. You cannot be there very long before they start talking about where X is and Y is today, children who went through their schools, the president of this and the head of that. They keep track of them. Tradition is important. . . .

"Another dimension that was very Southern was to meet people in key education positions within Gary who themselves were products of the middle schools and high schools of Gary. I felt as though I were in Atlanta or Macon, Georgia, far more than I felt as though I were in Chicago or the way I thought I would feel being in Gary. . . . It may also be important to observe here that there are several key staff in the gifted and talented programs, and in and throughout the Gary school district, who themselves were raised and trained in historically black colleges of the South. And when one comes through that system, one thing one learns without question is that black children are expected to be gifted and talented. That further expectation is that they will do well in high school, and those children with talent will not only go to college but they will do very well in college, too. . . . A corollary of all this is that there is a belief that you will perform well and that you will get that kind of performance out of your students if you are a teacher or administrator of black children.

"Now, in my own view, that is somewhat illusionary. Teachers have decided that this is the way it is going to be and they communicate that to the children, and it is communicated here in Gary within the gifted and talented program. In fact, the view of the system held by the gifted and talented leadership is that the fundamental problem is not economic, the fundamental

problem is the absence of pride in the Gary school district. And if they could just get back that pride, they would make great or even greater gains than if they got more money. Not that they don't need more money, they desperately do. But that Southern black tradition of pride first and everything else would follow is what is terribly important here. So it is in this manner that Gary has magic I believe you would sense as I did. . . .

"The students feel they are reacting to the cultural pressures in quite a different way than are the teachers and administrators. The absence of opportunity, the absence of equal access, the absence of economic stability and hope are extremely debilitating to the students. The teachers, of course, see that as being secondary. They say that really doesn't matter, that you can move forward without that. This is a temporary, aberrant condition. You can succeed in spite of all of this. Now these teachers are not Pollyannas. They too sense despair every time they think they've rounded the corner, there is a slashback here, a cutback there; less money, less hope, less opportunity for continuing even for the gifted and talented of the community. . . ."

Equity and elitism remain issues in Gary, in Noblesville and throughout the State.

Neglected and Unresolved Issues

On a number of topics we found our evaluation effort too little amassed or too late alert to deal with important questions. Some of these we recognized at the outset, yet put too low a priority on them to get the data they deserved. Some of them we did not recognize as important until the study was too far along. With others we found ourselves having adequate data but being unable to agree to a meaning or recommendation about them. On a couple we argued among ourselves endlessly.

We list these issues here, thinking they need discussion by those who read this report and who bear the responsibilities of G/T education.

1. Is there serious schism between the elementary and secondary teachers in terms of their goals for the gifted? Relatively speaking, elementary teachers had a negative view of acceleration, a concern for the "whole child," and an advocacy of process teaching. Secondary teachers, on the other hand, were tracking the bright students into advanced courses, accelerating them on individual and group bases, advocating subject-matter content teaching over process teaching. It may be these different emphases are appropriate for the clientele with whom each is working. But as these views are put into policy statements, as they are generalized to each other's domains, as the zealots within a faculty argue vehemently their views, two non-interactive faculties within a corporation make it very difficult to articulate a G/T program.

2. In a number of districts, needs assessment and long range planning seemed too long drawn out and not very productive. To some of us on the team the State appeared not to get its money's worth from support of corporation planning activities. Exchange of ideas within committees was valuable but the resulting documents (on which much time was spent) were of little guidance to inservice programming and curriculum development—something that a consultant could better have provided, and sometimes did. How can the State encourage serious new thinking about student identification, differentiated teaching, and the like, without just creating *pro forma* exercises?

3. One part of our team felt that the findings and recommendations of this report might leave the impression that the Indiana G/T gifted programs have strong and cogent rationales, that the activities within most local programs are attuned and coherent. While there was enthusiasm and commitment at all levels for doing something for the "best and brightest" many data indicated a distressing and continuing confusion about what should be done. Almost all corpo-

rations had conducted a needs assessment. Few of the resulting documents were seen by this contingent to be insightful, well-conceptualized, creative; still fewer a basis for planning and implementation of programs. In fact, lack of coherent operation including accommodation to special local needs, identification of students, and initiation of instruction was to them the outstanding finding. To them the worry was that the programs were unduly driven by the selection of students and that the selection had little to do with the needs of children, more to do with school board politics, needs of teachers, and interests of school patrons and others willing to underwrite expensive programs. To them the final question was, is it not time we sat down to think out a long-range and well-conceptualized program for gifted children, perhaps nine or ten of them, for the varieties of giftedness and talent abounding in Indiana schools?

4. As depicted by our survey data and our site visit reports, many staff development programs in participating schools were weak and unproductive. Many activities lacked focus, with objectives too broad and unrealistic. Of course not all sessions need to be training sessions with specific objectives, but the preponderance of activities reported in our survey seemed to be in the other corner—with teachers listening to what others have to say, with little opportunity and obligation for discussion of real problems and for curriculum development.

5. Current annual evaluation reports are not meaningful assessments of project worth, organization health, staff problem-solving capability or productivity. They do serve bureaucratic purposes. The State should applaud a faculty's efforts at self-evaluation and problem-solving. But what else can it do? An action research network is almost impossible to create.

6. Our acquaintance with the G/T programs in Indiana led us to wonder once again about the role of counselling the gifted. In our fieldwork and on our survey returns we encountered very little mention of counselling. We were reminded that some children consider giftedness a handicap and work at being "average." Parents, teachers, and students all need at least brief access to skilled counsellors. We have the impression that few corporations are as well staffed for social and personal counseling as they were 25 years ago. Is it a problem in training administrators, school psychologists, social workers and counselors? Is it merely a matter of staff load? What can IDE do to increase the opportunity for parents and teachers of the extraordinarily gifted and talented to have access to counsel? And those children themselves as well? (See our section entitled "Counseling: An Area in Need of Attention.")

7. Indiana's G/T program may be on a collision path with another top-priority Indiana (IDE) program: Prime Time. One of its principal targets is class size reduction, presumably by hiring additional teachers and using available instructional space. (New buildings or additional classrooms are not a part of Prime Time.) During our site visits we saw G/T teachers working in libraries, gyms, mechanical arts rooms, and lunchrooms. Prime Time will quite likely take precedence over pull-out in the State's priorities. IDE Assessment Specialist Darla Cohen observed, "The number of classrooms in the school building is finite." Our recommendation for IDE to support pull-out, as well as mainstreamed and tracking approaches (see Section VI) is challenged by her observation as well as by a successful implementation of Prime Time.

8. After we concluded our study of Model Sites we learned that in 1986-87 all Model Sites would be continued but with 40% less funding. We did not have time to study the implications but worried that now the ten sites would do even less well what they were poorest at: providing assistance to visitors. If the Model Sites are to get any funding for consultative services, or even for demonstration, should they not have to show evidence of good quality consultation and follow-up activities?

9. We heard expressions of concern about "double dipping" (State payment for special services rendered by anyone already fully employed on public funds) when school district personnel

work outside their districts for G/T programs and earn pay but are not authorized to receive it. Should the State pay an equivalent amount to their full-time employer to be used for staff development?

10. Should future State funding be devoted more to involvement of new groups of youngsters and previous nonparticipating corporations, less to maintaining healthy local operations? Would a shift to formula funding dissipate the present vigorous program development effort?

11. What about the division between IDE budget allocations for support facilities and those for local contracts? We did not look into it but had the impression that about ⅔ of the State program expenditures went to school corporations for upgrading their instructional programs, about ⅓ for Statewide support services. Whatever the actual breakdown, are the shares optimal?

12. Some of the recommendations advanced in this report are based on the assumption that State funding and local funding for G/T programs will not increase substantially in the next few years. Is this the case? Indiana is spending over ten times as much for special programs for the handicapped (some of whom of course are gifted) than for special programs for the gifted. As columnist James J. Kilpatrick observed in 1979, "It is wrong for a state to spend $740 on each of 222,000 unprepared and handicapped students and only $40 per student on 70,000 of the gifted." His reference is unclear but the intent is not. Does it make sense?

SECTION III
FINDINGS AND ANSWERS TO THE RFP QUESTIONS

FINDINGS AND ANSWERS TO RFP QUESTIONS

In this section we respond to five of six questions raised in the RFP. RFP Question #6 asked for recommendations which are provided in Section VI.

Implementation of Local Projects

RFP Question #1. To what extent have local districts implemented their approved program plan during the 1985-86 school year. The answer to this question should be based on an approximately 10 percent random sample of each of the types of grants awarded, but in no type fewer than two sites.

Site visitation was set up on the basis of random selection within type and completed at 24 sites, a 12% sample of the 196 participating corporations. The locations and type of grants awarded are given in the following table.

Type of Grant	Corporation
Initial Planning	None
Implementation/Planning	1. Crothersville Community Schools 2. Eminence School Corporation 3. Monroe-Gregg School District 4. Noblesville Schools 5. Warsaw Community Schools
Expansion	1. Cloverdale Community Schools 2. Delaware Community Schools 3. Greater Jasper Consolidated Schools 4. Marion Community Schools 5. Northwestern Consolidated School District 6. Richmond Community Schools 7. Vigo County School Corporation
K-12	1. North Adams Community Schools 2. School Town of Munster
Model Schools	1. Bartholomew Consolidated School Corp. 2. Crawfordsville Community Schools 3. Crown Point Community Schools 4. Elkhart Community Schools 5. Evansville-Vanderburgh Community Schools 6. Fayette County School Corporation 7. Gary Community School Corporation 8. Lafayette School Corporation 9. MSD of Perry Township 10. MSD of Southwest Allen County

A desire on the part of state G/T officers that *all* Model Sites be visited was accepted upon agreement that no initial planning grant sites be visited. It was recognized that these initial planning sites had very little to be observed in a one-day visit and therefore there was little justification for a site visit, but it did leave us without a basis for concluding that the initial planning corporations fulfilled their contracts in ways others did.

In preparation for visiting (see the methods section) each of the sites the visitor(s) examined a copy of the proposal submitted by the corporation and any conditions established for its acceptance by IDE. Careful attention was given at each of the 24 sites to establish the extent to which the plans had been implemented. Note was made of the fact that the school year had several weeks yet to run and the contract period extended into the summer.

In each of the 24 sites implementation of the plan was essentially complete. A detail here or there was sometimes missing, but these were effectively rationalized or seen by the visitor to be miniscule. According to the professional standards used by the visitors the sites had fulfilled their contracts. Most of the sites had gone beyond the contractual obligation. Our answer to Question #2 indicates the extent to which State funds were augmented by locally appropriated funds, and as is apparent there, the districts pursued these program aims to a greater extent than called for in their contracts with the State.

What readers of this report need to remind themselves is that not only were the corporations educating their gifted youngsters before the State provided a program, many of them had special activities, courses, or a whole program for the gifted and talented. In one way or another most of the districts had expressed concern for the special educational needs of their most talented. So they looked upon the State program as an augmentation of their effort rather than the other way around. It is true that the State plan and coordination not only extended but redirected some of these efforts, but the question for most districts is how has the State program strengthened their efforts rather than how have they augmented the State's.

This is not to suggest that there is serious difference in direction between State and local plans. We discuss more of this in our answer to Question #5.

Here are some CIRCE observer comments on the implementation at individual sites:

> At **Southwest Allen:** ". . . these kids, the ones called 'gifted,' they looked good, talked good. I knew there must be a chink in the finish but I couldn't find it. The only thing I can say is that the project has a lot going for it: lots of money in the community, lots of Reagan-style volunteerism, no poor kids, no disadvantaged. They appeared to be doing everything they promised."
>
> At **Lafayette:** "Their promises about public relations [both internal and external] are not being kept. I was told [without asking] that this is not being done because the 'press' the corporation uses is 'kaput.'"
>
> At **North Adams:** "Midyear stresses fine and performing arts more than academic and intellectual giftedness. Drama they do after school, and it must be scheduled around athletics and 4-H. They do academic/intellectual stuff on school time, basically through Jr. Great Books and individual projects on the part of kids [with teacher help]. They don't get a lot of community support in the way that Southwest Allen does . . . They did implement the identification process they promised."
>
> At **Cloverdale:** "I asked [the elementary principal] if there had been any changes in the program from what he planned last fall. He looked like I'd hit him with a two by four. He said, 'No, we try to do what we said we'd do in the grant.'"

"My sense from what I saw is that they are doing what they said they would do but they are also trying to reach every kid in some way, so they don't disrupt things in the community. They kept saying 'there are no really gifted kids' . . . they want to [perhaps need to] maintain the homogeneity. They did not deny that they need to have a program which does something for everyone, but they didn't dwell on that either."

The Median Participating School Corporation

According to CIRCE survey data the median school corporation participating in the Indiana G/T Program had about 2000 students and 115 teachers. Its annual per pupil expenditure was about $2250. In 1985-86 about sixty students participated in G/T services purchased with IDE funds and about forty were participating in locally funded programs specially for the gifted and talented. Thus roughly 3% of its student body was in the IDE G/T program and, considering overlap, 4%—including the IDE G/T group—was involved in G/T programs of one kind or another.

If—arbitrarily—we were to say that students in the top 2.5% (two standard deviations above the mean) on any commonly considered criteria are exceptionally gifted, then by using quite a few criteria (separately rather than in combination) as well as teacher recommendations, we might expect about 10% of the students to be identified. If 10% of the students are said to be gifted, then at the outset this median district is spending ($2250 × 2000 × .10) $450,000 on the education of its exceptionally gifted youngsters—whether or not it mentions "gifted education" in its budget.

According to CIRCE survey responses this median corporation set aside on a special budget line some $2000 for G/T activities.[1] This would not include the advanced placement courses, special tracking, and most of the individual attention given the most academically able. It is, nevertheless, an indication of the district's special G/T programming.

Also reported was a median value of about $6000 of total operating cost as in-kind contribution to the IDE G/T project. This median corporation then was spending almost half a million dollars in regular programming for G/T youngsters and of that amount some $8000 for programs designated specially for them.

From IDE, the median participating corporation received $15,000 for special G/T activities. According to one perspective, the $15,000 had been added to $450,000—a nice addition because it has special purchasing power but only a small amount of what it costs to educate these gifted and talented youth. Looking at it another way, the $15,000 was over seven times the money the district had specifically budgeted for adaptation of teaching to special G/T needs. From this perspective the plan submitted to IDE might be expected to be the dominant conceptualization of G/T instructional efforts in the district.

The corporation used the special funds in a number of ways. Mainly it funded staff development and curriculum workshops, including funds for substitutes to free-up regular teachers for participation. The median district spent these IDE G/T funds on 50 of its 115 teachers, on some more than others, of course. It tended to avoid using such funds for hiring teachers partly because continuation of categorical funding is uncertain. According to the respondents, the corporation spent well over half its $6000 in-kind contribution on teacher and administrator salaries.

As indicated above, some 60 students at this site participated directly in State-funded G/T activities. It is reasonable to suppose that additional students benefitted indirectly from teacher participation in State-

[1]From these budget figures we have omitted responses from Model Sites because they were not asked to separate demonstration costs from instruction costs.

funded G/T staff development. Some 40 students were reported to have participated during this same year in local-corporation-funded specially-designated G/T activities having no State G/T funding. If we put these values into a fourfold contingency table (noting our earlier estimate that 200 students at this site could have been recognized as gifted/talented and estimating overlap at 60% as our questionnaire responses suggested) we get Table 3.

Table 3. Estimates of Gifted Student Participation in G/T Activities at the Median Indiana Corporation

	Gifted Students Who Participated in the State-funded Program	Gifted Students Who Did Not Participate in the State-funded Program	TOTALS
Gifted Students Who Participated in Locally Funded Activities Specially Arranged for G/T Youth	24	16	40
Gifted Students Who Did Not Participate in Locally Funded Activities Specially Arranged for G/T Youth	36	124	160
TOTALS	60	140	200

From this table we find that of the 200 gifted youngsters at the median site 76 were participating in at least some specially designated G/T activity, but 124 were not. The non-participants perhaps were enrolled in courses and getting counseling that recognized their special talents, but were not enrolled in activities specially developed for them. Our interviewed respondents mentioned the following reasons as helping to explain why many more gifted youngsters in Indiana corporations were not participating in special instruction than were:

1. insufficient funding,
2. lack of interest by students and parents,
3. lack of faculty interest and time,
4. difficulty of identifying giftedness, and
5. difficulty of developing special curricula.

The "Average" Site. Our idea of an "average" site is a small corporation in its second year of funding. It serves a small town-rural constituency. Ten years ago there was little going on that was specifically aimed at the gifted or talented youngster. "The teachers have always known who they were but we had no corporation-wide support program at all," says a junior high teacher. This school corporation is not wealthy. It could be seen as an average one for its size and economic resources. Its coordinator was sure he had a sound, undramatic plan for growth in G/T education.

> "We got together a solid sensible G/T committee of committed teachers, one elementary principal and a high school science teacher, who has a great reputation for working with bright kids. . . ."

"We identify G/T kids by giving the *Slosson* at K-2. An IQ of 130 and up is what we look for. The *Woodcock-Johnson Achievement Test* is an individual, not a group test. We look for achievement levels of 95 centile and up on it. The *Woodcock-Johnson Cognitive Ability Test is* given to find those with 97 centile or up on the reasoning or verbal sections. Then we add teacher recommendations regarding special student behavior that may indicate giftedness. That's how we find our G/T's."

". . . the committee took a conservative approach to identification this year . . . selecting those kids who were 'safe' . . . (I am) not in the 'rescue business' this year. Next year we will be able to be less conservative because support for the program is on record."

We found the start-small, go-slow approach in several implementation sites throughout the State. Let's hear from an exception—another small Mid-state site.

"We started by using test scores with firm cut-off points. We didn't want to be open to charges of favoritism. That worked okay for a couple of years.

"Last year we loosened up as we grew in confidence. In the new process, a screening pool from high *Iowa* test scorers is narrowed by specific achievement, aptitude and creativity test scores, and by teacher and parent assessments and nominations. If unsure about identification we go in the kids' favor and give 'em a chance. Parents and teachers have been very pleased to have input. It also reduces some test pressure on kids."

One of the strong Mid-state leaders shared her opinions on identification and grading of G/T student in her (largely) K-8 program.

"I've seen a lot of identification systems that I think need changing because they don't start with all of the kids; they start with a cut-off point. And if you start with a cut-off on an IQ group test, then you will lose them. But if you take all of the scores and then add teacher input and parent input and self input and peer input, I think you're going to find it identifies G/T students (better than starting with cut-off scores).

"Another area that I stand very firm on: We do not grade them with letter grades that go in their permanent records. We have a narrative and a teacher-parent conference with each child twice a year."

The more established the G/T program the more likely they were to have this Superintendent's view:

"What I see the State offering, once planning is complete, is repeatable categorical funding . . . following the corporation's own perception of need. . . . This seems worth going through some redundancy and red tape. . . . It is my view that we could have moved more quickly in upgrading our program, had not the State prescribed preliminary activities (such as, needs assessments, community involvement initial planning activities). We were already well beyond the planning stages."

Let's return to our fledgling site for a look at its curriculum.

Ms. A. is a first-grade teacher in the corporation's lowest SES, rural school. At the beginning of this year she wasn't a G/T teacher. She says, "I still am not—but I am on my way. I'm still the anchor, I'm no eagle" she tosses off lightly as she hurries me from one mathematics work station to another. "I've always been dissatisfied with what I do in math." She lowers her voice, "With what we *all* don't do in math." She goes on to tell about her telling just that to a parent last year. From that day forward things have not been the same. It turned out that the parent was a trained math teacher who had dropped out

of the work force. Together they started a program that is now in all the first-grade classrooms (3) and has been introduced to 8 of the primary teachers in the building.

None of it would have come to pass if the district curriculum G/T coordinator hadn't been opportunistic. "Who ever heard of paying a parent for inservice training, with all the highly specialized CADRE at the universities?" she cheerily asked. Sometimes it doesn't take big bucks to get splendid curricular movement.

"Differentiation" is not a big idea here. (Nor was it in several other sites thoughout the State.) They don't argue *against* specialized curricula for G/T children: rather, they argue *for* the generality of what they offer in their G/T program.

> "Although the program is competitive it is not limited to, nor based on academic excellence. Ours is a problem solving, creativity, artistic curriculum for gifted and talented youngsters. Not just academic. Ours is the way it should be, not just more of the same faster. The only stigma or controversy that has been associated with the program comes from the parents, not the teachers or students. It is minor. We do not push or trumpet gifted education. Low SES kids are in there. All kinds of kids are in there. Kids that are making C's and D's. LD and emotionally disturbed kids are in it. And there are no perks for G/T teachers. All in all we have worked very hard to provide an articulated program."

Almost no attention has been directed to the topic of counseling gifted and talented youngsters at our "average" site. We found very little going on in this arena at most of our sites.

Subject Matter Instruction

Although most of the 1985-86 IDE G/T funds were spent locally for planning and organizational development many hours of special student instruction resulted. From returns prepared by program coordinators at 189 programs we calculated that on the average a participating corporation was providing about 140 hours of G/T student activity per week.

The breakdown by grade level is shown in Table 4. It is apparent that at present this instructional program is primarily an elementary school program. It is to be noted that advanced placement, honors courses, college credit courses, and academic competitions offered by the senior high schools usually operate without financial connection and often completely independently of the IDE G/T program, and thus would not be included in these tallies. It is still proper to conclude however that the larger effort to provide special accommodation to giftedness and talent presently is occurring in the elementary schools.

Table 4. Mean Hours per Week of G/T Class Activity per Corporation for Four Grade-levels

Grade-Level K-3:	44.5 hours per week
Grade-Level 4-6:	61.9 hours per week
Junior High School:	22.0 hours per week
Senior High School:	9.4 hours per week
All Corporation Mean:	137.8 hours per week

Note: From questionnaire self-report data of activities with time estimates made by evaluation team. Mixed grade activities (14.8 hours per week) were prorated.

During these instructional hours the students were engaged in a variety of subject matters and skill development exercises. Table 5 is based on responses given to the questions in Section VI, Part A of the survey instrument. These data indicate the wide array of academic subjects assigned to students in this program. The content emphasis looks heavily academic and a bit out of congruence with the list of topics which are the focus of the staff development programs described elsewhere. (See Section II.) In this literature, language arts, mathematics, social studies, and thinking skills were the principal areas of focus. It is interesting to note how infrequently "computers" was advanced as the principal focus of the program.

Table 5. Subject Matter Focus of Elements Offered to Students in IDE G/T Programs

	Percent of Elements Dedicated to Specific Content Categories[1]		Percent of Student/Minutes Per Week Dedicated To Specific Content Categories[2]	
	Number of Elements	Percent	Number of Student Minutes	Percent
Art	125	3.8%	942,520	2.3%
Creative Writing	317	9.5%	2,636,255	6.4%
Foreign Language	101	3.0%	2,861,390	6.9%
Lit/Language Arts	398	12.0%	6,914,814	16.7%
Mathematics	308	9.3%	5,982,788	14.5%
Reading	251	7.5%	4,305,480	10.4%
Social Sciences	301	9.0%	4,867,450	11.8%
Science	290	8.7%	5,890,150	14.3%
Speech	69	2.1%	387,345	0.9%
Thinking Skills	447	13.4%	2,615,292	6.3%
Computers	197	5.9%	1,172,995	2.8%
Music	96	2.9%	697,224	1.7%
Drama	124	3.7%	607,950	1.5%
Leadership	142	4.3%	773,370	1.9%
Other	164	4.7%	659,105	1.6%
Totals	3330	100%		100%

[1]The unit of analysis in this column is the "element," an arrangement to offer services to children. It might be, for example, a course, a field trip, a pull-out program or a visit to Indianapolis. Counting elements does not take into account how many children were involved or for how long.

[2]The figures on which the percents in this column are based are products of the number of students involved multiplied by the number of minutes per week the activity lasts, so numbers and length of activity are taken into account here.

Local Augmentation of Funding

RFP Question #2: To what extent has each local district augmented State funds in the 1985-86 school year?

While the IDE distributed approximately $3,542,000 in funds to local corporations to initiate, expand, implement or model programs for the gifted and talented, local corporations were (according to their own

reports) spending $7,723,990 of local funds or in-kind services on these projects. Furthermore, the local corporations were spending a total of $4,700,000 on other programs—often long standing programs—for the gifted and talented in their districts. It is apparent that the local corporations did indeed augment State funds.

Table 6. IDE Funds Received for Gifted and Talented Programs and Local Funds Contributed to IDE Projects

	Initial, Implementation, Expansion and K-12 Sites (N = 177)	Model Sites (N = 9)
Size of IDE Project Grant (Median)	$15,000	$101,000
Amount of Local Funds Used to Augment IDE Grant Funds (Median)	$6,140	$174,000

The distribution of the augmentation funds across ten different budget categories is displayed in Appendix A. For projects other than at Model Sites, local funds augmenting the IDE projects were spent mostly (almost half) for teacher salaries. The category with the second largest expenditure of local funds was that of "administrative services." At Model Sites over 80% of such local funds were spent on teacher salaries. As in the case of the other projects, those at Model Sites spent their second largest amount of local funds on administrative services. Some caution is advised in interpreting these figures. We had hoped that the on-site reviews of local budgets, reported in Section IV to follow, would verify the allocations reported by project coordinators on our questionnaires. The information available to the CIRCE team, however, did not provide a cross check. The findings reported in the second row of Table 6 are self-report figures and include "estimates" submitted by the coordinators.

Fiscal Characteristics of Local Programs

What are the scope and scale of IDE-funded local programs within each of the program types?

Table 7. Fiscal Characteristics of Projects by Type of Program
(Medians for each Sub-sample)

	Initial Planning	Implementation	Expansion	K-12	Model Sites
Number of Projects	56	48	65	11	9
Local $$$ Spent on IDE G/T Project	$1460	$9230	$12,630	$55,000	$174,000
Number of Students Served by IDE G/T Funds	0	57	100	217	386
IDE G/T Funding	$8000	$20,000	$19,500	$35,000	$101,000
Cost Per G/T Pupil	n/a	$513	$321	$415	$712
Cost Per Pupil in Corporation	$2260	$2232	$2208	$2500	$2784
Number of Teachers Served by IDE G/T Funds	57	50	40	86	140
Cost Per G/T Teacher	$166	$585	$803	$1047	$1964
Local $$$ Appropriated for G/T Programs Other than that Sponsored by IDE	$0	$2500	$8568	$26,000	$120,000
Number of G/T Students Served by Local Funds	0	45	105	189	225

Initial Planning Projects. The initial planning projects in the main did not provide for students directly; the median value of students served is 0. On the other hand, on the average (median), 57 teachers were involved in the planning process at these sites. The large number of teachers engaged in planning and the relatively small scale grants from IDE made only $160 available per teacher, on the average, for these sites. Notice that those corporations involved in planning, had on the average, no investments of local funds in educating local gifted students outside the effort promoted and sponsored by IDE.

Implementation Projects. The Implementation Projects were making an effort to put into place the fruits of prior planning. Such efforts were frequently focused at one level of schooling, such as the junior high school, involving on the average 57 students. These sites were also spending approximately $2500 per year on providing services to gifted through local programs not associated with the IDE thrust.

Expansion Projects. The Expansion Projects served almost twice as many students as did their Implementation Project counterparts. However, they did not have as much money per student to spend in their efforts. Again, the local effort in gifted education outside that of IDE is quite substantial here. It is interesting to observe that while the program was expanding under the aegis of the IDE project, the number of teachers engaged in the program was less than that reported for the Implementation Sites.

K-12 Projects. With a K-12 scope, it is reasonable to expect to see, as reflected in the findings in Table 7 a doubling of the number of students and teachers involved in programming. Also of interest is considerable sum of monies appropriated for educating the gifted at these sites independent of the IDE effort.

Model Sites Projects. At Model Sites, the number of students involved in the IDE funded programs approximately doubled again, over the figures for the K-12 sites. And the number of teachers engaged in the program increased substantially as well. Further, the commitment of these sites to the education of gifted students beyond what is paid for by funds from the State is dramatic.

Student Participation in the State Program

RFP Question #2 (continued): How many students have been served statewide at elementary (K-6) and secondary (7-12) according to the five State-recognized areas of giftedness?

According to the State G/T Guide giftedness is recognized in children who require services and educational experiences not ordinarily offered in a standard school curriculum so as to develop a demonstrated or potential aptitude in one or more of the following categories:

1. general intelligence
2. a specific academic area
3. creativity
4. leadership
5. visual or performing arts

We subdivided the students by grade-level and area of giftedness as indicated above to get the distribution of students shown in Table 8. Separate data for the Model Sites and other programs funded by IDE are presented in Appendix A. Since the total number of students here 27,839 is some 660 higher than our main count, 27,171, some of the respondents probably double counted some of the students in two gifted categories.

About ⅔ of the students receiving IDE services in 1985-86 were classified (at least in part) as being of high intelligence. About ⅓ of them were classified as having special aptitude in an academic area. The State-designated category system was used originally to "widen the net," to encourage local corporations to consider diverse factors in defining giftedness. Teachers may recognize unique talents in individual children but these data seem to indicate that for the most part G/T staff members recognize and program mainly for intelligence and academic performance.

Projections from Table 8 data on 189 corporations to all 196 corporations indicate that roughly 29,000 Indiana students were served in 1985-86 by funds distributed through IDE grants. Others of course were influenced indirectly by their teachers' participation in IDE-supported staff development work. The majority of students receiving grant services were in the elementary grades, K-6.

In Table 8, students identified in more than two principal areas, e.g., general intelligence and creativity, were tallied only in the row identifying the combination. "Other IDE Combinations" was included for all other combinations than the four shown. "Other Classifications" was included for corporations reporting classification schemes other than the State's. About 7% of the students showed up in each of

these two while another 14% of the students were submitted as "not classified." With the coordinators not referencing the State's categories for over 20% of the students, it was again apparent that many relied little on that conceptual guideline. These same data are arrayed in Tables 9 and 10, graphically depicting the stress given to general intellective factors and academic abilities.

Table 8. 1985-86 Students Participating in IDE-Funded G/T Programs According to the State-Recognized Areas of Giftedness

Grade Levels	K-6	7-12	Totals
General Intelligence	4994	1872	6866
Specific Academic Area	1050	2838	3888
Creativity	109	13	122
Leadership	45	327	372
Visual & Performing Arts	956	776	1732
Gen Intel & Spec Acad	2883	2762	5645
Spec Acad & Creativity	266	86	352
Gen Intel & Creativity	601	658	1259
Gen Intel & Leadership	8	0	8
Other IDE Combinations	1019	795	1814
Other Classifications	1425	489	1914
Unclassified	2902	965	3867
Totals	16,293	11,596	27,839[1]

[1]This total count for 198 corporations—higher by 668 than what we believe is a more reliable count, 27,171—was probably inflated by double-counting students in more than one G/T category. Please note the language of Questionnaire Sections II and IV in the Appendix.

State Enrollments. At many of the sites we visited it was said that at least 5%, sometimes more than 10%, of the student body was participating in IDE funded G/T activities. The numbers reported by G/T coordinators however tallied only 4% of the K-12 public school students in those districts. Table 11 summarizes statewide enrollment figures. In response to the survey, coordinators of 189 (of 196) IDE G/T programs reported 27,171 students being served. The projected (extrapolated) total for all 196 corporations was 28,921 students.

At these same sites an additional 13,442 students were reported to be in G/T activities not funded by IDE. Thus we found 4% of all the state's students participating in State-supported G/T programs and 6% participating in all programs designated by coordinators as G/T programs.

Table 9

Distribution of Students Across State-Recognized Categories
For the Total Sample

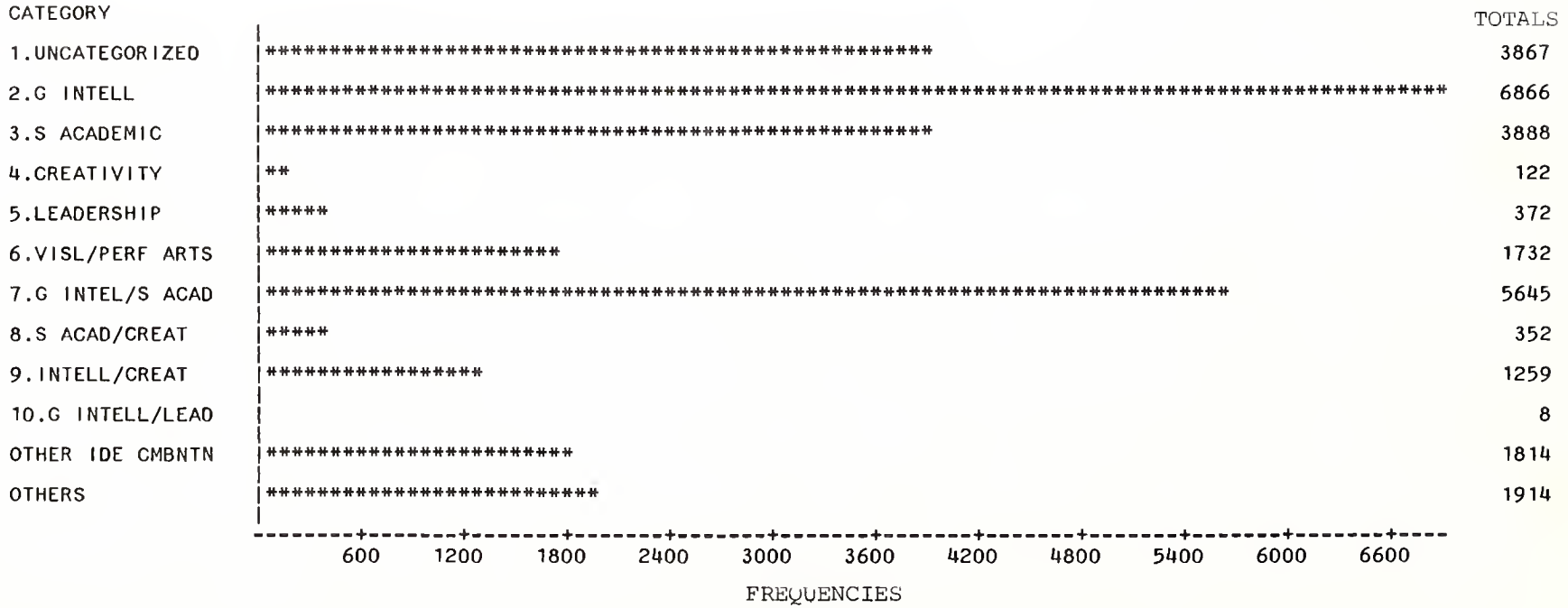


Table 10

Classification of Students Served by IDE Projects
Total Sample by Grades and State--Recognized Areas of Giftedness

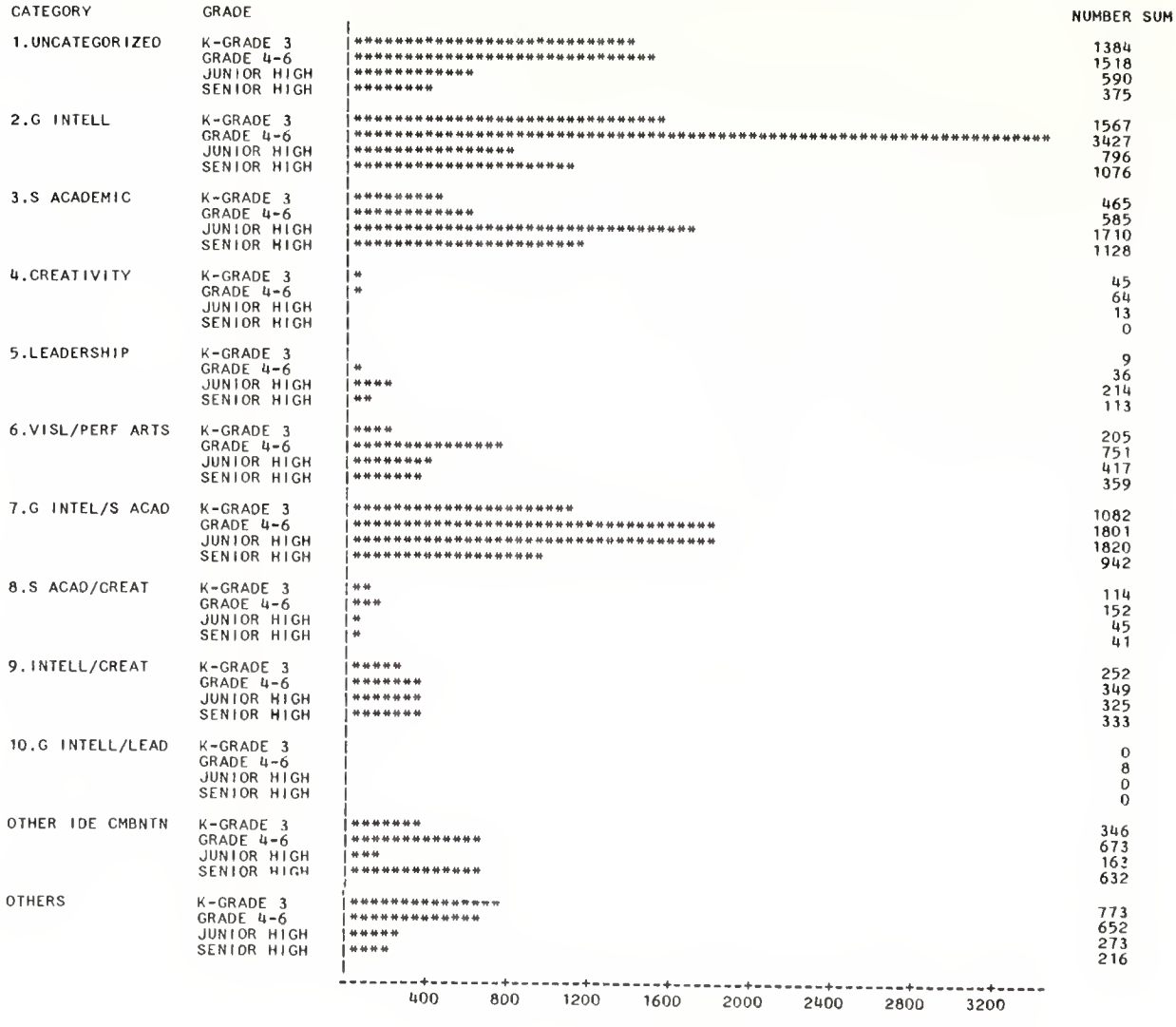


Table 11. Reported and Estimated Enrollments in G/T Activities in Indiana in 1985-86

ENROLLMENTS (See distributions in Fig 1)	For School Corporations Holding IDE G/T Contracts*		For All Indiana School Corporations	
Group A = Students in both state and local G/T programs . . .	18,563	3%	18,563	2%
Group B = Students in IDE G/T programs but not in local G/T programs	8,608	1%	8,608	1%
A + B = Students in IDE G/T programs	27,171	4%	27,171	3%
Group C = Students in local G/T programs but not in IDE G/T programs	13,442	2%	25,386	3%
A + B + C = Students in G/T programs	40,613	6%	52,557	6%
Group D = Students in top 10% (if multiple selection criteria used) not participating in any special G/T program	47,427	7%	66,734	7%
Group E = Other students	589,297	87%	810,823	87%
Total Corporation Enrollments	677,337	100%	930,114	100%

*includes 189 corporations but not the 7 which did not respond to inquiry

---

Calculation Notes: See definitions of A, B, C, D, above. **Col 1:** (A + B) from survey returns = 27171. F (also from survey) = number students in locally funded G/T = 32005. Also from survey came overlap estimates, the median of which was 58%. 58% of F = A = 18563. B = (A + B) − A = 8608. C = F − A = 13442. D = (.10)(677337) − (.5)(40613) = 47427. Calculation of D needs a definition and an assumption. These are presented in the text. **Col 2:** G = number of students in locally funded G/T in corporations not participating in IDE G/T. Assumption: The proportion of students participating in local G/T activities is the same for corporations participating in IDE G/T and those not. Corporations not participating in IDE G/T had a total enrollment = 930114 − 677337 = 252787. G/252787 = 32005/677337. G = 11944. C = G + the C enrollment from Col 1 = 11944 + 13442 = 25386. With same assumption as for Col 1. D = (.10)(930114) − (.5)(52557) = 66734.

In Figure 1 the distribution of the groups described in Table 11 is represented. The three small bell-shape curves represent:

A. students in both state and local G/T programs.
B. students in IDE G/T programs but not in local G/T programs.
C. students in local G/T programs but not in IDE G/T programs.

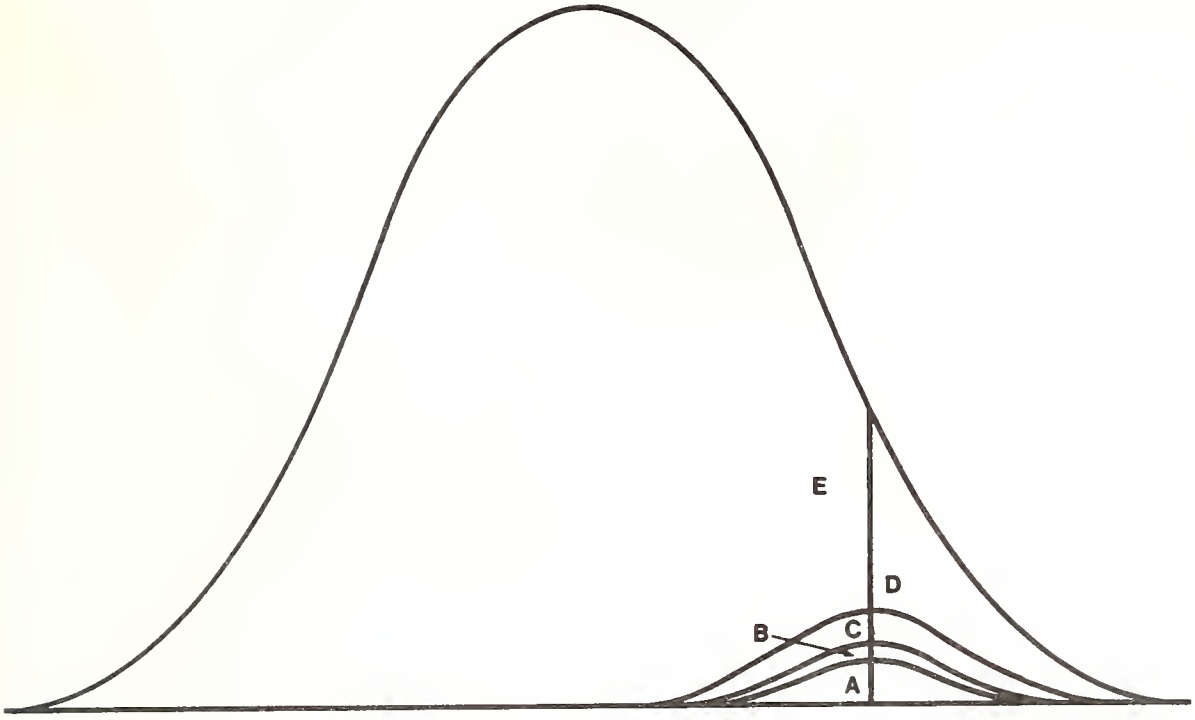


Figure 1. A Frequency Distribution of Indiana Students

Sector D represents gifted and talented students who are not participating in any special G/T program. To estimate the numbers here we need a working definition of giftedness. According to many, the gifted and talented students we should be most concerned about would be the extraordinarily talented. Let us make a definition and follow it with an assumption.

Working Definition: The gifted are those most precocious in a number of specific aptitudes within and outside the 5 general IDE categories. On any one aptitude criterion no more than the highest 2½% of students statewide would be identified. With many criteria correlated and some not, the total group might include 10% of the student population. In present G/T programs very few criteria are considered independently. As teachers and others have told us, many talented youngsters do not show up well on selection criteria used; also that no special programs exist at all for many of the highly talented. **Assumption:** We assume that half the students in the present programs would fall into the gifted group (the top 2½% on at least one criterion) defined above, half would not.

According to calculations based on this assumption, across the state as a whole 66,734 gifted and talented youngsters are not getting any special G/T educational programming. As indicated in Table 11, that is 7% of the total student population. More gifted students then are outside Indiana G/T programs than inside.

Even within the corporations receiving IDE funds for G/T programming we calculate that 47,427 gifted and talented youngsters are not getting any special G/T educational programming. That is 7% of their student population. These estimates indicate that more gifted students are outside the combined State and local G/T programs than are inside them.

To some these are surprising figures, but to those who have studied the situation they are not. There are not as many programs as desired. Many fine talents are not being cultivated within the school program, talents for example in public speaking, observation of natural phenomena, computer programming, foreign language, photography, entrepreneurship, and group leadership. And even extraordinary precocity in math, writing, and social studies is often given no more than a little extra attention in a regular class.

Many teachers do not have the skill and interest in developing the programs. And certainly there is good reason to question whether scarce resources should be put into these special programs. There may be many reasons for it, but the fact remains that even with a vigorous G/T effort in Indiana, thousands of youngsters with high aptitudes are not getting special schooling.

It might be thought that the number of unserved gifted youngsters is distressingly high because our cut-off for giftedness was set too high. An examination of Figure 1, however, indicates that as the vertical line representing the cutting point is moved to the left, the number of students in D quickly increases. If the cut-off were set even higher (moved to the right), so that perhaps only 5% of the total school population was recognized as gifted in some way, then the number of unserved gifted youngsters would drop almost by half. But then the number of students now in the G/T programs who did not meet our new definition of gifted would be embarrassingly high. The number of gifted students unserved by the presently designated G/T programs will be high under any definition of giftedness currently in use.

It is apparent that many Indiana gifted and talented students are not participating in special programs. And many who are participating are students with rather ordinary aptitudes. They have been identified under a definition of giftedness needed to obtain economically feasible instructional groups. With very limited funding for G/T activities, there has been no choice but to set cutting points low. At the present level of State and local support the weakness in the identification of gifted children has not been in admitting students in the upper middle quarter, but in failing to acknowledge at least the need for programming for those in the top quarter not now served.

Ethnic Participation

Obviously within every community in the United States today the issue of resource allocation across racial and ethnic subgroups is of concern. One way administrators might handle it is to keep careful statistics on resources available to each subgroup, indicating the degree to which each was receiving a fair share. Another would be to invest considerably in the process by which decisions are reached concerning allocation of resources, developing a sense of ownership and trust across the community even when allocations themselves might not be proportionate. A third way is to stonewall, meeting requests for action or information with righteous rejoinders such as, "We don't keep data on such things. We treat everyone alike. Issues of race and ethnicity are not matters of concern to us." We ran into projects which reflected these reactions to the problem.

In Section IV of the CIRCE survey we asked coordinators to provide us with a breakout of the number of blacks, Asians, Hispanics and white children receiving IDE funded services. (Nine of the corporations giving us data in other sections did not respond to this request and our totals do not square with those reported elsewhere in the report. In fact we are approximately 2000 gifted students short here.) Results are in Table 12. The data there indicate that the resources for gifted education provided corporations by IDE are not being distributed proportionately to the racial/ethnic subgroups in the community.

During our site visits we found program coordinators sensitive to the issue, and puzzled. As they applied criteria developed over time for identyifying gifted children, few minority kids were found to possess the attributes sought. While wishing it otherwise, they were persistent in believing that it would be improper to place a child into the program simply because he/she belonged to a minority in short supply in the group. They appealed to consultants recommended by IDE or others to help with the problem, but got little help. Consultants from minority groups explained the proportionately lower numbers of minority students qualifying for the program using constructs such as "Pygmalion effects" and theories of expectation. Without judging the truth value of those explanations, most coordinators did not see implication for their identification procedures. In sum, the identification of gifted children in a manner that generates a fair and equitable allocation of G/T resources over all ethnic groups is at present a problem without a solution. It deserves continued attention.

Table 12. Distribution of Students of Racial/Ethnic Backgrounds in IDE Programs for the Gifted and Talented

Group	Initial, Implmntn, Expansion, K-12 All Kids	Initial, Implmntn, Expansion, K-12 IDE G/T Kids	Model Sites All Kids	Model Sites IDE G/T Kids	Participating Corporations in which This Racial/ Ethnic Group **Is Over** Represented	Participating Corporations in which This Racial/ Ethnic Group **Is Under** Represented
White	88%	95%	59%	68%	11	3
Hispanic	1%	1%	2%	1%	0	1
Black	10%	3%	39%	31%	0	13
Asian	1%	1%	1%	1%	2	0
Total	100%	100%	100%	100%	13	17
N's	542,830	19,412	80,229	5,739		

Note: In our analysis we classified a racial/ethnic group as over-represented or under-represented if there was a discrepancy of plus or minus five percent between the numbers of children in the program and the numbers that would be expected to be found if the figures perfectly reflected the distribution of students among ethnic groups in the community. Interpretation of Table 12 should take into account the fact that 59 corporations reported having 95% or more white students in total enrollment. None of those had any minority students participating in their State-supported G/T program.

Strengths and Weaknesses of Sites

RFP Question #3. Overall, what are the strengths and weaknesses of the gifted and talented education programs visited in this study? To be addressed, among other issues, are strengths and weaknesses of the student identification process and the application of the Rule 4 Waiver option.

The strengths and weaknesses of the Indiana G/T sites may become apparent by taking a whirlwind tour of the state—much in the same manner as we conducted our on site visits. Let's begin in the Northwest with a snyoptic overview of a site that serves an upper middle-class clientele.

"This northern school corporation's G/T program's greatest strength is a community which strongly supports education and special opportunities for the gifted. The G/T program, modest at present, is vital and growing. Educators feel that the new identification process is pinpointing the right students. The G/T coordinator is too much a one-person show at the elementary level. While cluster grouping in subject areas provides the real differentiation for elementary students, teachers are not sufficiently trained to teach the gifted effectively. Middle school math is truly accelerated and well articulated. A giant rift breaks smooth math progress between middle school and high school, however. The move towards G/T elementary pullout or magnet school situation is underway. It is doubtful whether the elementary school principals really support

this direction; they strongly believe in mainstreaming. In short, they need more teacher training in G/T, more actual acceleration and advanced curricula. Finally, a better dialogue is needed between ad ministrators, teachers and the G/T coordinator on the rationale and implementation of future plans."

Our site visitor wrote pejoratively of the "one-person show"—but we often found one person to have been absolutely vital to program success in other sites. Let's travel to another setting in the North to illustrate the point.

"A major strength of this G/T program is its coordinator. He expertly handles theory, practice, policy and politics. He has acted as an instructor and mentor to G/T program coordinators in other districts. Other strengths of the program include hands-on experiential G/T classes which go beyond strictly academic activities. The elementary G/T teachers are exceptionally committed, well grounded in theory and research, and effective in their G/T classrooms. The training of individual teachers and their ability to teach the gifted is crucial: at the junior high school level some students have been turned off to the program by one of their teachers. The talent pool of potential G/T teachers is made up of the young teachers who are often riffed or moved. This program avoids acceleration, focusing instead on individualization and enrichment. The elementary pullouts suffer from a variety of logistical and articulation problems. G/T teachers find their roving-work-week makes them "outsiders" and, along with constant curriculum writing, overburdens their time. Parents have participated successfully in curriculum writing."

Although we began by highlighting the leadership role of key personnel, a host of issues extensively treated elsewhere in this report are evident in these two cryptic synopses of our site visitors. There are allusions to in-service training, community involvement, student identification, differentiation, K-12 articulation, pull-out, staff friction, personnel discontinuities and lack of agreement on curricular acceleration. We will hear others speak to these topics as we continue our tour of the Northern G/T sites. Here as in the mid-state and Southern regions acceleration of G/T students through the grades was a rarity. We found one in a site that has a large number of children from lower middle-class families.

Identification and Selection of G/T Students

The identification process involves a full review of student files once each year. This occurs in May for the following fall. There are several stages in the process. First is an initial screening stage in which a pool of eligible students is developed; second, a comprehensive evaluation; third, action by the placement committee; and fourth, final placement. Exceptions to this process may occur in the cases of transfer students.

The identification of potential participants may be initiated by teachers, by a parent, or by a student. At the elementary level there are five kinds of data gathered on each child. There are achievement test scores (*CTBS*), student grades, teacher recommendations, parent questionnaire and student questionnaire. In the past, the ID process involved using three of the five indicators; a gradual change in it is underway. As this change takes place, identification becomes more selective.

The individual responsible for screening initiated by teachers is the program coordinator, whose task in this regard is the examination of test scores and the compilation of a list of students. Building coordinators meet with the faculty to discuss the coordinator's list and to amend it. The coordinator, will meet with building coordinators to discuss the amended list and will then inform building principals about which students will be involved in the testing and evaluation phase.

The second stage in the ID and selection process is comprehensive evaluation. This includes ratings of students by teachers, ratings of students by parents, student responses to a learning styles inventory, and student self-rating forms.

The third stage involves a review of student files by building coordinators and the meeting of the placement committee. The placement committee uses the following criteria as "*guidelines*" for placement: (a) achievement test scores—92nd percentile on composite and 95th percentile on major subtests; (b) IQ score of 120 or above (if available); (c) four scale scores from the Renzulli et al. Scales for Rating the Behavioral Characteristics of Superior Students—learning characteristics, motivational characteristics, creativity characteristics and leadership characteristics; (d) "strong evidence of giftedness or potential as evidenced by other documents in the file." The placement committee then makes a "recommendation."

We find this identification and selection system worthy of note, not as a model for others to follow, but because it illustrates the attention to multiple criteria, multiple sources of information, and it honors human judgment as a bona fide component in the process. A second example follows.

"According to the superintendent, approximately 180 students are participating in the K-12 Program. That is 6% of the district's student population. Placement in the program is 'judicious.' The coordinator pointed out that information used as the basis for selection includes both achievement scores and creativity. Parents participate in the identification process because they are among the most accurate identifiers of gifted kids. The reason teacher feedback is included is because to the extent that teachers are involved in the identification process, they have more ownership of the program and offer more support to the gifted child."

One of the indelible marks left on our site visitors was made by the gumption of G/T coordinators. Listen to the zestful comments of this one regarding teachers' identifying potential G/T program participants:

"Another crucial dimension is teacher involvement. They are critical in the identification process. They will initially be afraid they will misidentify . . . that they will be wrong. I tell them to get to it. If they make a mistake I will handle that part. 'You have to find them for us to have a program.' I can be pretty tough on teachers. When they can't find gifted and talented learners I believe they can't because they don't see it in themselves. I work with them. I know how overwhelmed they are with the need for remediation, reteaching, coverage. They have neither the heart nor the time for G/T. But I will have none of it. I will not hear a word of it. I will listen to those who say 'I don't know how to do it.' One thing that motivates us who write curriculum is the knowledge that what we do will help teachers become better managers and organizers and planners for the use of their time. . . ."

Creativity and Leadership

Although the CIRCE field reports were not rich with data concerning creativity and leadership, a few accounts stood out. One coordinator would like to see more "creative" students identified. Reflecting on the initial drive which brought her to Gifted/Talented, she said, "I could see a lot of talent going to waste . . . a lot of our kids will be leaders, the ones who solve our future problems—but not without these opportunities."

Leadership. G/T kids are perceived to be disruptive, often troublemakers, leaders of dissent trailing strife. Is it this troublesome streak which identifies them as potential leaders? Or is it the fact that unlike their intellectually inferior "troublemaker" counterparts, when they lead they lead to good things because they are "smart?" Or because they can be taught? (Gabriel did no good. God should have sent Beelzebub to a G/T pull-out program.) G/T leadership is seen as partly resulting from expectation that they lead. They are expected to carry the "recitation ball" in many classrooms.

Many are so pressured that they appear to develop a fear of leadership and its responsibilities. If they fail it threatens their perfectionism. "Don't lead unless you can be sure you will be followed." Some G/T kids become manipulative and overbearing, overcompensating for insecurities. Some teachers suggest that G/T leadership is hollow, but when they leave the classroom their fire is missed. In Indiana during pull-out activities, their teachers missed them. We saw no evidence that students missed them.

Some informants stressed the need to encourage growth of leadership by these kids. It is assumed that they should take the lead in society, their role in meritocracy. Therefore they should, it was argued, spend more time in the regular classroom "practicing" their leadership on regular kids.

Many who are against pull-out were so because of basic democratic notions that all have a stake in civic leadership and thus should receive commensurate educational support. Some believed in rule by the elite but also that the smart cannot learn to call the shots until they have mingled long with the *hoi polloi*.

JLA is a leadership program for 7th graders. In one corporation each of the 10 middle schools has an average of 15 student in JLA.

> "The kids have responsibility for and host four seminars each year. They have speakers in from the community. In their classes, they do a unit on doing introductions. Another is on fund raising in which they raise money and then do something with it for the school. One school sold jewelry. Some involve the whole school—learning about getting others to work for you. They also do a unit on community service. We end with a final awards night in which all get a JLA certificate. They receive grades and have been taking JLA as an elective. The middle schools are getting rid of the elective period next year and I don't know what we will do with JLA. This is a good program for the inner city. It helps these kids grow and gain confidence and skills that they need, particularly interpersonal skills. JLA has been super."

A follow-up telephone interview with a teacher in one of the Model Sites elicited the following exchange regarding a program identified in the original visit as emphasizing leadership development:

Mrs. B.: Leadership is really stressed on the junior level. The first semester it's all leadership.

CIRCE: Tell me some more about that.

Mrs. B.: O.K.. They study different leaders of their choice, make a lot of oral presentations. They work a lot on presentations. We work a lot on communication skills. That's where debate comes in, speech lessons. Again they go out in the community for more interviews. They sit in on city council meetings and school board meetings. We have a mock election. They have been working with [local politician].

CIRCE: With what?

Mrs. B: [Local politician] is running for the State Senate. They have worked with him this year. He is from here in town so he came in and spoke with them. He worked with them on campaign techniques. Now they are dividing into groups of four, having mock elections, selecting a president and a vice-president. They have a secretary and a treasurer. They actually make banners, come up with campaign techniques, and do some video taping. They take on a role as one of the four basic types of leaders.

CIRCE: Tell me, do you find any difference in whether or not boys versus girls are attracted?

Mrs. B: This is really interesting—I have in years past. This year, out of the four groups, they selected three girls to run as president. And that was different.

CIRCE: You're right—

Mrs. B: Now this year I didn't feel as though anyone deserved going, but the year before we took them to the Presidential Classroom in Washington. All the students had to pay was plane fare which was like $180 round trip. I think it was like $500 something for the week in Washington. So, that was a pretty good deal for them. And I think quite a bit was gained from that.

CIRCE: Really. How do you—

Mrs. B: We're going to have class elections the last week of school. They know four of the 10 kids who are planning on running for office, but that's kind of interesting. I don't think they would have had we not had this . . .

CIRCE: Yes, that's always the question.

Mrs. B: They wouldn't have felt as comfortable.

CIRCE: One thing for sure, you're not getting in their way.

Mrs. B: That's right.

CIRCE: Yeah. So here's the question that people ask me around here. Fine. So, she's got all this stuff going, it all sounds positive—

Mrs. B: Right.

CIRCE: Even the negative stuff sounds positive. But how in the world does she grade them. And I say "I don't know. I didn't ask her about that."

Mrs. B: I guess we didn't think about that—no, I guess we didn't—

CIRCE: I mean how do you do that?

Mrs. B: Well, with the independent projects and —I feel that it's important with these kids especially to give them some freedom to make decisions.

CIRCE: Yes?

Mrs. B: This Friday when their projects are due we are going to sit down. They get to set up criteria on which they want to be graded. I'll be on the panel and [another educator] will be on the panel. They need to select three other teachers to be on the panel to evaluate the project. So we'll look at their criteria and we will evaluate them.

CIRCE: Well, suppose they pick low standards, easy criteria.

Mrs. B: I've come up with some criteria that I would like to include—

CIRCE: O.K., so you'll honor theirs, but then you have the right to add more.

Mrs. B: Right.

Creativity. We found an explicit and extensive emphasis on the creative potential of the G/T child. An important issue rested with what counts as creativity. There was a lot of discussion about "problem solving" and use of the scientific method. Is creativity taken into account in the youngster's reach for solution. What do objectives of instruction reflect, divergent or convergent thought? Research projects, science projects, and the like can be quite different in requirements depending on how the process and results are formatively and summatively evaluated.

There was a wide range in definition at different IDE G/T program sites. Most held that academics are the most important. Some downplayed academics and said creativity is the key. There was little agreement as to whether creativity should be uniformly applied as a criterion for entry into G/T programs. There was little agreement as to how the creative student should be identified. There was also little agreement about the degree of creativity or even the definition of a creative act which would be encouraged as part of a G/T program.

Both leadership and creativity emerge from the several reports as secondary outcomes rather than as primary action-oriented goals. That is, leadership skills and creative behavior usually are tied to classroom endeavors.

One report described a Leadership Seminar planned for 1986-87. The first year it will be offered for seniors in high school and later to a wider range of students. The seminar will include: (1) an emphasis on developing leadership skills such as public speaking; (2) interaction with community leaders who will talk about how they use the skills students are in the process of developing; and (3) the Leadership Academy to provide mentorships in community organizations.

"Mentorships" and "mentoring" are terms found in the field studies and among survey responses. This approach is praised in the Richardson Report. But active participation of students in designing learning opportunities remains an issue. Over twenty years ago, the judgments below appeared in the final report of a summer pilot program for high school students in Newton, Massachusetts.[1]

> "For the staff, the Seminar was an unforgettable teaching experience. . . . We felt that we were on the edge of new things in combining study and action in the preparation of citizens. At the same time, we have realized some of the Seminar's deepest shortcomings. These include a sense of relative failure to involve students adequately in decision-making and planning."

Aesthetics. There is little unanimity on the place of the arts in G/T experience. Some programs concentrated on efforts to expose kids to "good" music, painting, drama, etc. Yet, once again, criteria for selection did not emphasize either unusual aesthetic sensitivity or talent—even though G/T kids are often alleged to possess both. The dominant criterion here was still academic. "If you make A's and play the hell out of the clarinet, you're in. If you don't play at all, well, you're still in. If you play the best and don't make A's, forget it."

However, at one site (Crawfordsville) some students self-selected and many were tested for music aptitude. The arts and education program there was special in comprehensiveness and commitment to the aesthetic component of giftedness. Much of the arts exposure elsewhere came as a visit to a gallery or museum after completion of the compacted education component. One site had a G/T art program for all kids with a grade of B+ or better. Statewide, a disciplined approach to aesthetic giftedness was rare.

Future Problem Solving. This is a team activity for students. A team of four students takes a statement (a fuzzy) which presents an issue and creates solutions that are judged in competition against the solutions of other teams of students. It may seem just another competition, another Academic Olympics. FPS does

[1]Franklin Patterson. *Public Affairs and the High School: A Summer Pilot Program*. Medford, MA: The Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, 1962, p. 42.

CIRCE: You're right—

Mrs. B: Now this year I didn't feel as though anyone deserved going, but the year before we took them to the Presidential Classroom in Washington. All the students had to pay was plane fare which was like $180 round trip. I think it was like $500 something for the week in Washington. So, that was a pretty good deal for them. And I think quite a bit was gained from that.

CIRCE: Really. How do you—

Mrs. B: We're going to have class elections the last week of school. They know four of the 10 kids who are planning on running for office, but that's kind of interesting. I don't think they would have had we not had this . . .

CIRCE: Yes, that's always the question.

Mrs. B: They wouldn't have felt as comfortable.

CIRCE: One thing for sure, you're not getting in their way.

Mrs. B: That's right.

CIRCE: Yeah. So here's the question that people ask me around here. Fine. So, she's got all this stuff going, it all sounds positive—

Mrs. B: Right.

CIRCE: Even the negative stuff sounds positive. But how in the world does she grade them. And I say "I don't know. I didn't ask her about that."

Mrs. B: I guess we didn't think about that—no, I guess we didn't—

CIRCE: I mean how do you do that?

Mrs. B: Well, with the independent projects and —I feel that it's important with these kids especially to give them some freedom to make decisions.

CIRCE: Yes?

Mrs. B: This Friday when their projects are due we are going to sit down. They get to set up criteria on which they want to be graded. I'll be on the panel and [another educator] will be on the panel. They need to select three other teachers to be on the panel to evaluate the project. So we'll look at their criteria and we will evaluate them.

CIRCE: Well, suppose they pick low standards, easy criteria.

Mrs. B: I've come up with some criteria that I would like to include—

CIRCE: O.K., so you'll honor theirs, but then you have the right to add more.

Mrs. B: Right.

Creativity. We found an explicit and extensive emphasis on the creative potential of the G/T child. An important issue rested with what counts as creativity. There was a lot of discussion about "problem solving" and use of the scientific method. Is creativity taken into account in the youngster's reach for solution. What do objectives of instruction reflect, divergent or convergent thought? Research projects, science projects, and the like can be quite different in requirements depending on how the process and results are formatively and summatively evaluated.

There was a wide range in definition at different IDE G/T program sites. Most held that academics are the most important. Some downplayed academics and said creativity is the key. There was little agreement as to whether creativity should be uniformly applied as a criterion for entry into G/T programs. There was little agreement as to how the creative student should be identified. There was also little agreement about the degree of creativity or even the definition of a creative act which would be encouraged as part of a G/T program.

Both leadership and creativity emerge from the several reports as secondary outcomes rather than as primary action-oriented goals. That is, leadership skills and creative behavior usually are tied to classroom endeavors.

One report described a Leadership Seminar planned for 1986-87. The first year it will be offered for seniors in high school and later to a wider range of students. The seminar will include: (1) an emphasis on developing leadership skills such as public speaking; (2) interaction with community leaders who will talk about how they use the skills students are in the process of developing; and (3) the Leadership Academy to provide mentorships in community organizations.

"Mentorships" and "mentoring" are terms found in the field studies and among survey responses. This approach is praised in the Richardson Report. But active participation of students in designing learning opportunities remains an issue. Over twenty years ago, the judgments below appeared in the final report of a summer pilot program for high school students in Newton, Massachusetts.[1]

> "For the staff, the Seminar was an unforgettable teaching experience. . . . We felt that we were on the edge of new things in combining study and action in the preparation of citizens. At the same time, we have realized some of the Seminar's deepest shortcomings. These include a sense of relative failure to involve students adequately in decision-making and planning."

Aesthetics. There is little unanimity on the place of the arts in G/T experience. Some programs concentrated on efforts to expose kids to "good" music, painting, drama, etc. Yet, once again, criteria for selection did not emphasize either unusual aesthetic sensitivity or talent—even though G/T kids are often alleged to possess both. The dominant criterion here was still academic. "If you make A's and play the hell out of the clarinet, you're in. If you don't play at all, well, you're still in. If you play the best and don't make A's, forget it."

However, at one site (Crawfordsville) some students self-selected and many were tested for music aptitude. The arts and education program there was special in comprehensiveness and commitment to the aesthetic component of giftedness. Much of the arts exposure elsewhere came as a visit to a gallery or museum after completion of the compacted education component. One site had a G/T art program for all kids with a grade of B+ or better. Statewide, a disciplined approach to aesthetic giftedness was rare.

Future Problem Solving. This is a team activity for students. A team of four students takes a statement (a fuzzy) which presents an issue and creates solutions that are judged in competition against the solutions of other teams of students. It may seem just another competition, another Academic Olympics. FPS does

[1]Franklin Patterson, *Public Affairs and the High School: A Summer Pilot Program*. Medford, MA: The Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, 1962, p. 42.

"Although curriculum concern is widespread, the teachers are both enthusiastic and grateful for the curricular materials they were allowed to order as a result of the grant. The teachers have taken the selection of the materials seriously. Some have visited the Information Services Facility at Ball State to peruse possible materials; others have made personal efforts to review materials at teacher conventions; still others have systematically corresponded with companies regarding materials for high ability and gifted children. Visiting resource persons have also suggested materials which some of the teachers have subsequently ordered. In one sense, the addition of the materials has sent an early message to all the teachers in the school system that the program is more than a paper document—it is 'up and running.' Classroom materials is a language that all teachers speak."

Other curriculum efforts Mid-state represent nicely the on-going work by neighbors to the North and South. One Mid-state observer found:

"The orientation to gifted education at this time has a strong emphasis on critical thinking and the development of higher cognitive processes (as defined in the Bloom taxonomy). They have used their CADRE consultants and other assistance to examine ways of giving gifted youngsters better opportunity to develop those processes. This summer eleven teachers will hold a local curriculum development workshop for developing appropriate lessons. This appears to be a well-grounded undertaking, consistent with what is widely thought needed for gifted education and in accordance with the corporation's contract with the State."

Many observers of G/T programs saw G/T curriculum development for the high schools as retarded. Reasons given are many, the most common being that traditional teaching, advanced placement, and existing extracurriculars are the preferred provision for the academically swift and specially talented. Another commonplace belief is that G/T curricula are supplemental, nonacademic, "process learning" and contentless whereas the high school is first and foremost a content-based, academic organization.

Most G/T coordinators come from elementary or junior high backgrounds. They see the development of G/T in the high schools as a challenge.

"Apart from the humanities course, much work needs to be done to address the interdisciplinary component of gifted education especially in English and math. What they have is compacted, i.e., the same amount of English and math is covered in less time. It is not differentiated." The building coordinator for one of the high schools agrees. She states, "There is little clarity among math teachers as to what really constitutes a math course for gifted students. We need help in determining how to differentiate; some people feel that the nature of the content takes students to high level of thinking but I'm not sure whether there is agreement on that. We need to evaluate compaction. It should not be simply more work, but more opportunity . . . different exploration. . . . They feel great responsibility to prepare students for college admission, for the *SAT;* they do not think they can neglect facts for concepts. The pressure from parents and students for this kind of preparation is high!"

There are structural and attitudinal conditions that impede curriculum development work. The first is an absurdity that speaks for itself.

"It is almost essential to keep the class loads the same throughout a school. Without this there is passive mutiny. Thus, a teacher who has 12 G/Ts must have a complement of non-G/Ts to make up her class load to equal the other teachers. It is not possible to take the differing needs of the children (G/Ts and non-G/Ts) into the equation."

That is something we can work on. But the next condition may not be.

> "Smallness [in size of school corporation] means I am the teacher for all curriculum writing at my grade level. The concern is not only the burden . . . but, when I leave the curriculum leaves."

That weakness is not easily dismissed, nor are there remedies that lend themselves to inservice or other forms of support.

So-called "process" or problem solving curricula can come perilously close to mere fun and games. Our observer felt this class illustrated a class gone awry:

> "Next I visited an 8th grade problem solving class in a middle school that meets with six G/T students during two back-to-back periods. The two boys sit at one table, the four girls at another. The teacher is running through a series of puzzling situations: 'A man is found hanged from the ceiling of a room with the door firmly locked from the inside. There are no tables, chairs or other objects to enable him to have gotten to the height at which he hanged himself (3 feet off the floor).' Students have to ask questions that can be answered by 'yes' or 'no.' She is very accepting of apparently irrelevant questions: 'Did he have on green pants?' 'Was he Lutheran?' She also accepts alternative explanations that require the introduction of new unstated elements in the scene.
>
> "The next puzzle involves the group being trapped in a cave by a landslide with each having a few items (eye glasses, bottle cap, handkerchief) and others having other items (marking pen, ruler, chain). And so it went for the better part of a half hour. The kids liked it."

Another example which we see as curricular weakness follows:

> "One teacher (middle school) puts storybook characters on trial. The courtroom scene is complete with judge, jury, counsel for both sides, verdicts and sentences. Hansel and Gretel (for killing the witch) is one example. They plead self defense. Admissible evidence had to be in the story line. (The jury found them not guilty but instructed the judge 'to have them make chocolate cookies for the class the next meeting to ensure proper future use ovens.')"
>
> "Jack (of beanstalk fame) was charged with robbery (goose) and murder (giant) and malicious property destruction (for I forget what). In another trial, Goldilocks beat the charge of property destruction (broken chair) with a Captain Queeg-like defense showing how it was humanly impossible for her to have developed the need to cave in the chair."

We see the high interest that teachers and students have in these sorts of activities and we know they are fun. We wonder however, why the same format, utilizing the same analytic skills could not be put into more academically meaty problems. Let's trade off Hansel and Gretel for Hitler's pact with Stalin to waste Poland. Let's substitute Chapter 11 bankruptcy cases for Jack and the Beanstalk. If our substitutions aren't appropriate we would not be surprised. Middle school teachers of G/T children would know better than we what would be appropriate content. Our point is that excellent process is wasted if content is trivial.

A coordinator in a Mid-state Model Site put it this way:

> "Average students can't take a rich conceptual diet for very long. G/T students will starve without it. Look, G/T kids are supposed to have critical thinking skills. If we don't develop these skills within strong intellectual content, it's fluff. Who cares is a child can think of 20 uses for a toothpick? Can she come up with 20 ideas related to reducing shoplifting in her neighborhood?"

We couldn't agree more.

We conclude with a field note from a Model Site on *how* to make curriculum writing less of a chore. It requires a division of labor. A coordinator chairing a curriculum writing team said:

> "The issue is how to do it without making it all just another burden. Principle one: Do not, I repeat, *do not*, just add it all on to what the folks are already doing. After all, *this* is my job, it is not an add on. For them it is a shoehorn task—trying to fit it all in. So, make it a stipend Saturday, or use substitutes to pull the teachers out. Principle two: Make it a fun meeting. I do not mean silliness—but enjoyable. We begin meetings with an attempt to show we care about the participants. We get them to talk, talk; scribble, scribble; then we collect and edit. They honestly leave the meeting exhausted and happy. We do the drudgery. We give them M & M's after tasks. We have distributed bananas. We also keep paring the group down until it is working size. We got K-2 together with an assistant; next 3-5 with an assistant who connected them both because she was familiar with both. . . ."

In our preparatory comments we alluded to weaknesses in the kinds of curricular efforts—not the amount of effort. A CIRCE site visitor was distressed by the quality:

> "The evaluation form accompanying the unit asks to what extent offerings had been [fit] to Bloom. Actually, the education objectives in the units rarely get to, much less beyond, comprehension—IDENTIFY, DEFINE, DESCRIBE, LIST. 'Compare' and 'analyze' were found in only one objective in one of the units. The tests were all matching, short answer, true-false. Creative work is for extra credit. The 7th grade guide was much more cognitively demanding than the 8th grade. It is concept centered, allowing for debate, making maps, designing games. A lot of analysis, synthesis, and some evaluation activities. Eighth is back to rote. 'They gotta be ready for high school,' I guessed."

Another observer at another Implementation Site found:

> "The IDE funds were used to develop curriculum and to provide a staff development program for teachers. The curriculum has not been completed; it will take another full year. The staff development program was not tightly coordinated from month to month, but seemed to involve professional teachers in worthwhile discussions about important topics in education. The project gave them opportunity to support the teachers in the important work they were doing; to recognize their already substantial contributions to the G/T program. It was splendid."

In the enrichment mode several sites were hard at work. Two examples follow:

> "A unique aspect of the gifted/enrichment program is the Saturday presentations. There have been four Saturday programs available to G/T children. The Saturday option is offered in conjunction with a neighboring school corporation. The four presentations have involved over one hundred children participating in pottery, puppetry, and performing arts activities."

And in a similar manner an educator at another site was enthusiastic about their summer school programs.

> "On the bright side, we have our summer school programs. It was one of the best PR moves we ever made. Kids get excited, parents participate. It's a smash hit. It is a star in our crown. We can do things we can't do during the school year such as get elementary kids into labs to use equipment. Telescopes and microscopes are not available in the elementary school. It is an open enrollment program. Non-G/T kids can and *do* come. It's strictly parental choice. That's another reason we don't have problems with the elitist charge. We have computer courses, art, theater, problem solving strategies. Less than 50% of the students were G/T I believe."

Others were less concerned with the content of G/T curriculum and more with the end results of their curricular efforts.

> "G/T education *should* make a difference. It should make G/T students more aware of their own lives in school outside of G/T class and out of school. It would be difficult to assess since one of the characteristics they often have is that very capability before coming into G/T programs."

One ancillary activity to G/T basic programming completely captured our site visitor, who, it is important to add, is an experienced classroom teacher and presently a professor of special education at a leading institution of higher education. We offer this lengthy narrative from his site visit report both as evidence of the imaginative work on-going and as proof of the seductive power of G/T co-curricular activities.

The Quiz Bowl

> "The group was assembled in the library. It was comprised of a few identified gifted 7th and 8th graders and approximately 15 high schoolers, freshmen through seniors. The high schoolers were those identified as honor students and members of an honorary society, Gamma Sigma.
>
> "The task is as follows: students are seated around a large table with a computer terminal on each of the four sides. The students are on-line and are responding to questions being transmitted from an external location. Students read the question simultaneously and then decide which of four choices is the correct selection. They call this out to Nick (the class valedictorian) who is the only who has the keyboard to type the chosen response. There is instantaneous feedback on the correctness/incorrectness of the response. (I believe a time factor is also figured into full credit for a response. A quick correct response receives more credit than a slow correct response. This can be clarified if necessary.) In the case of an incorrect response, the question reappears on the screen and the group is allowed partial credit for a correct response. Reinforcement for correct responses is typically humorous and the accumulating score is shown after each question/response interval.
>
> "The questions covered such topics as: Ancient Geography; Music History; Advanced Calculus; World History; Current Events; Physics, etc. . . . For the most part, the questions were based on factual information although there were several in the time I observed that called for application and synthesis.
>
> "There were more males in the group than females and the males were more active than the females. It did not appear that the females were hesitant to respond, they just seemed more subdued. Their suggestions for correct responses were as accurate as the males and it was clear that the males saw the contributions of the females as equal. There were no differences in male/female proclivity for subject matter. The younger students deferred less to the older as the time went by.
>
> "As the questions appeared on the screen, each student read them silently. When one was sure of a response, he/she called it out to Nick. When there were no immediate responses, the four or five students huddled around a terminal would murmur their speculations to each other. These would be considered and then someone would call out an answer. When the answers from the huddles did not coincide, a larger group discussion would occur. Sometimes there was a recognized 'expert' on the subject and other times the group struggled aloud with the discrepancies. They tended to use the process of elimination. 'It's not "a" because that has to do with . . .' There was little to no impulsive responding. The noise level only increased when there was laughter or friendly cajoling.

"As the students participated, there were several on-lookers including the high school principal, guidance counselor, a high school instructor, and the media specialist. They did not assist the students in selecting a response. They functioned more like a positive Greek Chorus. No student ever penalized another for an incorrect response although there were numerous congratulatory responses for questions which the group found particularly challenging. Occasionally, the group questioned whether the program was 'correct' in the answer choice. Once or twice the group felt the questions were 'pretty dumb.'

"This is the third time this year the group has participated in the National Quiz Bowl. Each time, their score has improved. (I do not know the national ranking of this group.) The students have some practice disks which were purchased from grant monies. In addition to individual practice, the group has practiced after school and on one evening in preparation for today's competition.

"I arrived at 2:30 p.m. to observe. I watched for 45 minutes. The group had started at noon. They finished that day at 4:00.

"Never in my experience have I seen such an interaction with a group of teenagers. One could feel the brain power in one room. One could also feel the comradarie amongst the students. One could feel the respect for learning and intelligence in the room. And one could not miss sensing the hope the onlookers had for these kids who, against quite a few odds in Fairland, Indiana, might just make it big."

Later we shall refer to the faddism associated with *process* in G/T sites. Some view the Quiz Bowl as chuck full of "process." We would concur, but this "process" is replete with content. It is presented and represented as a co-curricular activity. It represents uncommonly good practice.

Still another example of strong curriculum development effort at a Model Site was noted by our visitor:

"Harry Broudy once observed that it is difficult to celebrate a smoothly operating democracy. Wars, unusual events of heroic standing can inspire a poem but it is difficult to write a ballad about a U.S. Senate subcommittee that really works. In a similar vein, it is difficult to write much about the efforts of a curriculum writing team. They had a sensible plan, they worked and put it into effect, they wrote a most impressive curriculum outline, and that was that. The two lasting impressions I had after my visit were: 1) this curriculum leadership team including the high school student, elementary principal and parent plus the three G/T central office personnel was the strongest intellectual group I have encountered in this program, perhaps in any program I have observed, over the past 25 years.

"My second observation concerns a hint about how they get their writing teams to produce. They funnel all the curriculum writing of groups and individuals after a meeting to one person, who edits and puts it all on the word processor. The next meeting begins with an attractive printout of the previous meeting's product. 'We often are surprised by the quality of our thoughts, the amount of work we accomplished. It energizes us individually as a group."

Acceleration and Enrichment

The problems and opportunities of G/T education are generic, to be found at sites throughout the state. We found a similarity in students as well. Now we feature learners with the rarest of talent. They could be from anywhere. First is seven year old Eric. Eric was being accelerated in math and music.

As our CIRCE observer was leaving a special G/T school she commented to the principal that she hadn't seen or heard anything about acceleration. She was told about Eric. Eric attends fourth grade for reading and is in the Rutgers music program.

> ". . . a whiz. He is being tutored by a former high school mathematics teacher, Mr. Brown, who has his hands full. I asked Eric if he is learning his arithmetic and he says, 'Oh yes, we are learning principles and relationships.'"

The rarity of acceleration (statewide) of intellectually able children makes our second Southern story all the more poignant. Zack is something of a trail blazer in his corporation's G/T program. This lengthy extract from our observer's log tells the story:

> "I did not meet Zack but I learned a lot about him through his mother. He has an IQ score of 200. His mother is warm and caring, not only for Zack and her other two gifted children, but for 'all children who need to be challenged and helped.'
>
> "At age 3 Zack had taught himself to multiply through the assistance of long church sermons. He counted all the bricks going across the wall, all the bricks going down the wall, and when he got home, went to the calculator and determined the number of bricks in the wall. At kindergarten age he was reading and doing math on the 4th grade level. They moved him to the top group of first graders. Since that time they have pulled him out of certain classes to let him go ahead in others. Letting kids 'surge ahead' is not the general rule, but according to his mom, 'Zack is opening roads and letting people see it can be done successfully.'
>
> "More likely Zack is an outstanding exception. One principal here felt that the tracking system showed that they went out of their way to meet the needs of students and to allow them to work to their potential: 'There is no doubt in my mind that the top level students are really stimulated.' A high school teacher complained that one of this middle school's math teachers was teaching the kids too much, that they were too advanced for his course. The elementary principal thought that the community would not be receptive to an acceleration policy. The fifth grade teacher stressed that 'horizontal development is as important as vertical,' and that the individual child should be considered.
>
> "The same teacher resisted categorizing G/T children on the basis of social development, humor, persistence, etc. She said, 'They have a certain maturity. They worry about world problems more than the others. They notice more, read more, and remember more.' Zack's mother and a board member (a parent of a G/T girl) concurred that their children are particularly concerned with world affairs. The 6th grade daughter is worried about a nuclear war and about what is happening in Libya. Zack is 'bothered by what is going on and talks about it a lot.' He keeps up-to-date on world affairs, joins in easily in adult conversations and often knows more than they do about the topic.
>
> "Another characteristic of gifted children, according to Zack's mother is that they work well with small children, entertaining them and really talking with them on their level. Although Zack is 'mature,' his mom worries a little about the social aspects of his advancement. He is now 12 years old (6th grade age), in the 8th grade, but taking some high school courses. 'So far he is not worried and has been accepted OK. If several kids were doing this, I think he'd be more accepted.' In his most recent accomplishment, he got a perfect score on a State algebra test. That got him a standing ovation from the other students.
>
> "Although only twelve Zack is considering what he might do for a career. 'He's been asking lots of questions about cures for cancer. When he did some research, he was struck by how many have cancer, but so little is known.' Therefore he has decided to take biology and chemistry at Purdue this summer rather than more math. Zack's brother, younger but also

gifted, wants to be a Johnny Carson. He shows more interest in a three wheeler than in a college fund."

Eric and Zack stories were rare. The average Indiana school corporation shuns acceleration. A Model Site director in a metropolitan school corporation put it succinctly:

> "We say 'no' to acceleration. We individualize and enrich. There are extraordinary, and rare, exceptions. In 20 years I can think of two children in the corporation who have been accelerated."

The CIRCE survey data indicated that enrichment activities were far more common than acceleration activities. Table 13 describes the emphasis given to the program elements reported in Section VI-A of the survey instrument. A typical element might be a year long course or a one-shot field trip. The distribution of elements does not indicate the extent to which large numbers of students were involved or the extent of their involvement. We report student minutes per week in Table 14. It is clear that the modal emphasis was on enrichment. Within the corporations the greater emphasis on acceleration and "innovative" courses was to be found in the senior high schools.

The oral and programmatic endorsement of *enrichment* across the State does not acknowledge the critiques by James Gallagher and Jerome Bruner. Nor did we hear reference to David Ausubel's critique of measurement and programming for the creative child, or of the work of Jacob Getzels and Philip Jackson regarding high achievement and creativity. It is not surprising to find that coordinators and teachers are experientially based and clinically oriented. In fact we have admired that again and again. But these special educators are dealing with some of the most important issues in education, and largely ignoring the great thought to be found in the professional literature.

In the Recommendations from this study we urge the State to continue its support for local initiative but we do not thereby mean to endorse isolation of the local staff. Staff development continues to need an influx of external experience and critical thinking. Evangelists and "Model" promoters have a place on the agenda, but speakers who look soberly at the philosophies and the research on education of human talent appear considerably more needed.

The issue of acceleration versus enrichment remains an important pivot for dialogue. Practical constraints make enrichment the easier way, at least until grade 12. But as Julian Stanley argues, acceleration (not just compacting), moving far ahead into the advanced topics of schooling, into the most difficult of subject matters, is for some youngsters exactly what the schools need to arrange. In getting State and local support, acceleration—at least for the most gifted—has been promised. Not much has been delivered on the promise.

Staff Development

All sites value in-service training for G/T educators. Most see in-service as a necessary experience for teachers not involved directly in G/T programs. The inservice efforts (sometimes referred to as staff development) were for the most part commendable and should be regarded as a strength of the sites. There were notable exceptions—but let's turn first to the acclaim for what was going on:

> "My special strength is working with underachieving gifted kids. You'd like staff development to be the kind that doesn't wear you out getting there (length of travel). But I came back from a Denver convention renewed . . . a new person regarding underachieving gifted kids. I'd like a whole class of them. They are the supreme challenge."

In another site the G/T teachers knew about the inservice programs that had gone on and those that were scheduled for "articulating K-12" in the summer. They affirmed the need for the work.

Table 13. Emphasis Given to Each of Five Program Elements by Grade Level

Grade Level	Number of Elements	Acceleration Emphasis	Enrichment Emphasis	Compacting Emphasis	Innovative Courses	Others	TOTAL
K-3	838	5%	63%	17%	9%	6%	100%
4-6	1232	5%	56%	19%	14%	6%	100%
Junior High	611	16%	40%	19%	15%	11%	100%
Senior High	316	23%	39%	17%	20%	1%	100%
Ungraded	320	11%	45%	6%	10%	28%	100%
Total (K-12)	3317	9%	52%	17%	13%	9%	100%

Note: Percent of elements with each of five emphases. An element is an arrangment to offer G/T services to children; e.g., a course, field trip, a pull-out program, or a visit to Indianapolis.

Table 14. Student Minutes Per Week for Each of Five Levels and Five Emphases of Programming

Grade Level	Acceleration	Enrichment	Compacting	Innovative	Others	Total
K-3	345,555 (3%)	8,048,200 (68%)	2,901,010 (24%)	232,075 (2%)	392,560 (3%)	11,919,400 (100%)
4-6	750,160 (5%)	10,085,150 (61%)	4,415,060 (27%)	791,850 (5%)	507,810 (3%)	16,550,030 (100%)
Junior High	2,932,550 (50%)	1,004,494 (17%)	1,005,880 (17%)	403,010 (7%)	527,800 (9%)	5,873,734 (100%)
Senior High	1,651,420 (66%)	228,820 (9%)	257,900 (10%)	365,084 (15%)	15,510 (6%)	2,518,734 (100%)
Ungraded	1,167,150 (26%)	1,728,150 (39%)	225,400 (5%)	205,930 (5%)	1,125,600 (25%)	4,452,230 (100%)
TOTALS	6,846,835 (17%)	21,094,814 (51%)	8,805,250 (18%)	1,997,949 (7%)	2,569,280 (5%)	41,314,128 (100%)

Note: This table describes the distribution of student minutes per week allotted to the various emphases in the 189 corporations responding to the CIRCE questionnaire. The data are akin to "man-hours" of work; instead it is student-minutes per week. Dropping the last three digits gives a rough indication of class-hours per week.

"We want more time to get together to share and communicate with one another—between levels, between schools, on topics such as evaluation of student performance, goals, and expectations."

We could provide many positive comments on the in-service days connected with national figures such as Roger Taylor, John Feldhusen and Irving Sato. It is an understatement to say they were well received. Many found them inspirational.

Site coordinators called for more in-service work. On occasion their efforts met resistance. "We need some more inservice so the teachers can learn more. If the teachers had to use a G/T curriculum, most would see it as something extra. Some say 'I do this in my room already. Why do we need inservice? I say, 'Not all teachers are like you.'"

We were taken by the persuasive logic of a Model Site coordinator's comments on inservice education. She was seen as a successful and forceful leader in the region. "I believe that the way to get inservice moving and to keep it moving is to work with the smallest groups and the closest group to the sought end. As a G/T program matures, the need for more than one annual meeting in the corporation is not great. Early in a G/T program there is a great need for many meetings. We are at a point where we meet frequently at the lower operational levels and once annually to share our thoughts about this year's work. Perhaps even more meetings are needed—but they can be less formal and should be smaller and closer to the operation of the program."

There is much less activity going on at the high school level. One secondary teacher saw the need for staff development. She said: "We have done some, but basically what you do, you have to do on your own. I plan to go back and get a certificate in G/T education."

The schism between elementary and secondary G/T is real. It will take massive, clever, and fortuitous effort to overcome it. A curriculum assistant at a Model Site thought the road ahead would be tough and exciting. "Our high school program desperately needs more than a face-lift. I looked at all their programs. None met the criteria on our checklist. We have had some real world encounters with high school teachers who see themselves as working in G/T. Some are really interested. A dozen could be counted on to 'step across the line at the Alamo' if and when it is drawn, and stride toward a high school G/T program. I'd like to think that about 25 have some interest. Different departments have different levels of interest and receptivity. It will take a hard sell to get into the language arts. The two departmental chairs there have a 'Show Me' attitude. 'What have you got that is better than what we have been doing all along?' We know that implementation cannot be confused with planning. Writing the curriculum is not teaching the curriculum. We look forward to next year. It is going to be tough and exciting."

There are weaknesses we observed in the staff development components of our G/T sites. One was the cost of summer programs: "Through several inservice workshops, two CADRE have visited our community. They were both excellent, meeting our specific needs. With the thrust on curriculum development, the visits provided lots of ideas for things we thought we'd like to do. We are dissatisfied with the summer school program at Purdue because of the expense: 'Only the rich can go.'"

A second weakness lies in overuse of key ideas and personalities.

"The day I mention Bloom they moan and groan, they're so tired of it, they don't want to hear it. Anything with Bloom should be done subversively."

We heard similar complaints about "*SOI*," "process," and "differentiation." It is possible to overdo a good thing.

Good staff development is needed and appreciated. It is good but not as good as it should be. We occasionally left with the feeling school corporations offer staff development workshops in the name of G/T education without digging into the real need for new thinking.

CIRCE: Hello, I am calling the Gifted Program Coordinator. You and I visited earlier, didn't we?

GPC: Yes, I recall.

CIRCE: I am just checking to see if the summer teaching training institute that you had scheduled is happening.

GPC: We've got several of them going on. Which one in particular did you need to know about?

CIRCE: Well, the gifted and talented one, the one funded by the Indiana Department of Education.

GPC: I don't know. We have three in particular going on, three that are formal. And I have one going on informally with teachers. It could have been one of three. But all three are either in progress, have just been completed or will be scheduled. So I don't know how to answer your question.

CIRCE: I am sorry, I am confused. Regarding the one I talked with you about earlier, I failed to write down the number of teachers involved.

GPC: I have 11 teachers at my middle school who are working on curriculum projects.

CIRCE: It was a middle school project, I remember.

GPC: I've just completed a math workshop with about 45 teachers. That was not uniquely gifted and talented. I have five, I believe, at the high school who are working in a similar vein with gifted and talented this summer.

CIRCE: I'm sure it was the 11. Do you have any comments? Is that over now or is it still going on?

GPC: It is in progress. I think July 19 they submit their final reports to me.

CIRCE: The start looks good to you?

GPC: I am pleased with what's happening. People got involved before they had to. Yeah, I am very pleased with what is happening so far. I believe we are getting off to a great start with that program this fall.

We too are pleased with what is happening. And we wish that more teachers and coordinators were upset with how little is happening.

Our CIRCE survey gave us information on staff development too. Seven purposes had been recognized for staff development funded by IDE project grants: inspiration, creating awareness, coaching, problem-solving, evaluation, planning, and implementation. Planning and creating awareness were the dominant purposes.

The data entries in Table 15 are difficult to interpret. Program coordinators were invited to check several purposes for each of the "events" scheduled as staff development. We anticipated that some of the events would have two or perhaps three purposes that could be coded. Instead, we found that each of the events were seen by coordinators as having five, six, even seven. The modal purpose, in each grade level, was that of Planning.

Table 15. Numbers of Staff Development Events Allocated to Various Purposes by Grade Level

Grade Levels	Inspiration	Awareness	Coaching	Problem Solving	Evaluation	Planning	Implementation	Other
K-3	9.4	15.6	7.3	12.5	7.3	21.9	23.9	2.1
4-6	11.2	17.8	9.4	14.1	5.6	26.2	14.9	0.9
Junior High	7.5	20.8	8.3	11.7	6.7	28.3	12.5	4.2
Senior High	12.8	19.3	8.6	10.2	6.4	21.4	15.5	5.9
Ungraded	11.6	21.4	9.2	12.0	5.9	22.2	16.2	1.5
TOTAL K-12	11.3	20.4	9.0	11.9	6.1	22.8	16.2	2.2

An "event" in staff development may be a course, a field trip lasting one day, a one-hour talk by a visiting consultant. These data do not take into account the length of the events or the number of teachers taking part.

Table 16. Percent of Staff Hours Per Week Allocated to Various Emphases by Grade Level

Grade Levels	Inspiration	Awareness	Coaching	Problem Solving	Evaluation	Planning	Implementation	Other
K-3	4.4 (4%)	8.5 (9%)	9.8 (10%)	13.1 (13%)	28.9 (29%)	25.4 (25%)	2.5 (2%)	
4-6	13.1 (13%)	15.9 (16%)	14.1 (14%)	19.0 (19%)	4.9 (5%)	12.8 (13%)	19.7 (20%)	.5 (1%)
Junior High	8.3 (8%)	8.3 (8%)	4.9 (9%)	11.5 (12%)	9.9 (10%)	32.1 (32%)	8.9 (9%)	6.0 (6%)
Senior High	12.1 (12%)	16.7 (17%)	10.5 (11%)	10.2 (10%)	4.5 (5%)	22.2 (22%)	14.2 (14%)	9.8 (10%)
Ungraded	12.9 (13%)	19.8 (20%)	10.4 (10%)	10.3 (10%)	4.3 (4%)	19.4 (19%)	19.1 (19%)	3.8 (4%)
TOTAL K-12	12%	19%	10%	11%	5%	20%	18%	4%

The proportion of teacher hours per week spent in various staff development activities are indicated in Table 8. The base data on which the percents are computed is the number of teachers in an event times the number of hours per week the activity was scheduled.

The percentages in Table 16 are based on the data of Table 15. Project coordinators did not assign just one or two priorities or purposes to a staff development event, but rather conceptualized it as meeting many different purposes. We see from Table 16, which takes into account the number of teachers involved in a staff development event and its hours per week, that there was a considerable emphasis on planning and implementation.

Unions. Although we did not question G/T personnel about professional unions their influence was apparent in several sites. In the minds of many there seems to be an undesirable consequence of having strong unions—both on G/T staffing and program development. In the corporations where the topic surfaced the story was the same—regardless of the role or position of the informant (teacher, principal, central office administrator): union seniority systems work to RIF the younger, more energetic, enthusiastic teachers in G/T programs. Further, the seniority system can channel the most senior teachers to work in a G/T program, regardless of training, competence or interest.

Another untoward consequence of a strong union is the need to delay staffing assignments until late in the summer (the week before Labor Day?). This is so because personnel changes caused by resignation, transfer, pregnancy and RIFing are stabilized sufficiently by then to enable staffing within the constraints of the seniority list.

One district expressed delight in the absence of a union. "We have never had one, don't (have one) now, and don't foresee one in the near future." During the past decade union membership has dropped from about 33% to 19% of the U.S. workforce. There has not been a parallel trend in education.

Best Arrangements for Educating G/T Students

Geographic setting has no bearing on the issue of pull-out vs. full-time vs. cluster grouping mainstreaming. We did find a clear association of having available resources with utilizing full-time pull-out. We heard a variety of views expressed throughout the state, most not identifiable by the type of positions held in the corporations. Special schools are an obvious strength for those with the vast curriculum and personnel resources needed; mainstreaming is an obvious strength for those sensitive to charges of elitism; and pull-out can work well for the small corporation with limited resources. We'll let them speak for themselves.

> "Take pull-out for example. I don't care for it. It is somewhat of a disadvantage because the children leave exactly when you need them more often than not. There should be a resource room for G/T in the same building so all teachers would have access to materials."

> "The cornerstone of the giffted and talented program is the cluster model. In this model, qualified students remain in the regular classroom but they receive special group or individualized education geared to their ability levels. The rest of the children placed in these classrooms have scored at the higher end of the scale."

> "If a differentiated curriculum were developed, the question of pull-out would become even more of an issue than it is now. A full-time program [perhaps mainstreaming physical education, health, and another course or two] would be fantastic for these kids. They could advance so much faster. [But] I wonder if they need to stay with everybody else to learn social skills. Maybe the school system as a whole would suffer because they aren't there to stimulate or to challenge others. One student said, 'It would get boring. Sometimes you like to help kids that are not as smart as you.'"

> "The full-time option, regardless of other opinions, is the direction Munster will almost certainly follow. The principals don't seem strongly opposed to the actual trend towards full-time G/T programming, though their philosophies strongly stress mainstreaming with differentiation.

"We seem to feel that pull-out has come and gone. That is, it was an earlier idea whose time has passed. Well, we are wrong. Pull-out is commendable for small school corporations." (Something like this was said by five separate informants.)

"I am pro-pull-out and cluster grouping [which is only being started]. Pull-out is a part-time solution to a full-time problem. For instance, once the pull-out student goes back to the regular classroom what happens then? Pull-out is not the answer, I know, but it is a good start. It is what we can do now."

"We have Junior Authors, Media Fair, Science Fair, Art Club, Music, Young Astronauts. If you have a broad, enriched curriculum reaching lots of children the elitist argument against pull-out doesn't hold water."

A CIRCE site visitor made these observations:

"The usual special attention to the gifted has occurred and continues to occur in the regular classroom, where the more able are quietly collected into short-term or long-term study groups and in individual exchange between teacher and student. There, a higher standard for reading, interpretation, and project-work is common. Whether it is called so or not, instruction is tracked, with the highest track often carrying considerably higher intellectual demand."

An administrator saw more of a conflict between "what's good for the school" and "what's good for G/T students."

"Teachers don't want pull-out, but we don't want to put the G/T kids all together in one school. We don't even want to put the snobs together in one class. But if we look at what's good for the student, then we need to do it."

A veteran evaluator of classroom life made this observation after several G/T site visits:

"One half of the story of pull-out programs deals with the effects of such arrangements on gifted and talented children. It is widely acknowledged by advocates and non-believers alike at this site as the half 'full-of-promise with rich rewards for gifted students and their teachers.' The second half of the story of pull-out programs is the effect on the classroom in which these children are present no longer. These are rooms empty of leadership, sparkle and fun. The fun that was once provided by the departed gifted and talented children. Half empty or half full? There appears to be widespread agreement that 'it doesn't hurt the kids.' 'It basically is a teacher's problem.' There's no way of determining the views of students that I could find. No one volunteered hearsay evidence on the students' belief. It was all adults making judgments about kids."

An articulate believer in grouping within the regular classroom put it this way.

"The research is presented in courses at Purdue. I hear the same things about I.U. But after this year [of teaching 5th grade in a self-contained classroom] I have changed my mind. In a world where money is no object, where the parents are all college educated, where all teachers and administrators have had gifted and talented education you can have K-12 pull-out programs. But that is not the way it is here. And I'll venture to say that's not the way it is in most of the places you will be.

"Money will be a problem. Prevailing attitudes will not support pull-out. The conditions necessary for it are not here. So you work with reality. You identify the G/T learners; create differentiated instruction to work with them in the classroom; group them for specialized instruction . . . just like good elementary teachers have always grouped . . . and teach your

special program. It works. And there are benefits for the regular kids who look on, listen, talk with the G/T group at times other than their specialized instruction. And there are also goodies for the G/T kids who learn daily how to interact with those not quite so gifted or talented. It's the best for this impossible world. You get to have your G/Ts and have your real world too."

Our visitor asked the teacher if she were in an affluent school situation that could support pull-out, one where citizens wanted it, one where teachers and administrators were prepared for it, would she change her mind? She said she'd "have to experience it and decide. But I *wouldn't* do it here even if we suddenly got a bundle of money from a G/T lottery."

We asked a teacher-advocate of cluster grouping what the best arrangement would be.

"Cluster grouping with G/T content K-12, and productive thinking and affective pull-out. It would be truly differentiated throughout. (Q: Why not a magnet school?) Because it misses other staff. Cluster grouping has the opportunity to influence other staff. (Q: If the principles of G/T are good for all children, what am I to make of *differentiation?)* Differentiation *is* for all children. It is the logical other half."

And another,

"I like what we're doing now as opposed to a full-time pull-out. At one time I thought that we should pull them all out and put them together in a segregated school. If we're going to deal with them, then let's deal with them. Now I've left that completely. I see what can be done. There are lots of reasons for doing it this way. I am more comfortable with this way now. I also thought at one time that we should hold G/T programs to academic endeavors. I've left all that. I like what we're doing now—delving into topics that we wouldn't otherwise. I hate to think of it just as enriching. It's more."

And a mother:

"My kids feel that they can be themselves in the class." And a student: "G/T classes are more challenging, more individual learning, more class participation." And a teacher: "Gifted children must be with gifted children to be challenged to discover strengths and weaknesses." (Yet the student interviewed commented that especially at the middle and high school level there is too much isolation from other students, especially grades 9-10.)

Another teacher:

"I don't especially like to 'pull-out' the children in grades 2-5 to a central site but at this time it's the best we can offer. The elementary schools are crammed full of kids. We use every 'cubby room' we can find.

"The rationale for a pull-out program is that gifted students tend to learn in ways that are different; students grasp broad concepts and they need the stimulation and support of one another to develop their ideas.

At a few sites people indicated mainstreaming was philosophically more appropriate than pull-out or full-time:

"We would not change to a full-time specialized arrangement if we had more money. No. We are doing what we are [clusters] because we want to."

At a small town site our CIRCE visitor had this conversation with a G/T coordinator:

> "When I asked about the virtues of pull-out programs over self-contained, I was told that 'for our community . . . it was better to do pull-out.' The numbers needed to justify self-contained classrooms just were not there. To go to self-contained classes, we would have had to be located in a single building. Parents in the district would not agree to that. They did not want their children to leave their neighborhood schools. They were very much tied to their schools. Moving all G/T children to one site would have created problems. The perception of the administrative staff was that going toward self-containment would have yielded two G/T programs—one for children whose parents would allow them to leave their neighborhood school if necessary to have a self-contained learning environment, and one for children whose parents would not allow them to leave their schools, the latter students remaining in a pull-out program. So the decision was made to retain pull-out programs at the elementary level."

Pull-out brings logistical problems worthy of note.

> "Our pull-out program operates twice a week, one day for about an hour and three-quarters and the second for about two and one-half hours. This year one pull-out group finds the 3rd and 6th graders grouped in one section and the 4th and 5th in the other." (I visited near the end of the period when four 3rd graders and six 6th graders were having their G/T class.)
>
> "The bell rings and I can talk with her no further. The teacher observes 'There goes two worlds in one schoolroom.'"

At another site our visitor found pull-out brought administrative headaches:

> "Up to this year the program used a pull-out approach wherein the identified children were scheduled 45 minutes a week for special activities. It had a history of 'only sporadically coming off.' Some of the teachers refused to release the G/T children from the regular classroom. Some of the teachers 'couldn't remember to send the kids at the right time.' Other options included the scheduling of activities after-school. This arrangement brought conflicts with athletic activities, social clubs, and, the migraine of transportation in a rural, sub-suburban area."

There also were pull-out enthusiasts throughout the state. Before we leave for the Southern sites however, we have opportunity to hear the pull-out argument presented as well as we heard it anywhere.

> "I believe very strongly in pull-out because I think these kids shouldn't be isolated all the time. I think they need to be with intellectual equals a part of the time, a time in which they're free to really do some exploring and be challenged. Also we have been able to do some moral reasoning things that would not have happened in the regular classroom—because they would have been laughed at or they would not have been accepted. I mean really deep delving into fear of death, that kind of thing, and drugs and all. I think they need that special group to establish a feeling of togetherness and the freedom. . . .
>
> "I think that a lot of pull-out programs fail because of the quality of the teaching. And I think some of the criticism comes from that. If you pull them out to do the same kinds of things that could be done in the classroom then forget it. You've got to differentiate for these kids. . . .
>
> "I don't really have the experience, I've not really seen a good [full-time] program. I'm sure there are some. But I am a pragmatic person and I think that living in the real world is sometimes very difficult. I think that if you isolate children from the real world, then sometime along the road they are faced with that, and it becomes a bigger problem."

The more we examined the variety of local administrative arrangements the more convinced we became of their appropriateness for those particular sites. What's the best arrangement for eduating G/T students? It depends on who is educating whom under what conditions. Our site observations seem to be saying to us: (1) The local context does and should influence the classroom arrangements for educating G/T youngsters. (2) There is little to justify a State mandate. (3) The role for the State should be to help the local efforts succeed.

We obtained data from 190 of the 196 funded sites to add to our understanding of the use of pull-out and other administrative arrangements. Over half of the elements reported for grades K-3 were of the pull-out variety. The percentage dropped to 44% in grades 4-6, but pull-out remained the modal approach to offering services to students. In junior high school, the pull-out arrangement was equally popular with self-contained, tracked, or streamed classes. Both tied for the most frequently occurring accommodation. In senior high school, the pull-out program approach was fairly well abandoned in favor of streaming or tracking.

What were the dominant administrative arrangements for offering services to students in the IDE projects? The unit of analysis for preparing Table 17 was the "element," an arrangement to offer services to students; it might be a course, a field trip, a pull-out program or a visit to Indianapolis. Counting elements does not take into account how many students were involved or for how long.

In Table 17 we list the percentages across the four school levels and a fifth category entitled "ungraded" for the various administrative arrangements found within the IDE projects. From the table it can be seen that 45% of all the pull-out programs reported in the survey were located in grades 4-6. Again, two-thirds of all the mentorships were found in the senior high school. This table does not reveal that there were very few mentor programs and quite a few pull-out programs.

We also obtained survey responses on program emphases (acceleration, enrichment, compacting, etc.) associated with various administrative arrangements offered students in IDE programs. In Tables 18 and 19 (based on responses to questions in Section VI, Part A of the survey instrument) we indicate how the pull-out mode of delivering instruction to students is often linked with the "enrichment" emphasis. Over 60% of the arrangements for children characterized as pull-out programs were said to have an enrichment emphasis. Working with a resource room teacher also was positively correlated with giving enrichment programs to students. Table 19 reveals that resource room teaching, alongside regular classroom teaching, was widely used for acceleration. So also was individualization of within the regular classroom. It is important to remember that roughly 48% of all the elements provided to children were focused on enrichment, while only 12% gave emphasis to acceleration.

Model Sites: From Inside and Outside

Viewed From the Outside. Throughout the State we found dissatisfied Model Site visitors who returned to *their* schools feeling the sites too dissimilar from their own in available resources and in clientele served, or dissatisfied with the Model Sites' ability to help *them* get started.

> "Personally I think we could be a Model Site. They need to expand the models to incorporate some of us. We could be a lot farther if we had $100,000. Schools come to us because we did it without the big money. The [the hosts] talk a good story. One was very impressive, the other was really unimpressive."

At another site,

> "What was learned? Well, we found that there wasn't much new to be learned from Model Sites or experts.

Table 17. Administrative Arrangements for Offering Services to Students in IDE Projects Characterized by Grade Level (in percents at each level)

	K-3	4-6	Junior	Senior	Ungraded
1. Self-Contained Classes	13%	19%	36%	30%	30%
2. Pull-Out Programs	61%	58%	29%	22%	30%
3. Resource Room Teacher Working with Regular Teacher	2%	2%	6%	6%	3%
4. Grouping within a Regular Classroom	11%	7%	4%	9%	3%
5. Individualization with Regular Classroom	4%	1%	1%	1%	3%
6. Mentorships	1%	0%	0%	5%	0%
7. Before School or After School Program	5%	6%	7%	5%	5%
8. Saturday School	1%	1%	2%	2%	5%
9. Summer School	2%	5%	5%	1%	11%
10. Independent Study	0%	0%	3%	6%	1%
11. Apprenticeships	0%	0%	0%	5%	0%
12. Other	0%	1%	6%	13%	9%
TOTALS	100%	100%	100%	100%	100%

Table 18. Administrative Arrangements for Offering Services to Students in IDE Projects Characterized by Program Emphasis (in percents of each emphasis)

	Acceleration	Enrichment	Compacting	Innovative Courses	Other
1. Self-Contained Classes	55%	9%	57%	15%	16%
2. Pull-Out Programs	1%	64%	18%	50%	53%
3. Resource Room Teacher Working with Regular Teacher	13%	3%	0	1%	2%
4. Grouping within a Regular Classroom	11%	3%	23%	1%	3%
5. Individualization within a Regular Classroom	8%	1%	1%	1%	3%
6. Mentorships	0	<1%	0	3%	0
7. Before School/After School Programs	4%	8%	<1%	6%	3%
8. Saturday School	<1%	<1%	0	9%	1%
9. Summer School	5%	6%	0	6%	4%
10. Independent Study	<1%	1%	0	3%	0
11. Apprenticeships	0	0	0	4%	0
12. Other	3%	4%	<1%	1%	15%
TOTALS	100%	100%	100%	100%	100%
Total Elements	302	1728	566	435	286

The unit of analysis in this table is the "element," an arrangement to offer services to students; it might be a course, a field trip, a pull-out program, possibly a visit to Indianapolis. Counting elements does not take into account the number of students in each arrangement or length of involvement. The total number of elements across all columns of this table is 3317.

Table 19. Administrative Arrangements for Offering Services to Students in IDE Projects Characterized by Program Emphasis (in percents of each administrative arrangement)

	Acceleration	Enrichment	Compacting	Innovative Courses	Other	Totals	Number of Elements
1. Self-Contained Classes	22%	21%	43%	8%	6%	100%	763
2. Pull-Out Programs	<1%	70%	6%	14%	10%	100%	1567
3. Resource Room Teacher Working with Regular Teacher	37%	55%	0	3%	5%	100%	104
4. Grouping within Regular Classroom	14%	24%	56%	2%	4%	100%	234
5. Individualization within a Regular Classroom	37%	32%	12%	6%	12%	100%	65
6. Mentorships	0	36%	0	64%	0	100%	22
7. Before School/After School Programs	7%	74%	1%	14%	4%	100%	182
8. Saturday School	2%	16%	0	75%	7%	100%	56
9. Summer School	10%	64%	0	18%	8%	100%	148
10. Independent Study	3%	66%	0	31%	0	100%	38
11. Apprenticeships	0	0	0	100%	0	100%	19
12. Other	7%	50%	0	3%	40%	100%	113

Note: The unit of analysis in this table is the "element," an arrangement to offer services to students; it might be a course, a field trip, a pull-out program, or a visit to Indianapolis. Counting elements does not take into account how many students were involved in each arrangement or for how long. The total number of elements across all rows of this table is 3317.

"We also found out that our concern for identification and participation and retention of minority students in our program will remain a problem since the other sites either (1) did not serve minority children; (2) did not consider under-representation to be a problem; or (3) did not know what to do either.

"A second need we felt was to increase our work with low SES students. Again, we discovered nothing to help."

Further down the road we heard about Model Site visits that produced,

". . . good ideas about group, scheduling and building use at one site, not much elsewhere. The teachers were not impressed with learning activities they saw, which was mostly project work. Perhaps our expectation was too high. What they saw was not bad, just that they were already doing it. Ball State's resource center was a good idea."

"We would also like to have all teachers use their professional days to visit other schools that are doing innovative things. We are enthusiastic about incorporating ideas into a program that we were exposed to at that site, the openness and helpfulness of teachers."

Perhaps the most powerful, positive testimony came from one Northern corporation whose teachers had visited a neighboring Model Site.

"After visiting [the Sites] we completely changed from [thinking] 'Bad to have fulltime [G/T]' to thinking that [fulltime G/T] is the only way to go."

Another site staff had visited three Model Sites attempting to gain information. According to one principal, the main problem was "the limited number of sites and the limited number of people who attend." Others weren't so kind, particularly about one. They found fault with "canned" curriculum materials and complained, "They had 100,000 bucks to do this stuff. They should have materials and resources we could now deal with." People felt the visits were good, but could have been better; and that the Model Sites should take more responsibility in supplying the schools with ideas and information. A coordinator complained,

"I have one sheet of paper that says they exist, but have never heard anything from them. *We* must make the contacts and that isn't always easy. The first time I called, everyone was out. The second time, they were all booked up. The third time, we got scheduled. Teachers, parents, board members, and administrators were all included in the visits."

The next comment represents several visitors' feelings after their experiences at Model Sites.

"We see them as peers not 'supeers.' They have more outside help in *planning* their total curricular outlines than we do. Beyond that, no difference."

The Model Sites received mixed reviews from informants here and elsewhere. Two "clients" of the Model Sites offered these criticisms:

"I don't want to be negative but I will say that I have been very disappointed in what I've seen at Model Sites. . . . One that we visited I just felt was very ineffective. I didn't think they had a gifted program. Another one we were not able to get to because they only take a few visitors a week. We have constant visitors to our classes and I thought to cut off the opportunity to get there was not good. Another one that we went to was good but not as extensive as it needed to be. It was located in a small area. I just have information from those three. There may be others that are better. . . ."

"They are doing things heterogeneously. It's something that all the kids could do. And if all the kids can do it they ought to be doing it. Not just call them 'gifted.' Another one I feel is good, but not broad enough. And then the third one is too exclusive: we couldn't get to it. . . . The first time I called they couldn't see us until January—I called in September and they couldn't see us until January. . . .And the second time I called they said 'well, we're filled for the year.'"

Apparently some Model Sites can use help in going beyond "show and tell" in their efforts to serve as models.

Viewed from the Inside. Most visitors seemed to look for instructional ideas when they went to a Model Site. They returned home to praise or critically appraise what they had *seen*. Often what they did not see was curriculum development. This mismatch between expectation and experience almost had to occur since most Model Sites devoted a large share of their IDE funds to the development of comprehensive K-12 programs.

"We are planning for a comprehensive K-12 curriculum for G/T students in this region. We are working on a visionary statement. It has been an exciting year. Next should be too. We already know what we are doing. But we want more than that. We are seeking the ideal for G/T students in school, in their homes, in the community. If we implement the IDE guidelines of 3%-6% G/T we will have about 800-1600 students in the program, in one or more of the areas."

Searching for instructional ideas can be seen as a "quick fix" for pressing problems back home: "something I can use, *now*." Whereas grand curriculum schemes are long-term solutions that may or may not be relevant to conditions back home.

If the match is high between the Model and home sites on financial resources, ethnic student populations, school size (and on other dimensions seen as important by the visitor) the chances are increased for a favorable impression. The less the Model Site looks like the visitor's home site the more likely an unfavorable impression. Even when the match is good there were factors which mitigate against favorable reviews by visitors.

Model Sites have many of the same problems confronting the smaller, newer sites: i.e., non G/T teachers' attitudes, unions, anxiety about next year's funding, G/T teacher turnover, lower high school participation, inadequate counseling components, and disagreement about pull-out arrangements. There was little cooperation, sharing, criticism, or networking among the Model Sites apart from what goes on at State administrative meetings.

"Model Sites do not learn from one another beyond what we pick up at State meetings about forms to fill out, proposals and the like. I'm too busy to network with other program directors."

Another program administrator echoed those comments:

"In John's view, there is great benefit in learning from other model sites but these meetings are far too infrequent. John feels the state can definitely support the Model Sites by convening a State run meeting of directors where time has been designated for working with Model Site directors. John says, 'I need to talk to my contemporaries.' John commented that persons who have the Indiana Curriculum Improvement Project grants are able to convene more frequently and that this is needed for the G/T programs as well."

And two more:

> "We Model Sites need more directions about what we are supposed to do to help other sites with their planning and implementation grants."

> "More help is needed to guide those who are in the planning stages. It might be good to gather Model Site people together and provide inservice on how we can help those in the planning stages."

Their role in hosting visitors is a weakness that needs attention. Elsewhere we document the dissatisfaction with being hosted. There are concomitant problems with being the hosts. A Model Site administrator commented:

> "Hosting visitors and CADRE work by our staff is time consuming and can take away from the program."

At two other Model Sites our CIRCE case writers made similar observations:

> "One other frustration expressed by administrative personnel was the State's demands on the local level. I did not have the sense that this complaint had so much to do with paper work as it did with meeting performance expectations regarding visitations."

> "During my visit a group of about 10 teachers/administrators from another district also visited the Model Site. They are about to start a G/T program next year. The coordinator spent the day with them. At the day's end I interviewed her. She was battle weary."

While teachers at one Model Site appreciated and understood the rich diversity provided by State IDE/GT leadership, an administrator at another thought it all wrong. First, the teachers:

> "'It's wonderful to listen to the variety of consultant ideas.' I asked whether this was a deliberate attempt to provide a wealth of ideas from which teachers might select and work with a few. My respondents disagreed. There was one who viewed this diversity positively. Others attributed the diversity to shifting sands and incrementalism. The change in ideas advocated is definitely tied to money, one teacher told me. 'Ideas are popularized when consultants are hired. We in education tend to work by trial and error in one area, making small dents sometimes. When the larger agenda changes, our agenda changes too.'"

This administrator disliked the diversity:

> "I don't understand why there isn't a State-wide curriculum for this. Why is there a difference in curriculum needs between Evansville and Crown Point? That seems to be a waste of resources. If we have Model Sites, why don't we use them as such? Others should be able to take the materials and copy them. Isn't that what education is all about? Why didn't the State just develop a standard curriculum in the first place? Everything is so vague with 800 different decisions to make. Developing a curriculum is a lot of hard work. It seems to me we could say 'This is the first grade curriculum, second, etc.' Why isn't there a national curriculum? We need a centralized curriculum body, some kind of standardization instead of using all this money to re-invent the wheel at each grant site."

We heard comments on other Model Site functions including aid with proposal writing:

> "Immediately after lunch I was introduced to a curriculum coordinator from a district in the next county who had 'come for help in preparing the proposal for funding next year.' She said

"Five talkative boys and two quiet girls sat around a table discussing their geneologies and a handout on "Colonial Funeral Customs and Epitaphs" with Rodney. They like the class because 'It's fun,' and 'It's cool, we get out of health' which makes the other students jealous. Some have their [process] work done, others don't. It doesn't seem to make any difference. Rodney referred to a four page paper given out several weeks before. He asked, 'Did you read it or didn't you get the chance?' A boy replied, 'Well, I probably had the chance, but I didn't read it.' Yet the students say they like the class because 'it makes you think.'"

At still another site the curriculum coordinator noted the ratio of process to content they had found desirable as students move up the grades.

"One of the aspects of the middle and high school programs is a new predominance in emphasis on content rather than process. A high school teacher told me that 'kids are sick of process stuff by the time they get to high school.' At the high school level there are both honors classes and AP classes, as mentioned earlier. In 1985-86, AP English was added and that is the first content area to be offered as an advanced placement course. Next year, math and science will also be offered as AP courses. The important point here is the distinction between Honors and AP. What the G/T program kids at the high school level get must be qualitatively different from what is offered in the Honors classes. Questions are being raised. One is 'Don't we already offer things for "bright" kids at the high school level?' In other words, not everyone perceives the distinction between Honors and AP courses. And not all agree on the necessity of both. Some people are saying that implementing the G/T program is fine for the elementary level, 'but when they get to high school, we already have a program.' I gathered from the remarks that 'regular' teachers are among those who question the need for high school G/T activities. . . .

"I asked about the relationship between process and content in the G/T program and was told that in the elementary grades, the proportion of effort expended in the development of process skills begins at the kindergarten level and gradually diminishes. As effort given to process skills wanes, effort directed toward content increases. That is, 80% of the emphasis in kindergarten is on process and 20% is on content. By the first grade level, that goes to 30% on content and 70% on process. For second and third grades, the proportions are roughly 40% on content and 60% on process. At the fourth grade, it approaches 50-50. At the fifth grade, emphasis on content has overtaken process skill development."

One cannot help but wonder if the process/content distinction rests on a false dichotomy. Recall the Quiz Bowl story presented in our review of curriculum efforts in Mid-state. There was no dichotomous presentation of process vs. content. The form (Quiz Bowl) necessitated cognitive processes (comparison, analysis, synthesis) in content areas (history, mathematics).

Another instance of widespread illusion is the IEP. Proposals contain IEP rhetoric. We found little use backing up the rhetoric.

"IEPs? We don't [actually] have the papers! We emphasize the concept. In special education it is an unworkable requirement. If mandated [for G/T] it will be a paper blizzard."

"Evaluation" also appeared a word parted from its meaning. Evaluation commitments described in proposals often were not taken seriously. From our visits we got the impression that evaluation contracted with outside consultants is so much flim-flam. Not so "evaluation" of students for program identification and needs assessment (surveys of teachers and parents). That was serious business. These evaluations were usually conducted by local corporation personnel. Proposal rhetoric about "formative and summative evaluation components" and an "evaluation design based on Renzulli's key features model" were either not being done or were done as window dressing.

The depth of belief in ill-formed intuitively-attractive notions about G/T education must be cited as a weakness of several corporations participating in the State program. Half-baked ideas, grand words with little behind them, and questionable applications of concepts rooted in other disciplines all too frequently caught our attention.

> "The possibility of faddishness in gifted education was mentioned by several people. The superintendent asked rhetorically, 'Are we playing games or are we serious?' Surveying the corporation's activities, another person said, 'We're playing a lot of games, to get things that look good on paper. . . . The relationship between what is on paper and what is actually done is tangential at best. This is not specific to our corporation, but is a problem in G/T in general.'"

We were dismayed when G/T educators found comfort in catch phrases and buzz words. We became distressed by the talk about "differentiation." We asked a G/T teacher what was meant by "differentiation." She answered,

> "If students are gifted they are able to learn differently—not just more, or faster. They are able to handle concepts and higher skills . . . [This means] they need open-ended activities."

In her mind "differentiation" was not a curricular goal but a psychological process. By the way, our CIRCE visitor observed her teaching G/T for 40 minutes in a full-time G/T classroom.

> "The group was engaged in a problem-solving lesson. A commercially produced activity sheet was used. All students completed the same sheet. Given the above definition of differentiated learning, I did not see [differentiation] in action during my brief observation."

At another site we were told there is nothing special about "differentiation" for G/T children; that they just do better when instruction is differentiated.

> "Students do original writing and produce something out of that. It can be a play, a video-tape production, a photographic essay . . . sometimes it is transparencies. Whatever the medium, they learn how to work through the problems associated with getting an idea into a public statement. They have to be responsible for meeting deadlines, for communicating to a broader audience. . . . It is the *essence* of differentiated instruction. It is perfect for G/T. Other students can do it and that makes it the more wonderful. But the G/T kids *shine*."

We were not enlightened by the description. Another teacher put it this way:

> "The strength of the curriculum is being interdisciplinary and truly differentiated." She explains "differentiated" as ". . . different from terms such as 'enrichment' 'accelerated' and 'compacted.'" According to her the latter approaches to curriculum all focus on the same content, but do more of the same at a faster rate. "These approaches are part of gifted education, but truly differentiated education is qualitatively different. It starts at a different [higher] level of thinking and is more holistic and interdisciplinary. Gifted kids have an ability to look abstractly, holistically [see Kaplan's pyramid]. They pick up knowledge by osmosis."

We do not propose to set the record straight by defining "differentiation" for G/T educators in Indiana. If the word refers to learnings G/T youngsters can acquire clearly distinguishable from those their peers can acquire, or activities that would not make sense for the vast majority of youngsters, we saw "differentiation" being practiced at some sites we visited. In three stories of acceleration presented elsewhere there was evidence of differentiation. It is apparent also in the following extract from a CIRCE site visitor's log.

> "I observed an *introductory* lesson to the Apple IIC by a second grade teacher. She faced a small group of several G/T children (3 females, 4 males). They were talking, squirming, sitting

"Five talkative boys and two quiet girls sat around a table discussing their geneologies and a handout on "Colonial Funeral Customs and Epitaphs" with Rodney. They like the class because 'It's fun,' and 'It's cool, we get out of health' which makes the other students jealous. Some have their [process] work done, others don't. It doesn't seem to make any difference. Rodney referred to a four page paper given out several weeks before. He asked, 'Did you read it or didn't you get the chance?' A boy replied, 'Well, I probably had the chance, but I didn't read it.' Yet the students say they like the class because 'it makes you think.'"

At still another site the curriculum coordinator noted the ratio of process to content they had found desirable as students move up the grades.

"One of the aspects of the middle and high school programs is a new predominance in emphasis on content rather than process. A high school teacher told me that 'kids are sick of process stuff by the time they get to high school.' At the high school level there are both honors classes and AP classes, as mentioned earlier. In 1985-86, AP English was added and that is the first content area to be offered as an advanced placement course. Next year, math and science will also be offered as AP courses. The important point here is the distinction between Honors and AP. What the G/T program kids at the high school level get must be qualitatively different from what is offered in the Honors classes. Questions are being raised. One is 'Don't we already offer things for "bright" kids at the high school level?' In other words, not everyone perceives the distinction between Honors and AP courses. And not all agree on the necessity of both. Some people are saying that implementing the G/T program is fine for the elementary level, 'but when they get to high school, we already have a program.' I gathered from the remarks that 'regular' teachers are among those who question the need for high school G/T activities. . . .

"I asked about the relationship between process and content in the G/T program and was told that in the elementary grades, the proportion of effort expended in the development of process skills begins at the kindergarten level and gradually diminishes. As effort given to process skills wanes, effort directed toward content increases. That is, 80% of the emphasis in kindergarten is on process and 20% is on content. By the first grade level, that goes to 30% on content and 70% on process. For second and third grades, the proportions are roughly 40% on content and 60% on process. At the fourth grade, it approaches 50-50. At the fifth grade, emphasis on content has overtaken process skill development."

One cannot help but wonder if the process/content distinction rests on a false dichotomy. Recall the Quiz Bowl story presented in our review of curriculum efforts in Mid-state. There was no dichotomous presentation of process vs. content. The form (Quiz Bowl) necessitated cognitive processes (comparison, analysis, synthesis) in content areas (history, mathematics).

Another instance of widespread illusion is the IEP. Proposals contain IEP rhetoric. We found little use backing up the rhetoric.

"IEPs? We don't [actually] have the papers! We emphasize the concept. In special education it is an unworkable requirement. If mandated [for G/T] it will be a paper blizzard."

"Evaluation" also appeared a word parted from its meaning. Evaluation commitments described in proposals often were not taken seriously. From our visits we got the impression that evaluation contracted with outside consultants is so much flim-flam. Not so "evaluation" of students for program identification and needs assessment (surveys of teachers and parents). That was serious business. These evaluations were usually conducted by local corporation personnel. Proposal rhetoric about "formative and summative evaluation components" and an "evaluation design based on Renzulli's key features model" were either not being done or were done as window dressing.

The depth of belief in ill-formed intuitively-attractive notions about G/T education must be cited as a weakness of several corporations participating in the State program. Half-baked ideas, grand words with little behind them, and questionable applications of concepts rooted in other disciplines all too frequently caught our attention.

> "The possibility of faddishness in gifted education was mentioned by several people. The superintendent asked rhetorically, 'Are we playing games or are we serious?' Surveying the corporation's activities, another person said, 'We're playing a lot of games, to get things that look good on paper. . . . The relationship between what is on paper and what is actually done is tangential at best. This is not specific to our corporation, but is a problem in G/T in general.'"

We were dismayed when G/T educators found comfort in catch phrases and buzz words. We became distressed by the talk about "differentiation." We asked a G/T teacher what was meant by "differentiation." She answered,

> "If students are gifted they are able to learn differently—not just more, or faster. They are able to handle concepts and higher skills . . . [This means] they need open-ended activities."

In her mind "differentiation" was not a curricular goal but a psychological process. By the way, our CIRCE visitor observed her teaching G/T for 40 minutes in a full-time G/T classroom.

> "The group was engaged in a problem-solving lesson. A commercially produced activity sheet was used. All students completed the same sheet. Given the above definition of differentiated learning, I did not see [differentiation] in action during my brief observation."

At another site we were told there is nothing special about "differentiation" for G/T children; that they just do better when instruction is differentiated.

> "Students do original writing and produce something out of that. It can be a play, a video-tape production, a photographic essay . . . sometimes it is transparencies. Whatever the medium, they learn how to work through the problems associated with getting an idea into a public statement. They have to be responsible for meeting deadlines, for communicating to a broader audience. . . . It is the *essence* of differentiated instruction. It is perfect for G/T. Other students can do it and that makes it the more wonderful. But the G/T kids *shine*."

We were not enlightened by the description. Another teacher put it this way:

> "The strength of the curriculum is being interdisciplinary and truly differentiated." She explains "differentiated" as ". . . different from terms such as 'enrichment' 'accelerated' and 'compacted.'" According to her the latter approaches to curriculum all focus on the same content, but do more of the same at a faster rate. "These approaches are part of gifted education, but truly differentiated education is qualitatively different. It starts at a different [higher] level of thinking and is more holistic and interdisciplinary. Gifted kids have an ability to look abstractly, holistically [see Kaplan's pyramid]. They pick up knowledge by osmosis."

We do not propose to set the record straight by defining "differentiation" for G/T educators in Indiana. If the word refers to learnings G/T youngsters can acquire clearly distinguishable from those their peers can acquire, or activities that would not make sense for the vast majority of youngsters, we saw "differentiation" being practiced at some sites we visited. In three stories of acceleration presented elsewhere there was evidence of differentiation. It is apparent also in the following extract from a CIRCE site visitor's log.

> "I observed an *introductory* lesson to the Apple IIC by a second grade teacher. She faced a small group of several G/T children (3 females, 4 males). They were talking, squirming, sitting

on one another's laps. (No four of them seem to be watching at any given time, it seemed to me.) She talked them through the commands, wrote a few sentences that they dictated to her: e.g., 'girls are crazy; boys are dumb; computers are fun.' Then she demonstrated the PRINT command and did another run-through with another set of volunteer sentences. I believe the whole lesson took 15 to 20 minutes. Next she sent them to the computer lab to try it all out for themselves. (She did not accompany them.) I followed them to the lab. After sitting down in front of her Apple, one of the 'hot seven,' Nancy, said to the assistant: 'After I hit the control reset and move the cursor up, do I use the line number command?' She then typed in 'I hate boys. They are too rough. They are really crazy.' Across the room in a primary class, I heard the class reading in unison, 'All the kings horses, and all the king's men. . . .' Had I slipped into a time warp? Back at stations, Kay typed in 'Moummard Kadafy is brain damaged; I have a strong dislike for girls. They are too mushy.'

"The bottom line was that in less than 25 minutes each of the seven second-graders wrote a program of at least four lines that in fact ran. (Two of them had computers at home. One of the two was not allowed to use it.) They returned to their G/T classroom with me in hot pursuit. The teacher said, 'Okay now, work on your flow charts at home and remember to use a space between your line number and command. Do you remember what a flow chart is?' Barbara asks, 'Yeah, but what is semi-colon for again—I forget?'"

That "differentiation" we understood.

We also were troubled by the use of the term "gifted." Some people at several sites evinced an unshakeable belief that fundamentally there is nothing different about the most gifted one-child-in-a-thousand and the children in the top twenty percent. To carry that to the extreme one would conclude that no specialized intruction is needed for any G/T learners. These informants may have not met the extraordinarily gifted child. They seemed unable or unwilling to consider the possibility that one existed. Their position on curriculum development appeared to be: "You just give them good education. What's good for them will be good in some form for the rest." We sensed a smugness, a lack of intellectual curiosity, a reluctance to learn the complexities of giftedness.

Amy. We had the privilege of meeting Trent and Eric and Zack. They were presented elsewhere in the assessment of site strength and weakness. To them we now add Amy, who entranced our visitor, a university professor of educational psychology. He wrote:

"I met a 7th grader, Amy, who told me she would try 'to be as helpful as I can within the time constraints we have.' Amy has been in the G/T program for several years in Pennsylvania before her parents came to Indiana. I know nothing about her test scores, her academic achievement, or her performance in this project. I do know I was enthralled. (It was the first time I wished I had had the tape recorder running.)

"It's hard being smart. I am sure you can understand. Everyone gawks at you when a teacher is praising you. You'd just as soon the teacher would move on. So you really welcome [our G/T program] and the programs like it. But they aren't always what they are cracked up to be. I think we have four good teachers, but I wouldn't call them gifted people. Good teachers, yes. [The program] can be boring. It can get to be predictably cute. But all in all I'd have to say [the program] is fine for students who know where they are going. It is also good for students caught in the grey area. Some can fly. I'd give the school system an A− . . . B+ for trying.

Q: Is it effective for poor kids, for black kids?

A: No. They aren't in it, or aren't in it for long.

"Another problem is we are sliding backwards. Our superintendent has said that next year there will be no Science for G/T kids. (This was a 'secret issue,' Amy confided.) I can understand he has to pay attention to educational costs—but there may be more important things to consider besides" . . . (she rubs her thumb across her middle and index fingers.)

"But don't see me as being too negative. There are a lot of motivated people who are trying to move a lot of bricks. They are implementing programs in academic areas next year in English and math—which could be a part of the superintendent's thinking."

Q: Do you think gifted kids are more developed emotionally than regular kids?

A: I am more aware. I know more about issues that others might miss. But I cannot say I have sleepless nights. For example, I can put myself in President Reagan's position regarding Libya. I can imagine how I would feel when I am out on my own, what I am going to do.

Q: Does it take a gifted adult to teach a gifted child?

A: It would help. Mine are not gifted. They are intelligent. They are caring.

Q: Any differences between gifted girls and boys?

A: I think we have greater sensitivity to personal problems than do boys. I mean problems involving relationships between kids. I also *know* girls feel more peer pressure than they do. I am fortunate. I have two good friends. I *know* boys are more boisterous ("Sorry about that"). When a teacher leaves a room it is going to be a boy that goes wild. Somehow I don't think that's different for boys anywhere.

Q: Tell me about humor.

A: Well it's important to me. I can be very humorous some times. You wouldn't know that today. I don't think it's amusing to TP a person's lawn. My humor is more sophisticated than that. I might send a note to my pastor indicating that his guest speaker cannot arrive next month and send a follow up letter indicating that he can . . . just to watch his reactions.

Q: Make a huge improvement in this program. What would you do?

A: Well, my father wants a total in-school program and my mother wants a special school.

Q: What does Amy want?

A: To get back to her dissecting lab.

We believe the qualitative difference in Amy's ability to interpret schooling, society, and her world is evident in this interview extract. The Amy's are not the same as most kids in the Indiana G/T programs. Some teachers and administrators use the term "giftedness" without recognizing these extraordinary capabilities—and needs for extra-special instruction.

Slogans and shop-worn labels are found wherever a group bucks the status quo. Both the defenders of common practice and the proponents of change rely on catch phrases to communicate to other true believers. "Left brain—right brain thinking"; "G/T leadership"; "ideational fluency"; "structure of intellect"; and "curricular differentiation" are a handful of phrases important to the G/T educators in Indiana.

It is very difficult for the non-believer—including the friendly critic—to get a firm sense of what lies behind these oft-repeated phrases. And collecting widely disparate students from a broadly based talent pool and labeling all of them "gifted" further muddies the waters. When a guest in the state of Wei, Confucius[1] was asked what he would do were he to head the government. He replied,

> "I would see to it that things were called by their right names."

Benefits from State Resources

RFP Question #4. How have the State G/T Resources benefitted the development and/or implementation of G/T programming locally and statewide?

In the first part of this section we tell of benefits as seen by G/T coordinators in the corporations. They spoke generally of what the IDE grant permitted them to do. A trio of illustrative statements selected from survey responses is included. In the second part of this section we share some observations written by field visitors following journeys to resource centers at Ball State University, Purdue University, and the Wilson Education Center, Jeffersonville.

Reactions by Coordinators Regarding Benefits

Question #5 of section 8 of the CIRCE survey instrument asked project coordinators to estimate what would have happened if there had been no State funds to support the local G/T program. Of responses from 182 corporations almost half claimed that without the IDE program, there would likely have been no G/T program in the corporation. The responses are displayed in Table 16 broken down by project type. These data suggest that IDE funds were most important for initial type and implementation projects, less important for the more established expansion, K-12, and Model Site projects.

These very supportive data are not entirely consistent with site visit data which indicated many activities, such as A/P courses, some exclusively for able students, existed before State funding and operate today independently of it. It could be that the survey respondents were extravagant in their gratitude for the State funds. Still, these existing activities often were little coordinated. It appears that local activities became more programmatic—with special attention to coordinated staff development—when State funds became available.

The following illustrate use of IDE funds for baseline administrative arrangements and for accessing the G/T resource networks.

> "The State G/T funds gave us the means to hire staff and purchase instructional materials to put our program plan in action. The outcomes have been Board, administrative, staff and community commitment to future G/T programs."

> "Allowed us to employ half-time coordinator to coordinate the program K-12. Allowed us to expand into the visual and performing arts. Allowed us to employ an aide for G/T teachers and students. Allowed us to train entire staff and guidance department in area of gifted students."

> "G/T funds helped us in initial planning for our program. We conducted a needs assessment, provided inservice for our faculty, visited Model Sites, purchased materials necessary to understand G/T education, plus provided money for CADRE technical assistance."

---

[1]Lin Yutang, *The Secret Name*, p. 17.

Table 20. Impact of State Funding on Local G/T Activities

Questionnaire Item: What would have happened if there had been no State Funds to support the local G/T program?

Responses to Questionnaire Item	PROGRAM TYPE						
	Initial Planning	Implementation	Expansion	K-12	Model Sites	Total	%
Other funds would have been secured	9	14	32	9	6	70	38
Would have had more modest program	1	2	4	0	0	7	4%
Would have had no G/T program	33	30	20	2	1	86	43%
Others. Written comments	9	2	8	0	2	21	11%
No response	0	0	1	0	0	1	1%
Totals	52	48	65	11	9	185	100%

The previous remarks emphasized the comprehensive scope of the Indiana G/T program. Issues pertaining to CADRE and staff development were discussed earlier. In this section Shared Information Services (SIS) and Leadership Accessing are examined.

Shared Information Services

A basic description of the SIS concept contains the following statements.

> ". . . Three sites [were established] to serve as clearinghouses for materials and information relating to gifted and talented education. These materials have been collected and organized specifically for the perusal and use of administrators, educators, and parents in Indiana."

Our observer was struck by sharp contrasts in physical facilities and operational settings for centers which, according to the passage above, share the same mission. At the same time, personnel at all three sites were seen as exceedingly competent.

Ball State's SIS is located inside its K-12 Laboratory School; classes for the gifted are another dimension of this site. Its director, along with her colleagues, regarded this combination of circumstances as extremely positive. In his notes the CIRCE observer wrote:

> "Local personnel see ties to the Lab School as all positive. I'm not so certain. Perceptions of classes visited could affect perceptions of the total operation. Exchanges with two visitors lent support to this observation."

Those visitors were teachers from one of the school-sites visited by CIRCE's evaluation team. The teachers appeared to be "floating" much of the day, a day when, unfortunately, Lab School pupils and personnel were caught up in the aftermath of a student suicide.

SIS at Ball State was experiencing difficulties in implementing the shared aspect of this information clearinghouse. The same factor was present, too, at Purdue and Wilson Education Center.

At Ball State a temporary staff person had part-time responsibility for orientation. The library and seating arrangements for visitors were combined in one room. In addition, the secretary, who worked with the Ball State Center during her undergraduate student days, handled an initial screening process with visitors, either by phone or mail.

At Purdue visitors must work at a table located at the juncture of heavy traffic of university staff, graduate assistants, and students. The facilities for SIS and CADRE operations at Purdue are crowded and cramped.

Wilson Education Center was undergoing renovations which would leave SIS with its "own" space. Until then, SIS has to share a relatively large room, divided by partitions, with other activities of the Center.

Along different lines, interviewees at Ball State regarded the "quality of staff" as their strongest feature. This observer shared that assessment, but questioned their high degree of part-time responsibilities. So did an experienced teacher in the Lab School, an individual who is also a CADRE consultant:

> "I have good feelings about the place, about our ties to CADRE. There's a high level of competence around—bright people, with lots of classroom experience. But there are great demands on their time. Some were already carrying heavy loads before CADRE appeared."

Janet Strands, SIS coordinator at Purdue, stressed "our availability" as the best part of that operation. Earlier, on a complementary note, Anne Pellegrino, coordinator of CADRE, said the resource center was using CADRE resources on a "first aid basis" for schools. Both women agreed with Kay Colston of Wilson Center that positive feedback from service users was their most esteemed reward.

Wilson Center and Purdue SIS activities, which began after Ball State was already functioning, lack high visibility. Janet Strands saw the basic problem as "having to go through Purdue's [publicity] system, which has lots of delays built-in." Kay Colston reported: "We were surprised—waiting by the phone, expecting calls for our services. Now we realize there are schools in our region who still don't know we're here." Respondents at all three sites concurred on the following items.

1. Lack of pertinent materials for users interested in secondary education.[1]

2. State-of-the art computer technology, knowledge of capabilities, software, etc.

3. The serious impact of anticipated G/T budget cuts. They saw such cuts virtually eliminating outreach activities. Kay Colston, whose SIS has access to the Center's van system views the dilemma in this way: "It's lending library versus the resource center concept. We can't be just a site for reviewing materials, reviewing software."

SIS received more commendation in survey responses than appeared in site-visit reports. As might be anticipated, SIS was used most frequently and received the greatest praise ("very helpful") from corporations holding planning grants, and the latter were not represented among the sites visited by CIRCE. Nonetheless, certain problems remain. If SIS services were most useful for corporations launching G/T efforts, there are some strong implications for future development. In order to become centers where information is truly shared and exchanged, more accommodation to visitor needs appears to be a priority.

---

[1]This observer's scanning of CIRCE site-visitor reports at mid-point found only two where favorable comments about high school programs stood out. A coordinator of gifted education deplored: "None [of the high school programs] meets the criteria on our check list." The most positive sections of the site-visitor reports refer to programs in middle schools, often calling the activities "outstanding."

For example, one of the planning grant coordinators wrote: "SIS was extremely helpful; SIS needs more flexible hours." But increased flexibility alone will not suffice.

Colin Cherry, a famed British scholar in communications theory, submitted:[2]

> Communication is always a social activity, an act of sharing . . . However, the word 'sharing' is ambiguous, having two distinct meanings: (a) sharing by division (sharing *between*) as when you share a bar of chocolate with someone and have half each (communication is *not* sharing in this sense); (b) sharing by participation (sharing *with* as when you hold something in common with others, like the membership of a club, or like having some common interest. Communication means sharing in this latter-sense; it is always a social activity.

Better, much better, facilities are needed if SIS is to function on a "social activity" basis, especially at Purdue. In all sites, more attention and more time of center personnel would have to be devoted to visitors. This policy would require a more regimented calendar of visitations.

Several years ago, Professor John J. Horvat, then of Indiana University, prepared a document on communications and change. His rationale for the diagram portrayed in Figure 2 follows:

A. Attempts should be made to communicate more of the "hows" of educational change (the methods and process information) as well as the "whats" of educational change. Most practitioners feel that they know what their system or agency needs. What they desperately want is information which will help them achieve these "whats."

B. This suggestion is related to the first one. We do not have many ideas, concepts, models, and theories of the "how" of educational change to communicate. This is not the fault of the communication people, but of the change scholars and theoreticians. The communications people could help a little with this problem by pressuring the change experts to produce better and more useful products. However, it seems clear that what is really needed is a heavy commitment of funds and conceptual effort in this area.

C. We should attempt to get away from the use of the written word strategy of communication for communicating all of the kinds of things that need to be communicated. The written word serves well the purpose of *making audiences aware* of programs, ideas, products, etc., in the area of educational change, but other methods (such as training and involvement) are much more effective in *making audiences able to change or to bring about change.*

D. Most of our communications offer the recipients advice, directives, or expert opinions. Recipients should be offered, much more frequently than they now are, a series of viable professional alternatives.

The G/T program in Indiana has acknowledged Horvat's guidelines to a greater extent than other change efforts this writer has known. For progress to continue, however, the role and purpose of SIS should be carefully evaluated. Primary points that seem worthy of consideration are listed below:

1. SIS operations could be directly tied to planning sites, and to corporations still searching for help in developing programs. This modification probably would force SIS personnel into a more active posture of targeted interaction.

---

[2]"The Age of Access: Information Technology and Social Revolution," Posthumous Papers of Colin Cherry. William Edmondson (ed.), Dover, N.H.: Croom Helm, 1985, p. 33.

FIGURE 2

A SCHEMA FOR CONSIDERING THE CONTENT AND STRATEGY OF EDUCATIONAL CHANGE COMMUNICATIONS

	Types of Communication Strategies						
	Highest frequency of use: WRITTEN WORD	2nd highest frequency of use: CONFERENCES & MEETINGS	3rd highest frequency of use: DEMONSTRATIONS	4th highest frequency of use: TRAINING	Lowest frequency of use: INTERVENTION AND/OR INVOLVEMENT	New Strategy # 1	New Strategy # "n"
(The "WHATS" of change)[1]							
1. Communications on the use of "X" product or program at "Y" school district, e.g., PSSC at Muddy Forks.	Least effective, generally good on "whats" poor on "hows."	2nd most effective, generally good on "whats" poor on "hows."	Most effective, excellent on "whats" fair to poor on "hows."	USUALLY NOT APPLICABLE	USUALLY NOT APPLICABLE		
2. Communications on "new" products, e.g., BSCS, I.T.A., language labs.	Least effective, generally good on "whats," fair on "how to use," and poor on "hows."	4th most effective, generally good on "whats," and "how to use," poor on other "hows."	3rd most effective, excellent on "whats," good on "how to use," poor on other "hows."	2nd most effective, excellent on "whats," and "how to use," poor on other "hows."	Most effective, excellent on "whats," "how to use," and other "hows."		
3. Communications on general change ideas, suggestions, action programs, e.g., team teaching, Headstart-like programs.	Least effective, fair on "whats" and poor on "hows."	4th most effective, good on "whats" and poor on "hows."	3rd most effective, good on "whats" and poor on "hows."	2nd most effective, excellent on "whats" and good on "hows."	Most effective, excellent on "whats" and "hows."		
(The "HOWS" of change)[2]							
4. Communications on change strategies, e.g., strategies for the evaluation of change efforts, for the process of engineering consent for change.	Least effective, fair on "whats" and poor on "hows."	3rd most effective, good on "whats" and fair on "hows."	NOT APPLICABLE	2nd most effective, good on both "whats" and "hows."	Most effective, excellent on both "whats" and "hows."		
5. Communications on change theories and models, e.g., an economic theory of educational change, a general model of the change processes.	Least effective, fair to good on "whats" but very poor on "hows."	3rd most effective, good on "whats" and poor on "hows."	NOT APPLICABLE	2nd most effective, excellent on "whats" and good on "hows."	Most effective, excellent on "whats" and good on "hows."		

[1]Content categories 1, 2, and 3 are typically most concerned with the "what" of change, somewhat concerned with the "how to do it" factors, and only slightly, if at all, concerned with the "how of implementing, evaluating, and maintaining the change." These three categories probably represent the vast majority of all change communications.

[2]Content categories 4 and 5 are typically most concerned with the "hows" of the change process, and usually are moderately concerned with the "whats." Content category 4 probably represents less than a quarter of all change communications, while category 5 probably represents a very small percentage of all such communications.

2. SIS and the Model Sites could be linked in a complementary technical assistance role, each having the responsibility of referring visitors to the other. Both SIS and the Model Sites received criticism relative to the accommodation of interested visitors: SIS for its allegedly "inflexible hours"; Model Sites for "not being receptive" to visitors. Operating in tandem, these two components should be able to do a better job of diagnosing and responding to requests, of aiding visitors in the latter's pursuit of quality information.

3. Some SIS personnel could be experts in Horvat's "How to change," especially in helping client to improve curriculum evaluation and curriculum development skills.

Leadership Accessing

Some lavish praise was given to Leadership Accessing by field respondents. The Purdue exhibits (following pages) refer to seminars held in 1985-86. One local G/T coordinator said, "Several people told me the Leadership Accessing seminars have been outstanding. The Leadership Accessing program is the best thing the State is doing."

This response, which had its counterparts in survey feedback, is another indicator of the diverse needs among members of the Indiana G/T program. It came from one of the Model Sites and mirrors the basic purpose of Leadership Accessing—viz., a symposium series designed to bring resource people of "national and international stature" to Indiana in the cause of "professional development for teachers." However, this same initiative is also charged with tying the production of video tapes and written materials to the presence of those same scholars. If such integration of products is to transpire, Leadership Accessing may have to be linked to more specific outcomes. For example, the recently released "Richardson Study"[3] is critical of "pull-out" programs. Site-visit accounts are rife with contrasting opinions of the pull-out approach. Activities and products tied to Leadership Accessing could serve as a means of exploring the report, its scope and limitations, and the implications for future practices.

The key to continued development may rest in the term "leadership." Just as SIS and the Model Sites could combine efforts in abetting the cause of planning and program enhancement, Leadership Accessing could function as the spearhead for providing training opportunities at higher levels than now generally characterize staff development and in-service education.

Summary

Support services for the Gifted and Talented Program in Indiana are part of a comprehensive attempt to improve the opportunities offered children, parents, instructors and administrators. Despite certain limitations cited in preceding pages, the quality of technical assistance has generally been superior. Perhaps the central issue now rests in the State's commitment to the future. Will the comprehensive approach, essential to capacity-building in diversified arenas, continue? And what will be done to sharpen the connections between interlocking elements in order to better utilize scarce resources?

---

[3]June Cox, Neil Daniel, Bruce Boston. EDUCATING ABLE LEARNERS: PROGRAMS AND PROMISING PRACTICES, Executive Summary. Austin, Texas: University of Texas Press, 1985, p. 2.

PURDUE UNIVERSITY GIFTED EDUCATION RESOURCE INSTITUTE

November 20, 1985

Dear Principal:

The Gifted Education Resource Institute of Purdue University, on behalf of the Indiana Department of Education, is happy to announce the first of a series of symposia featuring national and international leaders in the education of gifted and talented students. The first symposium will be organized as follows:

Presenter: Dr. June Cox
Director of the Gifted Students' Institute, Arlington, Texas
Director of Research for the Sid W. Richardson Foundation

Presentation: "The Richardson Study: A National Investigation of Programs and Practices Designed for the Gifted and Talented."

For your convenience the symposium will be repeated at three sites. You can attend at any of the sites. There is no charge for school personnel. The schedule of presentations is as follows:

Monday, December 9th, 1985 ..... Columbus

9:00 am - 11:00 am
Auditorium
East High School, 230 South Marr Road
Parking free in north parking lot

Monday, December 9th, 1985 ..... Indianapolis

1:30 pm - 3:30 pm
University Theatre
Mary Cable Building, (formerly elementary school)
Corner of Blackford Street and Michigan Street
Campus of Indiana University-Purdue University at Indianapolis
Parking free in street or for small fee in adjacent parking garage

PURDUE UNIVERSITY GIFTED EDUCATION RESOURCE INSTITUTE

January 16, 1986

Dear Principal:

The Gifted Education Resource Institute of Purdue University, on behalf of the Indiana Department of Education, is happy to announce the second of a series of symposia featuring national and international leaders in the educatic of gifted and talented students.

This symposium features two presenters:

Dr. Bruce Shore ..... Director of the Giftedness Centre
McGill University, Montreal

"Recommended Practices in the Education of Gifted and Talented Children."

Dr. Merle Karnes ..... Professor of Education
College of Education, University of Illinois

"The Gifted in Early Childhood and the Gifted Among the Handicapped."

For your convenience, the symposium will be repeated at three sites. You can attend at any site. There is no charge for school personnel and the schedu of presentations is as follows:

Thursday, February 13th.....Columbus

9:00 am - 11:00 am ..... Merle Karnes
1:30 pm - 3:30 pm ..... Bruce Shore

Auditorium: South Side Elementary School, 1320 West 200 South, Columbus.

Take State Road 11 south of Columbus about 1 mile. Parking in school parking lot or in the fairgrounds opposite.

West Lafayette, Indiana 47907

lay, March 21st ..... South Bend

9:00 am - 11:00 am ..... Abraham Tannenbaum
1:30 pm - 3:30 pm ..... Barbara Clark

Bendix Theatre, Century Center, 124 South St. Joseph, South Bend
Come into South Bend on 31/33, and look for blue and white "Century Center" signs. Parking for $1.00 fee in Century Center parking lot.

Abraham Tannenbaum has had a long and distinguished career in gifted education. 981 he was the winner of the Hollingworth Award for research on the gifted and 985 he won the prestigious Distinguished Scholar Award of the National Association Gifted Children. His text Gifted Children: Psychological and Educational pectives is regarded as a significant contribution to gifted education.

"Gifted students in our schools are alternately indulged and neglected Sometimes they are exploited as a means of achieving political, social, and economic goals; at other times they are ignored. The traditional peaks and valleys of public interest in the gifted seem to have leveled off. What prevents a decline of attention are such strong developments as lay advocacy; the appearance of carefully designed curriculum paradigms; grass-roots efforts at state and local levels; and the emergence of a cadre of young professionals trained and dedicated to provide leadership in the field. However, there are still impediments. These include doubts about the need for differentiated education; a mood at school that being brilliant doesn't elevate and may indeed jeopardize a student's social status; and the prevalence of poorly designed programs. Progress in the field of gifted education depends on accepting into our belief system the special rights of gifted children, based on what we know about their nature and the requisites of their nurture."

Barbara Clark coordinates graduate programs in Gifted Education at California e University, Los Angeles and serves as a Trustee and Director of the Center for ational Excellence for Gifted and Highly Able Learners (CEEGHAL). She is the or of the widely used text: Growing Up Gifted.

"Dr. Clark's session will present an overview of current research from neurobiology, psychology, and physics as it relates to optimizing learning. These data provide the basis for a discussion of a reconceptualization of learning, intelligence, and giftedness. The Integrative Education Model, an educational model based on these data, will be presented and strategies from the Model will be introduced which can be adapted to any age level and used in any classroom organization. Seven major components that support optimal learning will be included: the responsive learning environment; tension reduction; movement and physical encoding; empowering language and behavior; choice and perceived control, complex, challenging cognitive activity, and intuition and integration. The need for optimizing learning for the gifted and talented learner will be discussed."

ope that you and your staff in gifted education, especially the local coordinator ou have one, will attend these sessions. The information presented will also be onsiderable value to your GT task force or planning committee.

Sincerely,

John F. Feldhusen

John F. Feldhusen, Ph.D., Director
Gifted Education Resource Institute

Strengths and Weaknesses of the State Program

RFP Question #5. What are the strengths and weaknesses of the statewide G/T programs, including state administration?

"The State funds permitted our corporation to have a gifted program started in the elementary grades. No program would have been possible without State money. Our corporation is financially committed to the construction of two new elementary schools which have a special designated room for G/T."

"G/T funds have given us the opportunity to write a curriculum, to start a children's art gallery, to provide foreign languages to elementary students and to provide inservice for junior high and high school teachers. This money has also acted as a wedge to get the program established without decreasing funds for teacher salaries."

"It enabled us to do necessary planning for new phases of programming, allowed us to implement phases planned last year, increased time on task for the coordinator and provided needed inservice."

A response to RFP question #5 could have resulted in a reprise of information from other sections of this report. That will be kept to a minimum. Rather, the emphasis of the following paragraphs will be on the summary of the survey and qualitative materials gathered regarding the operation and functioning of the Indiana Department of Education G/T Program office.

The law establishing the G/T program lists demonstration sites, technical and inservice assistance, start-up programs, and expanded programs for students as components. The present features of the program reflect that list. Demonstration responsibilities are currently implemented in the K-12 Model Sites funded in 1985-86 at $101,000 each. To be added during 1986-87 will be grants of $30,000 for projects demonstrating Exemplary and Innovative practices. The technical assistance features of the program include services provided to corporations on a regular basis through CADRE, Shared Information Services, and a Leadership Accessing Program as well as efforts more directly managed by the Indiana Department of Education. The idea in the law of expanded programs for students is supported through grants to corporations for planning, development, implementation, and expansion. In addition, relief from compliance with some of the Indiana Department of Education rules for the conduct of education when conducting education for the gifted and talented is provided through Rule 4 Waivers.

The State supports a variety of technical assistance efforts. CADRE is based at three regional offices staffed by a Director and a Coordinator brokering the services of consultants to corporations seeking assistance in program development, inservice, evaluation and other tasks related to the implementation of gifted education at the local level. CADRE services are positively perceived by clients. Case study and survey information both depict positive valuations. Shared Information Services (SIS) is housed at three sites set up to gather and distribute collections of materials related to the education of gifted and talented students. Although one coordinator told us that SIS was excellent for recommending materials and sending things out for preview, we found little evidence, either in the survey or the case reports, to indicate actual utilization. The last of the contracted programs, the Leadership Accessing Program, provides a series of regional presentations by nationally recognized authorities on the education of gifted and talented students. This program, while positively reviewed by those who have made use of it, is not broadly recognized. Finally, the Gifted Program Office in the Indiana Department of Education itself is a source of inservice and technical assistance for corporations and grant recipients. Grant writing workshops as well as periodic meetings for grant recipients fill both an administrative and an assistance role.

A number of themes in the case studies both at the State and corporation levels relates to the changes in program leadership in the Indiana Department of Education. As one corporation employee put it, "We're breaking in our fourth director of gifted education in Indianapolis in the last five years."

According to Department sources changes in program leadership have occurred for a variety of reasons. One report indicated that one former State coordinator received a $14,000 increase in pay on taking a position with a school corporation.

The changing leadership is perceived as relating to changing emphasis in the direction of gifted education by the State office. One corporation source summed up that impression: "Indianapolis is terribly inconsistent. They shift focus frequently. McCarthy, then Kaplan, and Bloom's taxonomy. At least one of which is at odds with Sato (the current external consultant for Model Sites used by the State office). . . ." To some the shifts are troublesome. "We networked our little hearts out. . . . They say 'do something' and give you money, so you do it."

The present leader of the gifted and talented program for the State, Patricia Stafford, is aware of the problems. At a Proposal Writing Conference at Purdue University in April, she responded to the "inconsistency claim," indicating that much of what presently exists was foreshadowed by a 1979 needs assessment and State plan for the education of gifted and talented students. Although there have been changes in management and policy, there has been a continuity of program structure.

Related to this is a second theme—a concern about funding. A number of superintendents have felt that once funded, corporations were assured renewed funding. Ms. Stafford fielded just such a question in the Purdue Proposal Writing Conference. The separate grants for different types of corporation developmental activities, the requirement for evaluation, and the need to provide funds for corporations across the state all suggest that the limited funds cannot be confined for long periods of time in the same corporations.

Some realization of this is apparent in the corporation comments about the need for a mandated program and formula funding. A need for caution in such a move was highlighted in one corporation where the special education experience was used as a warning: "Don't move too quickly. Staffing and fiscal problems would be exaggerated."

Specific Views of Administration

All across the state G/T personnel had high praise for current direction by the State agency. At Model, Expansion and Implementation sites, large and small sites, urban and rural, the messages were similar. Some commented on high standards, some complained about previous administrations, but their current assessment is uniformly strong. Five site coordinators' comments follow:

> "The State agency receives a gold star again. They handle requests efficiently, make themselves accessible to the people, and seem very competent. A definite sense of improvement over the past several years."

> "They give such short notice on a variety of things. Your being here today is case in point. It is not unusual. They need stability in their leadership. The last director was a good cheerleader. Now we have one that is an organizer, a curriculum person. Who will be next? We need to know what to expect from year to year. Paperwork task has been improved this year. The mid-year report improvements were masterful. So, the State does listen to us."

> "We got the message at the grant writing workshops: You had better be able to carry your program locally."

> "State administrators have been 'doing good.' This year is so much more organized, really together. Stafford and her staff get the information out and don't feed us with a lot of junk. At meetings, they begin on time and let us out on time. If we call up, we usually can talk to whomever we want right at that time. If we need something, they get it to us."

"I think currently they're (IDE G/T Office) doing a good job. I think in the past it was not too good. But I can't put a finger on anything . . . The communication is much better now, and I think the whole financial format is improving. Oh, I do have one criticism, and I don't know how this could be avoided. They seem to have put two groups of schools into one grant category for next year. . . . I'm not sure how that could have been avoided. I think it probably was long-term planning that was lacking. And that probably started some years ago. I felt that one past director was not an effective leader in gifted programming. I think their inservices have been good."

IDE's Efforts and Who Gets Credit for What. It would be wrong to attribute the strengths and weaknesses of gifted education in the state to State funding and management of programs by the IDE. Gifted education efforts began long before the current legislation was enacted. And other G/T efforts continue independently of the IDE's G/T program. One program's efforts highlight the complexities of disentangling the factors which influence G/T education in Indiana. Our visitor observed:

"The professionals here are doing an extensive amount of work for the gifted and talented students enrolled in the schools, but not through the IDE grant. They offer a wide range of programs for gifted and talented students, but none is paid for by the IDE grant. The teachers who are involved in the project, at least the four I visited, were committed to gifted and talented education, and were gifted and talented themselves in their ability to work with children. But they were 'doing good' long before the IDE project started."

Others' motives were obviously less than "pure" in their attempts to secure State funding for their extant efforts. An illustrative case follows:

"The supervisors wrote the proposal to pander to the perceived values and prejudices of the IDE staff. It was clear to the proposal authors that something had to be said about 'individual learning plans,' and so a goal was written about that topic. But very little was done with it. The issues of identifying gifted and talented children were touched but hardly studied or analyzed. After all, the Corporation has in place an identification system for screening students into their regular, on-going, non-IDE-funded gifted and talented program, so there was no pressing need to spend time on that phase of the grant even though it was given emphasis in the proposal."

Personnel at two other sites felt the pressure to claim more for their programs than they cared to:

"You are pushed by the State to show you're expanding. We are moving too quickly. We need field testing and revising time. I feel pressure. The State wants proof [of progress] but it's hard [to put together] a curriculum guide."

"[IEPs are] required by the State so we put it in our proposals. We do meet with middle school teachers in the fall to discuss each entering G/T child."

These problems are common with all categorical funding programs. During the period of our observations the Indiana Department of Education was not perpetuating an artificiality of formal contracts. In contrast we saw efforts to encourage corporations to make their own decisions, studied decisions, about running G/T programs.

Rule 4 Waivers

One of the current efforts in the Department is to improve the Rule 4 Waivers. The idea behind the Rule 4 Waiver is that regular experiences provided by schools in some ways inhibit education for gifted and

talented students. Many of them do not need to spend the time average students do to cover and learn specific content. Gifted and talented students could also benefit from advanced classes not available at the level of school they attend because of their chronological age.

The present use of the Rule 4 Waiver is predominantly in allowing students in junior highs and middle schools to take courses offered at the high school level. Rule 4 Waiver applications are on file from 98 corporations and a majority of those will come up for renewal this summer.

The idea of Rule 4 Waivers is currently under review by the State Board of Education. The current administration is working to combine some of the options allowed to eliminate unnecessary redundance as well as adding an option to allow mentor relationships for students to explore more esoteric matters than is possible with their peers.

Using our CIRCE questionnaire we learned how many of the 189 corporations applied for Rule 4 Waivers. The breakdown is in Table 21.

Table 21. Use of Rule 4 Waivers by Five Types of Programs

	Have Applied	Have Not Applied	Total
Initial Planning	17	39	56
Implementation	19	29	48
Expansion	34	31	65
K-12 Programs	7	4	11
Model Sites	7	2	9
TOTAL	84	105	189

Rule 4 waivers are not extensively used. Responses from Model Sites and from the other G/T programs funded by IDE to questions in Section III of the questionnaire having to do with Rule 4 waivers are displayed in Appendix A. In response to a question asking what other waivers would be useful, 96 corporations responded "none."

As can be seen in Appendix A, the most frequently sought waiver was that which permits corporations to grant credit for high school courses taken below the 9th grade. The next two waivers, in terms of popularity, were those dealing with graduating without seven full semesters and allocating less than the minimum specified time for subject matter courses.

The conclusion of the evaluation team was that very few Indiana corporations are sufficiently deep into G/T programming to realize how restrictive the present school code is, and whether or not these present waivers are the ones needed.

Question 3 of Section III asked for reasons why Rule 4 Waivers were not sought. Seventy-eight of the 105 corporations which had not applied for Rule 4 Waivers stated that either they are still in a planning phase or that the existing waivers did not match their program needs.

Staffing. Current staffing of the Department of Education Gifted and Talented program is a coordinator, two professionals, and two secretaries. That is a not atypical staffing for a $4 million program at a State Department of Education. But at least one IDE staffer felt that it was inadequate considering the number of grants and the special program knowledge required. It is often the case that peak workloads are ameliorated by providing temporary assignments to the program. The staffer felt that was inadequate. For much of this year the staffing plan was only partially implemented. Much of the work of maintaining the program during 1985-86 fell to the State Coordinator. The workload was extraordinary and she did what she could do well. In the words of one local coordinator, it was acknowledged that "Pat has done an excellent job. She's pulled it all together. I think they had created more grant and paperwork than they could handle. She's made it easier. She does a good job and her position is a difficult one to be in. The State Agency is right on target."

Further summary of strengths and weaknesses of the State program appear in Section VI.

SECTION IV
FISCAL ACCOUNTABILITY

FISCAL ACCOUNTABILITY

Purpose and Method of Analysis

The purpose of this portion of the evaluation study was to address certain questions relating to fiscal accountability of State gifted and talented funds in Indiana. Specifically, the analysis reported here focused on the following two questions:

1. What are the strengths and weaknesses of State requirements of local school corporations in the area of fiscal accountability and financial reporting?

2. To what extent can it be determined from financial statements and interim financial reports that there is fiscal integrity in the administration of local gifted and talented programs?

To answer these questions, a written request was made to the gifted and talented coordinators in the twenty-four Indiana school corporations selected as study sites in the evaluation. This request was for specific financial documents and data, as follows: Biannual Financial Report, July 1 to December 31, 1985 (Form 9) and Internal School Corporation Interim Financial Reports or documents showing actual receipts and expenditures for gifted and talented programs, since January 1, 1986.

Nineteen of the twenty-four school corporations responded to the CIRCE request for data. The request came at a difficult time for school corporations. It was at the end of the school year and fiscal year, the time that school business officials have the heaviest workload. The request placed a particularly heavy burden on smaller school corporations which have a small business-office staff. (The median enrollment of the nineteen school corporations who complied with the request was 5,683; the median enrollment of the five non-complying corporations was 1,061.)

Accountability and Financial Reporting

The financial statements and interim financial reports were examined and analyzed for the purpose of ascertaining the strengths and weaknesses of State requirements of local school corporations in the area of fiscal accountability and financial reporting. State gifted and talented grants were clearly designated by all reporting school corporations on their Biannual Financial Report (Form 9) as revenue from State sources. In each case, the school corporation segregated State gifted and talented monies in a separate fund and did not comingle these monies with general fund financial resources. The maintenance of a separate fund for the State funded gifted and talented program is a very positive contribution to fiscal accountability.

While total expenditures from State gifted and talented funds were shown, they were generally not shown in detail. Only two school corporations showed gifted and talented program expenditures in any detail on Form 9. Since the Form 9 is completed two times each fiscal year, such documentation was only available for the period July 1 to December 31, 1985.

All responding school corporations provided requested interim financial reports and documents showing cash receipts and disbursements for the gifted and talented program for the period from January 1, 1986 to late spring (the exact date depended upon the date of submission of the documents and the school

corporation internal accounting and financial reporting cycle). In all cases, the school corporations provided financial documents showing expenditure detail by account and function. In many cases, the data provided were copies of actual expenditure ledgers with descriptions of each individual cash disbursement.

In a sub-sample of four corporations, gifted and talented program budgets were compared to actual expenditures. A complete analysis is not possible until 1985-86 financial reports are available (c. Sept. 1 1986), but preliminary data from this limited sample indicated that very little, if any, variation between budgeted and actual expenditures can be expected. In other words, financial reports would indicate that the school corporations are spending gifted and talented funds the way they said they would.

In the area of accountability and financial reporting, a number of conclusions can be drawn.

1. The required State reporting form (Form 9) does not require program expenditures to be reported in enough detail to allow any financial compliance auditing in this area.

2. School corporations produce internal financial reports in significant detail in a timely enough fashion to allow such financial compliance auditing to occur, if the State decides to do so.

3. There seems to be no evidence that such financial compliance auditing would be cost effective, since no significant discrepancies between budgets and actual expenditures were found.

4. Requirements to provide such detailed expenditure data at the close of the school year might impose an unnecessarily heavy regulatory burden on small school corporations.

Of course, we were interested in determining the extent to which the local school corporations supplemented State funds for gifted and talented programs. From the questionnaire we learned that the median corporation received $15,000 from IDE in grant funds and supplemented that amount with about $2,800 in local funds. The financial reporting format employed by the Indiana for local school corporations does not facilitate verification of such estimates. Only a complete program budgeting format would make such a verification possible. We doubt that installation of such a program budgeting and management information system would make a significant contribution to improved program management.

Fiscal Integrity

The issue of fiscal integrity will be addressed briefly. Financial documents are only as trustworthy as those who prepare them. Fiscal integrity can only be *guaranteed* through a time consuming audit of original records of financial transactions and the process used to prepare financial statements. That is clearly beyond the scope of this study. However, this evaluation team found nothing in the financial documents examined or in other data gathering to raise suspicion of fiscal mismanagement.

State funds to develop and implement gifted and talented programs are provided to selected Indiana school corporations on a grant basis. A part of the granting process is the submission of a budget showing planned program expenditures. A prime concern of the State should be whether those funds are expended as planned. Mechanisms currently exist to allow the State to do that systematically. The financial documents examined in this analysis indicate a high degree of congruence between budgets and actual expenditures.

SECTION V
EXTERNAL INTERPRETATIONS

EXTERNAL INTERPRETATIONS

William Foster, Director
Center for Individual Development
Rutgers University

What follows are four essays, "constructed reactions" of a group of scholars, specialists in gifted education. Here they have *hypothetically* examined the data base obtained for CIRCE's evaluation of the gifted education programs of the Indiana Department of Education.

Whether the program is large, like the Indiana Department of Education's statewide effort, or small, as is the program in so many rural Indiana school corporations, the task of evaluating it is complex and multifaceted. This is particularly the case when the evaluation effort attempts to go beyond simple descriptive and judgmental rendition and develops portrayals of how people in the programs experience and understand the essential character of their work.

Extrapolating such meanings from descriptive accounts is the most fun we have as we plow through the array of numbers and volume of words that comprise the information base derived from our fieldwork and surveys. In sum, the purpose of such an evaluation is not only to describe what is going on and to judge its merit, but also to discover the meaning of what is happening. How do the participants understand the activity? How might that same activity be viewed by others on the outside?

Accomplishing this latter end is the purpose of this section. What follows is an effort to provide the reader with an appreciation of how others not involved with the program might think about its merits and its flaws, its present character and its future possibilities. Here the specific purpose is to provide the reader with a perspective on how certain scholars associated with the field of gifted education might view what is currently going on in Indiana.

Most of what follows is a fabrication. With the exception of my own essay *what is presented is not what the three scholars said of the Indiana effort, but what I think they might have said if they had seen the data.*

Spreading out the findings from the evaluation's survey, interview, and site visit reports before us as the empirical base, let us assume that we first asked our imaginary team of reviewers to familiarize themselves with what is going on in Indiana, both at the State and local levels. Then each in his turn was to tell us what he thinks of what he saw. Each constructed review becomes a lens through which we, as readers, may interpret the data, enlarging our perspective on trends and issues. Hopefully all this will prove useful in the continuing development of state and local policy and practice of gifted education.

Specifically, what follows is an account of what Drs. Julian Stanley, Joseph Renzulli, and Benjamin Bloom might think of the Indiana program, plus an account of my own. Through this process a picture develops as to what captures each writers' attention. What each writes varies of course according to the different notions espoused by each as to what is best for the gifted youngsters in our public schools.

Different interpretations unfold as each of these experts encounters the data. Their "commentaries" summarize and critique the Indiana program at a general level. Each "essay" addresses the data in a unique manner. And each is written under the ground rule that the author will be candid. So here goes:

All our essayists thought that the State sponsored G/T programs are a meritorious effort on the part of the Department of Education to meet the educational needs of some of Indiana's ablest learners. All concurred that there are many perspectives to be found in the professional literature in gifted education, some clearly disagreeing as to the best ways of teaching, and that this variety can be quite confusing. And all were convinced from independent review of the data that an honest, though nascent, effort to reach this end is occurring at all levels of the statewide program. For example they agreed that if an Indiana school corporation indicated in its grant proposal that it intended to offer gifted 5th and 6th graders a pullout program in critical-thinking and creative problem-solving that was, in fact, what was done.

The Department's technical assistance effort was judged to have substantial merit, especially the CADRE program. Some question was raised as to the worth of the grant competition procedure for the distribution of state monies. They thought a categorical general-aid mechanism might provide a less bureaucratic, paper-intensive alternative.

Strong evidence from interview and site visit data was seen to indicate that the present State Director is thought of favorably across the field, particularly because of a streamlining of administrative procedure and the high degree of candor she has brought to her work.

But from such important points of agreement each author diverged to expand his particular view of what is and what ought to be going on in the State sponsored programs.

Julian Stanley, Professor of Psychology at Johns Hopkins University and Director of the Study of Mathematically Precocious Youth (SMPY), is the first essayist:

A View From SMPY

I am highly impressed by the commitment in Indiana to do some better educational programming for our best young minds. This is vital, both for the state and for the nation. Without such efforts many of these youths will be lost in the distracting caprices of our current drive toward "excellence"—which often translates into simplistic pursuit of basic skills and into unspoken assertion that what is good is what is average.

Throughout my review of the data I found evidence of ongoing efforts in certain school corporations to educate their ablest students beyond these standards through an articulated, *accelerated*, continuous-access curriculum, closely tied to the academic disciplines. This is what we at SMPY think the best to be offered such students. But such practice is too little in evidence. For example, the survey results suggests a very limited use of acceleration in the state's corporations. Stories such as that of Eric in Gary are pleasant exceptions to this general rule.

The overall thrust of education of the gifted in Indiana occurs in the elementary grades. It takes the form of enrichment activities more or less free of academic content. Such practice is problematic. "It's like serving fine steak to individuals dying of thirst, or water to those starving" (Stanley, 1984).

In Indiana, as across the nation, a differentiated, process-oriented curriculum contained within enrichment activities leave the youngster in a subject-matter vacuum.

Enrichment through pullout may distract the intellectually talented youth from the rumblings of academic malnutrition, but the able mind will shrivel and expire given no more than our best efforts at process education. The gifted student needs substantive content.

Over the last fifteen years we at SMPY have worked to rescue the "hungry" minds of our finest students from the boredom and frustration of a lock-step curriculum of Carnegie units and chronological, age-graded

class placements. Though the joint intention of the Indiana Department of Education and local school corporations appears to be the provision of educational opportunities which ameliorate this problem, there is little programmatic or instructional testimony to this outcome. That is not to say that the work done on differentiated, articulated educational experiences for the intellectually talented youngsters has not had an effect. It just is not apparent that it has had a good effect.

From the rural school with K-12 under one roof to the urban, multi-building system, an assortment of Indiana programs has begun to emerge. Most sponsor student learning of process (i.e. creative problem-solving or high-level thinking skill) divorced from formal academics. The student is taught critical-thinking independent of content application. In the education of these youth there is an urgent need for an academic focus to their differentiated experiences. And for the ablest of them this differentiated, academic focus should be achieved through educational acceleration. Though acceleration is best understood in relation to subject areas such as mathematics, acceleration is needed across the curriculum.

There is an unfortunate lack of appreciation of the utility of such a model of programming, curriculum design, and instructional practice. A significant amount is known about the favorable impact of such efforts on the learning of intellectually talented boys and girls. And a substantial number of acceleration strategies have evolved to expand our teaching repertoire. These range from very early identification of students capable of high levels of academic achievement to the use of off-grade testing to allow students capable of high levels of achievement to complete a bachelor's and master's degree in eight semesters or less (Stanley and Benbow, 1982). It might be advantageous for the Department to consider ways in which it could act to familiarize the corporations with the procedures for such acceleration. Leadership Accessing and/or CADRE could be mechanisms for dissemination of such information.

One of the impediments to accelerated teaching is apparent in the Rule IV waivers. The Rule itself is not the impediment. The impediment is the educational philosophy which creates the need for waivers in the first place. It is anachronistic that a State educational policy should constrain local schools in such a manner. In practice Indiana schools appear not to pay much attention to the rule. Perhaps the mismatch lies between the number of times the rule is filed for and the number of recorded uses that actually occur at the local level. Many more exceptions are made than are petitioned for. Certainly, any increase in the amount and kind of acceleration occurring at local levels will cause the Rule IV requirements to be more and more problemmatic.

Another area deserving reflection is the frequency with which children in pullout programs are asked by regular teachers to make up classwork missed while pulled out. It is appropriate for students to be responsible for content covered in the regular classes—but there is very little evidence that anyone is checking how much these intellectually talented students already know of the standard curriculum before they are asked to trudge through it. Initial assessment of what they understand about a subject prior to their study of the area is most helpful. If they know much of the material already, full demands for repetition are inappropriate.

A frequently heard retort to this suggestion of assessment and content skipping is that even if they know the material it is essential for social and emotional development for them to stay with their age peers. And, therefore, they should do the work anyway. Little evidence exists to substantiate this position. Investigations suggest the opposite is true. Grouping able children with their intellectual peers does not harm their personal development and may enhance it, even when acceleration is radical (Pollins, 1983).

One last comment in the form of a caution. Many of the programs in Indiana employ a multidimensional procedure for identifying the students for whom they will provide programming. This is all to the good. However, it is important to recognize that when a general intelligence test is used in this identification procedure, as is usually the case, what is being measured is "G factor" intelligence. Two students may attain identical G factor test scores and yet be quite different in their capabililty to reason mathematically and verbally. The point here is that we should not group for instructional purposes on the basis of general

factor IQ scores. Instructional planning and placement should be based on academic aptitude scores (Stanley, 1984).

This points to another general concern that arises from a review of the evaluation data on student identification. Too often there seems to be limited correspondence between the identification category in which a student falls and the academic programming he or she experiences.

Finally (and it may lead to a cry of elitism) the State's effort to serve the ablest among its intellectually talented youngsters should move vigorously ahead. Every effort should be made to provide them with the best educational experience possible. The speed with which properly identified students can consume and digest knowledge is astounding. I keep thinking of a group of youths, aged 11-15, who took high-school biology and chemistry in an intensive three-week course and subsequently scored medians of 727 and 743 respectively on the College Board's achievement tests (Stanley and Stanley, 1986).

As in Thomas Gray's poem, "Elegy Written in a Country Churchyard,"

> Full many a flower is born to blush unseen,
> And waste its sweetness on the desert air.

Let us work to prove this poetic image an empty metaphor when applied to the educational programming in the school corporations of Indiana.

Joseph Renzulli, Professor of Educational Psychology and Director of the Teaching the Talented Program at the University of Connecticut, is our second commentator:

The Joys of Being Heard

I think that one of the most rewarding experiences for an academic is finding that what he or she has been writing, researching, and teaching is being implemented within the professional community. In that sense my review of the Indiana gifted education program has offered me many pleasurable moments.

Not all that I have seen pleased me. Some things that are going on in the state are troublesome, not just because people are doing things which run counter to my advice. Certainly I hold no monopoly on the *truth* of how to assist our most able learners. Julian's rapid acceleration approach is a good example of a program format much different in character from the one I espouse. It has had demonstrably positive effects on some of our nation's brightest youth.

The troublesome practices in Indiana have to do with such things as the lack of articulation of programming, particularly present at the secondary level (Reis and Renzulli, 1985). Articulation is weak in many individual school corporations, even in Model Sites. Also problematic is the application of research-based process-oriented education (with focus on a mixing of process with content). Too often when put into practice in cluster or resource-room instruction the emphasis on process skill completely subordinates subject matter learning. To ask children to think critically largely in the abstract or in the imaginary is poor teaching. Students should be expanding their higher-level thinking in relation to an academic subject or real-life problem. It allows them to be first-hand inquirers rather than exercise-doers (Cox, 1984).

But, as I said, I shouldn't harp on such shortcomings when I see evidence that my work is being used. For example, I noticed that "compaction" was one of the programming categories on the evaluation's survey form. Some people who filled out the survey accepted "compaction" as a descriptor of what they are doing to accelerate the regular curriculum. I would hope that not many use it independent of the larger triad model of which it is a part (Renzulli, Smith and Reis, 1982). It is rewarding though to see that the notion has percolated into use by program directors and classroom teachers.

My larger purpose here is to provide brief observations about what is occurring in Indiana for gifted and talented youth. I see the state office, through its various outreach programs, developing a nice balance between informed technical assistance (top-down change activities) and local-control and implementation strategies (participatory planning). Shared Information Services and Leadership Accessing Program exemplify the former, while CADRE is an example of the latter. These are not perfect, but each is developing in a good way. Some facilities and materials in the Information Services are found wanting and, as is always the case, the Leadership Program has come up with speakers of mixed quality. Making a very general comparison, G/T implementation in Indiana is quite compatible with the change agent approach we have outlined for districts attempting to implement our Triad/RDIM model (Reis and Renzulli, 1984).

I have a concern about the contribution of the model site approach to the quality of gifted education in the state. My review of both survey and site-visit data give me pause. It is not because of some blatant problem, but because of the overall tone in the materials. I am aware that many visitors to model sites benefited by the experience. But there are comments such as, "we had a difficult time being scheduled into a site visit" or "when we were there we did not see much that we are not already doing." My remark is made with caution. The investment of funds in these ten locations ought to produce a more robust endorsement. The investment may far exceed staff development benefits received.

One issue IDE is attempting to address (through its grant to Indiana University) is the ever-present concern for identification and selection of students. This is justified on two counts. The first relates to categories the State employs to differentiate "types" of giftedness. It might be well for the State to reconsider the use of the "Marland" five-category system (Renzulli, 1978). The second has to do with how students are handled once a talent pool has been created. Once a child is identified, he or she appears to be "in the program" and that is that. The concept of the revolving door to flexible access programming is seldom implemented (Renzulli, 1984). This limits the number of children flowing through the the program and fails to recognize the behavioral character of giftedness. In addition, it effectively denies the 15% to 20% participation level for which the talent pool concept has been designed. When in place this practice is non-elitist and can have a powerful developmental impact on the rest of the school curriculum.

As encouraging as it is to encounter "compacting" as a programming category, as I said before, I am concerned about the application of this form of acceleration if divorced from the complete Triad model. Compacting does assist in dealing with the problem of identified students doing regular classroom work in addition to pullout of cluster activities (Renzulli, Smith and Reis, 1982). But it needs to be practiced at a level of detail and integration not presently to be found, I think, in the instructional practice of the Indiana corporations.

Finally, there appears to be substantial lack of organized activity at the secondary level. I have noted this previously but wish to expand a bit here. I recognize the need for an articulated and differentiated program, K-12. That is a point Stanley made in his statement. By way of elaboration, I would add that Honors and AP courses—credible as these may be for tracking and acceleration—do not constitute a differentiated curriculum. My approach to the task employs the Triad/RDIM views, giving special attention to the need for an interdisciplinary approach to instruction (Reis and Renzulli, 1985). The evident lack of development of such programming at the secondary level is a substantial weakness of the overall gifted effort in Indiana. If there is any consolation in "not being the only one," then be consoled for this is a problem endemic to public secondary schools throughout the nation. Perhaps Indiana could light the way for the rest of us in this benighted arena. I look forward to future developments.

Benjamin Bloom, Charles H. Swift Distinguished Service Professor Emeritus at the University of Chicago, is the third scholar hypothetically to address data collected by CIRCE during the Indiana evaluation:

Talent not Giftedness

It is an honor to be asked to comment. The advantage of being third is that I have the benefit of the insights of my colleagues on which to build. The disadvantage is that they have already noted concerns and commendations I would have mentioned. Still, I believe that my remarks may prove of some benefit to this endeavor. What I am about to say will, at times, stand in contrast to the remarks of Drs. Stanley and Renzulli.

First, let me point out that I do not think about giftedness when I work to understand how successful young learners function in school. Neither do I think about gifted education when I consider what we might do to increase the quality of learning. My recent concern has been for the development of exceptional talent in numerous areas of human activity ranging across performances as diverse as Olympic swimming and research mathematics (Bloom, 1985). One tentative conclusion is that the typical school system has very little to do with the evolution of such capability. I am somewhat skeptical as to the impact the Indiana program will have on such talent development. My work suggests to me that the realization of exceptional talent is, in large part, the result of out-of-school experience.

Like Dr. Stanley, I have concern for Rule IV Waivers. Why does the State set graduation requirements that limit administrative procedure on choices of learning experiences within and without the school curriculum?

I wish to make a few comments about other concerns I have regarding the Indiana data. As Dr. Renzulli has said it is always pleasant to know one's work is being used in the day-to-day world of the classroom. But there is limit to that pleasure when one realizes that the work is being misconstrued and misapplied. Specifically, I refer to frequent use of the *Taxonomy of Educational Objectives* (Bloom, Englehart, Furst, Hill, and Krathwhol, 1956). I am troubled especially by use of the higher-level thinking objectives as the basis of gifted education programs. Many of the programming activities I reviewed employ the *Taxonomy* as a basis of differentiated educational experiences for identified "gifted" students. Perhaps a quote from my published work will help to clarify my concern:

> . . . it has become evident that a large proportion of slower learners may learn as well as faster learners. When the slower learners do succeed in attaining the same criterion of achievement as the faster learners, they appear to be able to learn equally complex and abstract ideas, they can apply these ideas to new problems, and they can retain the ideas equally as well—in spite of the fact that they learned with more time and more help than was given the others. . . . Most students become very similar with regard to learning ability, rate of learning, and motivation for further learning—provided with favorable learning conditions (Bloom, 1976, pgs. ix-x).

The framework of instructional objectives my associates and I developed should not be used to differentiate among slow and fast, good and poor learners, either as an identification mechanism or as an instructional practice.

We must attend to the democratization of our educational system. We should not use false markers to differentiate educational opportunity. In this regard I am pleased to see Indiana school corporations using Dr. Renzulli's talent pool/revolving door program model. Such efforts to expand opportunity head in the correct direction.

One key feature of any attempt to help learners do things well has to do with parents. Up to this point none of us have mentioned this and we are remiss in neglecting it. My most recent work on talent development confirms the essential role of these adults in the lives of extraordinary achievers. The Indiana Department of Education's program for the "gifted" student does not actively sponsor this role of parents and families in the nurturing of talent. Some schools do so, mostly through the efforts of individual instructors and program directors. More consideration should be given to ways, both inside and outside

the classroom, in which to integrate the vital role played by parents. Parents in our studies were central to the monitoring of a youngster's progress. What more might teachers do to incorporate this vital function into on-going educational programming for the individual learner? Often parents are asked to nominate or access their child into programming, but usually that is where planned involvement stops.

Certainly, one of the goals of the school must be to create and maintain long-term involvement with learning. To do so learning needs to be focused on areas of interest. Naturally occurring talent development tends to be narrow in focus. Seldom do we come across a modern-day Da Vinci. The State's categories for identification facilitate talent development by narrowing attention to specific areas in which the learner is doing well. The categories of specific academic aptitude, visual/performing arts, and leadership all contribute to better focus. Such specificity encourages instructional planning for circumscribed talent. The more this occurs the better. Yet, like Dr. Stanley, I note a contradictory tendency here. Actual instructional activity in the Indiana programs appears to move away from development and enhancement of specific performance and to move toward general, process-oriented learning with little or no academic content.

One last comment. I have been particularly pleased to see some corporations and some program coordinators using "mentors." My work on talent development demonstrates the importance of teachers to the process of talent development (Bloom, 1982). They are indispensable. A difficulty often confronting classroom teachers, even when they are in a resource room or self-contained class situation, is the difficult match learner ability to learning task. The learner's capability for advancement outstrips the capability of the instructor to make the match. A good example of this situation is the circumstance, so familiar to Dr. Stanley, of a learner ready for algebra, "matched" with a curriculum and instructor only prepared to present basic arithmetic. Carefully constructed mentorships are a demanding but promising resolution.

These learners need access to different types of instruction. From the results of my work there appear to be at least three different "types" of teachers. Each is needed at different times in a learner's progression toward high level functioning of talent. The development of talent, if taken seriously by educators, requires real instructional flexibility. The most successful learners have been helped by easy access to the information and skills of their chosen field. They need access to qualitatively different types of instruction and instructors. Mentorship provides greater variety of instruction. It is good to see it practiced in some Indiana programs.

Enormous human potential exists in our society. May we as educators have the wisdom and courage to do the planning and programming needed to bring it to fruition.

It is time to remind the reader that the essays that have just been read are fiction. The three scholars have not seen the CIRCE data, nor have they written these narratives. All the statements are of my construction.

And now, I, as author, take the opportunity to offer my own comments on the Indiana G/T evaluation data:

Moving Individuals Toward Excellence

As has been demonstrated so convincingly by Bloom's recent work, the transformation of an individual's initial interest and capability in a particular area of performance into a mature expression of talent is a very complex, subtle and long-term process. It is a process needing special education and training opportunities. The people of Indiana and their elected officials are to be commended for their IDE's vigorous support of programs to engage and enhance the education of these most skilled and motivated learners. Too often gifted youngsters are left to their own devices to develop their unique capabilities (Foster, 1979).

IDE is to be complimented for allowing local corporations a substantial degree of autonomy in the design and implementation of specific curricular and instructional practices. Under such a policy, local districts adapt their educational practice in relation to their unique needs and resources. As a result, Cloverdale's gifted and talented program does not look like Vigo County's, though each shares the common goal of reducing school-imposed constraint on the efforts of individual children to excel.

A feature of specialized local programming that appears absent, however, relates to the social and emotional development of the identified youngsters. With a few exceptions, such as the Crown Point affective education seminar, school corporations are ignoring this need.

I am confident that individual teachers give attention to the psychological well-being of their G/T students, and that the guidance staff in particular schools is involved in providing services to identified youngsters. But the question is: do those services adequately take into account the special needs of these students? There is no compelling evidence that the State's staff development efforts, in the form of Leadership Assessing or CADRE, have informed local coordinators and instructors about various special services designed to enable G/T children to meet and master complex personal and social circumstances associated with the development of individual excellence. Much has been written regarding these predictable circumstances, in an attempt to assist educational practitioners to understand and provide for the unique psychosocial needs of these students (Foster, 1985). For example, career education with G/T students should reflect a sensitivity to the particular difficulties they have in determining one career direction from many possibilities. "Multipotentiality" should be treated with sophistication (Fredrickson, 1986).

We should keep in mind other special challenges to the successful psychosocial development of the most capable of our children. There is often a discontinuity between what an able youngster is capable of doing and what he or she is expected or allowed to do. This may create a distress in the child's psychological life which is too often resolved by youngsters absolving themselves of special capability in favor of the psychological and social ease of being "normal." They un-gift themselves.

These youngsters may also become aware of developmentally relevant tasks before they have the personal or social resource to resolve them. An awareness of and concern for peer values, idealized solutions to pressing social problems, and an awareness of physical and interpersonal development may emerge in the minds and feelings of these children much sooner than in those of other children.

They may also gain intellectual independence from their families prior to finding emotional and social independence. This can be disorienting for all involved if intellectual exchange has been the primary medium for carrying the essential qualities of the relationships. A sense of isolation for both the child and the parents can follow.

As Bloom pointed out, efforts to increase the organized participation of parents in the education of their children is highly desirable. Parental involvement is unavoidable—after all these are their children! Parents of course are often even less informed about stumbling blocks and tested practices than are teachers and administrators. Yet parent influence is pervasive and continuous. Planned efforts of State and local officials should help these adults educate their youngsters. Organized parental involvement in school efforts should raise the quality of student programs. The Indiana program has given good attention to parental involvement in program planning through their participation on organizing committees but as curriculum development and implementation becomes more prominent, parental involvement in teaching can be expected to grow the form of teachers aides, mentors, and resource specialists.

Indiana, like so many states, serves a diverse educational community. Intra-state differences, especially between the more urban, industrial north and the rural, agricultural south are pronounced. The character and number of students in gifted education programs reflect these differences. Here again, the advantage of local control of programs and curricular formats is evident. We recognize that rural programs are fewer and less elaborate than are those in urban and suburban settings. A concentrated effort should be made

to correct this disparity in kind and quality. A good start has been made in providing southern Indiana corporations with model sites and access to a Resource Center (at the Wilson Education Center). The State office should go still further in designing outreach responses to the special problems of rural programming.

The diversity of the state's educational community is also evident in the mix of racial and ethnic groups served by local programs. Such groups are often unintentionally discriminated against in these programs. One frequent charge brought against specialized curricula is that they favor white, middle and upper-middle class students. Claims of elitism abound. Most often these are based on the argument that identification procedures used to select students for gifted programs are biased against minority students. Standardized tests and other indicators of academic achievement do discriminate against poor, inner-city youth and may also unfairly restrict the participation of rural populations. The reasons for this are well established, ranging from the cultural bias of test questions to limited educational experiences of minority and rural youth. As Gibbs (1984) suggested, the young, urban poor, especially young blacks, are at special risk because of their continuing exposure to the "danger and peril of probable harm and loss." A review of data collected for the CIRCE evaluation suggests that little specific effort (in the local corporations or at IDE) is made to guard against unjustified exclusion of disadvantaged populations from gifted education programming. In my own research I have studied how social and cultural bias limits access to special educational opportunities (Foster and Seltzer, 1986) and suggest that still more thought be given to preventing discrimination. As under-representation of minority students in gifted programs is likely, Indiana can do more to minimize this circumstance. In particular, identification practices need special review. The research at Indiana University presently examining identification procedures should give special attention to this matter.

Indiana can be proud of these initial efforts on behalf of its gifted youth. Much work remains to be done to insure the best of educational opportunities—but much has already been done. Closer attention to the social and emotional development of these individuals is advised, as is the planned review of minority concerns. These expanded efforts should increase further the quality of State-wide services.

References

Reference citations for this section are included within the bibliography for the report as a whole which is to be found just prior to the Appendix.

Reactions of the Experts

The essays prepared by Professor Foster were sent to the three experts. We asked for reactions, comments, or suggestions. What we received is summarized below:

Renzulli. In a personal, informal letter to Robert Stake dated September 17, 1986, Professor Renzulli agreed that Foster's essay captured in simple but fundamental way his own views on educating the gifted and talented. Renzulli said,

> ". . . somewhere along the line the word 'compaction' was substituted for our concept of 'compacting,' but other than that, I think that Bill [Foster] has done a good job of capturing the essence of where I seem to be coming from these days."

Stanley. In his personal, informal letter to Stake, this one dated September 5, 1986, Professor Stanley summarized his reactions to the Foster writing as follows:

> "I found his treatment extremely well written, balanced, and interesting."

Stanley suggested several changes in the manuscript which he characterized as "minor," changes which were made before this report was submitted. He went on to name several exceptionally gifted Indiana youngsters identified in earlier studies who should be followed up if Indiana G/T programs are to be understood in their fullest.

Bloom. We have not heard from Professor Bloom at this early date, but his response if and when received will be shared with the IDE G/T staff.

SUMMARY AND RECOMMENDATIONS

The following is a summary of CIRCE evaluation findings and eight recommendations for improvement of the Indiana Department of Education program for the gifted and talented. (IDE G/T)

Program Rationale. The State program for education of the gifted and talented is based on a sound rationale, acknowledging each youngster's differences—in intellect, personality, cultural background, and goal orientation. It is recognized that much educational planning needs to orient to common goals. But for schooling to be technically sound, societally desirable, and personally useful, the individual mind needs nourishing. According to this instructional rationale, teaching needs to be accommodated to the uniqueness of the individual youngster both in the regular classroom and in special learning situations.

It is reasoned by Indiana educators that special attention needs to be paid to children who show precocity for learning, those most creative and scholastically able, those with insightful interpretations of the workings of the world, those who have become known as the "gifted and talented." A unique education for them is in large part the responsibility of their families, but a community and State responsibility as well. We depend on their talents. Many of these youngsters eventually will make special contributions to the protection of our ways of life and enhancement of social conditions. Yet for several reasons they now get less than their share of the benefits of instruction, especially from instruction aimed at minimum competency or average achievement. Individuality, social need, and equity all speak for differentiated education for the gifted and talented. Such is the well reasoned rationale of this G/T program.

In 1985-86 the State spent $6 million on G/T education. After competitive bidding, 196 corporations won grants, the median in the amount of $15,000. The funds were spent according to good accounting practice, in the spirit of the legislation, and guided by professional responsibility. The number of students participating was about 29,000. Much of the grant money was spent on inservice education for about 13,000 teachers.

Whether or not the State has invested a suitable portion of its resources in this program is beyond the scope of this investigation. More could be done and surely would be done with additional funding. We can report that this program has a sound rationale and a basic integrity.

Recommendation #1. The IDE G/T program is commendable and should be continued. Its rationale and the present State guidelines are a sound basis for ongoing operation and future planning, but of course should continue to be examined, debated, and improved.

Organizational Emphasis. Presently the State is providing special financial incentive for improving existing instruction for Indiana's gifted and talented students. Five percent of the students at funded schools are participating. Occasionally the money is spent directly on new learning activities but for the most part it is spent on helping teachers orient to future enrichment of skill and knowledge.

The State has backed its funded-contracts with a multi-pronged support service, including on-site technical assistance, visits to model programs, regional meetings, and information clearing houses. Finding a good match between local school initiative and outsider consultation is often not immediately successful, but in most places, negotiated and labored, matches emerge. Professional networks have been extended.

These services would not be available were it not for the State program. They are needed and should be continued.

Although failing to acknowledge adequately the existing special activities for the gifted and talented in many Indiana communities, the State staff and its support team have operated with healthy respect for local authority. Local projects are to be designed by local school and community people. Purposes, instructional techniques and materials are to be decided locally. Teachers and administrators often seek outside advice—even implying need for standardization or State authentication that would offend many of their professional colleagues. IDE staff and consultants have done a good job of suggesting alternative sources of assistance and encouraging visits to Model Sites.

In 1985 many school people said that for the amount of money received the administrative load of G/T program participation was excessive. With IDE reduction of record keeping obligations these concerns have quieted. The burden of questionnaires of this evaluation study may raise that concern again.

Indirectly as much as directly, the substantive message to the local corporations has been to improve planning and staff development. Project directors responded, even overdoing preparatory work and failing to move as quickly as needed into curriculum development. With State G/T funds too few and too short-lived for hiring teachers, the corporations' largest purchases have been for inservice training, a sensible and needed purchase. In our visits to sites we learned of trips and training sessions, usually in small groups, well-planned but incidental, sometimes including teachers who merely lacked conviction or "whose turn had come." We feel that teaching tailored to a group of G/T youngsters requires quite special preparation. Stronger dedication to training a special few teachers seemed needed. Participating corporations should be encouraged to assure that staff development occurs.

Recommendation #2. Organizational components supporting the Indiana G/T program are able, helpful, not overdemanding. Strong emphasis on teacher inservice training should continue, with encouragement as local programs mature, for advanced training of a few able teachers willing to make long-term commitments to this specialization and with less attention to orientation of faculties as a whole and less support for community planning groups.

Model Sites. Model sites were established in each of the ten Indiana Congressional districts to provide activities that might be observed by corporation faculty members and others initiating or upgrading programs. This has occurred. Exemplary materials, organizational arrangements and student activities were set up. In each site good instructional ideas were developed. Many visitors were received.

The quality of teaching and learning at these sites was usually high. The quality of support for visitors often was low. The educators at these sites put their best efforts into developing a local program worthy of being seen. They put less effort and—as a group—were less expert at providing the particular help their visitors most needed.

Even though client-centered assistance was not accepted as their priority, they usually were good hosts. Not always though, and their visitors often wanted more assistance than they got. The result was the visitors were not advocates for the Model Sites.

A little under a quarter of the total expenditure of State G/T funds has gone for the establishment of Model Sites and a part of the remainder for visits to them. The justification for these costs of course cannot be in terms of the quality of the education offered gifted children at those sites, rather it is the quality of the education of the visitors. That quality is sometimes high, too often it is low.

Part of the vital mission of the Model Site staff is development of curricula. Such curricula are needed for demonstration purposes. It should not be supposed that these curricular packages will be suitable for

adoption elsewhere. Making generic lessons is a different skill than making lessons for one's own situation. History of school innovations has shown that local schools are seldom successful at developing curricula for export. Teachers at Model Sites and elsewhere should be encouraged to develop courses and to demonstrate how to develop courses. The criteria for success and continuation of Model Sites are not adequately indicated. Success should be based on the quality of their demonstrations, not on the suitability of their curricula at other sites.

It continues to be important for there to be viewable exemplary practices for aspirational and comparison purposes. They should not be at a distance that would require the expense of overnight stay. But the need for ten sites—even if all were excellent in teaching and visitor services—has greatly diminished. A sizable group of key teachers from over 200 communities has become acquainted with what can happen at a Model Site. The insight they can get from such a visit is less useful now. Novice teachers, schools and communities will continue to need visits, of course, but the load can be handled at a smaller number of sites.

Recommendation #3. Some need for Model Sites continues, though demonstration work is very expensive. Excellent visitor consultation has been too infrequent. Even though some impressive teaching activities and organization modelling would be eliminated, G/T Model Sites activity should be cut perhaps in half. Criteria for the continuation of Model Sites should be better understood.

Curricular Emphasis. The coordinators of gifted education and classroom teachers of local corporations are largely responsible for deciding what special learning opportunities will be available to the gifted and talented. That is as it should be.

What they choose is influenced to a considerable degree by the advice of researchers and special program developers from inside the state and out. Sometimes they choose Great Books, sometimes thinking skills, sometimes fads. These authorities often are supported by the State and directly or indirectly the State has some say about which ones speak and consult. The State has a considerable quality control responsibility just to see that vital ideas have good opportunity to be heard and that superficial ideas do not go unchallenged. The IDE staff and its field associates have done a reasonably good job of that this past year.

The corporations report about a 3 to 1 emphasis on enrichment over acceleration in their curricular efforts. When we asked why, we were told it was a matter of logistics, that enrichment could be handled by the existing instructional system better than acceleration. Funding did not permit major change or augmentation of the instructional system. New classes, additional teachers were prohibitively expensive.

But the main problem was the rule or courtesy of not teaching something a present or subsequent teacher would be covering in her/his class. Thus a precocious ten year old would not be instructed in algebra nor encouraged to read Moby Dick, but rather would be given critical thinking exercises or encouraged to watch NOVA. The latter are good activities, but if offered at the exclusion of advanced scholastic teaching, the gifted program cannot deliver on its promises to provide education opportunities commensurate with the talent at hand. Advanced placement classes are a common exception to this practice.

Many of the gifted and talented students identified in Indiana corporations are capable of learning much more than other students do. Many of the most gifted are capable of learning incredible amounts. The teacher and the State are not presently prepared-to-provide (nor committed-to-provide) significant accelerated experiences for them. The concerns of the teacher whose territory is encroached cannot be ignored but finding some way of increasing advanced subject matter learnings should be a high priority aim for both local corporations and the State.

Recommendation #4. State G/T guidelines should draw local corporations toward improving their G/T curricula, with increasing attention to acceleration and advanced subject matter. Curriculum

development should be aimed almost exclusively at local consumption, not for export, though sharing of curricula, when seen appropriate by the sharers, is to be encouraged.

Instructional Arrangement. The Indiana schools have used both traditional and innovative teaching plans to provide improved opportunities for G/T student learning. Still most common probably (good volume-of-use records are not available) is individualized attention of the nonspecialist teacher in the mainstreamed classroom. Common too is identification of a top track, the most able third, or fourth, or sixth, almost always with more than one track in one room and seldom with a teacher with special training in gifted education. More innovative is the provision of "pull-out" activities where a group of gifted students leaves their regular classroom, often joining others pulled out from other classrooms, for special instruction elsewhere, sometimes once only but sometimes for months or even years.

Each of these strategies has its justifications; none is without defect. Mainstreaming maintains a democratic commitment of fair (if not equal) treatment, but greatly limits instructional tactics and teacher-student access. Tracking provides even less individual attention and is more discriminative; yet with greater learner homogeneity, it allows for highly deliberative efforts and acceleration. More discriminative still, often wasteful of time for passage and assigned to locations unconducive to concentration, pull-out enables much more creative arrangment of learning experience. Pull-out is administratively difficult, troublesome to teachers losing "best student" contributions and having to assure coverage of what is missed, and as ordinarily practiced, not providing instruction coordinated with the regular curriculum or even with other pull-out efforts. Yet real curricular differentiation becomes possible with pull-out. Indiana teachers have reconfirmed these assets and liabilities. All three of these strategies remain viable alternatives for instruction of the gifted and talented.

These three are the approaches available at the current level of funding. Mentoring is an attractive option but, dependent on volunteers, it is for the special few for a limited time. Tutoring is far more expensive than this program can afford, though enlisting parents as tutors is sometimes a possibility. The special school is an extremely expensive alternative. The cost of articulated, highly differentiated and segregated instruction for fewer than the most able 5%, even if warranted otherwise, would be well beyond present resource allocations in Indiana communities.

The recent "Richardson Study" summarized the criticism of pull-out activities and gave particular attention to the lack of articulation in actual practice. It appears to us that careful coordination of learnings is not terribly important. Though logical and even aesthetic, articulating a curriculum so that it follows disciplinary hierarchies, builds on experience, and illuminates content relatedness is only "good," not "essential." Given well-built modules of substantive learning and skill development or even good one-shot events, gifted learners (in fact all learners) manage to fit things together, often in new and useful ways.

Recommendation #5. Given the present level of funding, State encouragement for mainstreamed, tracking, and pull-out arrangements—all three—should be obvious to teachers and administrators.

Definition of Giftedness. Directors of State and local gifted programs can choose highly restrictive or relatively loose definitions of giftedness, talent, aptitude, and readiness for enrichment and acceleration. On some occasions people will want definitions to be more selective, on other occasions less selective. Though many have written about the meanings of giftedness, writing or selecting a good working description is not an easy task.

The Indiana Department of Education has come commendably close to an optimum State definition, identifying general areas of giftedness and leaving more exact specification and "cutting scores" to the local projects. Diversity of talent is recognized. (Common practice often nullifies attention to diversity

by combining different aptitude scores into a composite.) But IDE's definition serves to rally support and to get things started. The openness encourages and obligates the local corporation to take responsibility for examining the needs of students and the talents of teachers in relation to community interest and resources.

The presently designated aptitudes are: general intelligence, special academic area, leadership, creativity, and visual and performing arts. When in our survey we asked how students were classified we were told that only the first two of the five (as listed above) were much used. We did not find this broad definition to be a basis for planning and teaching within the 196 corporations in 1985-86. For example, the *SOI* and other creativity measures had been administered in many districts but seldom were students then classified as "creative" for special instruction. And often students classified in the first two areas were not subsequently involved in instructional activities closely related to the aptitudes identified. A close match between uniqueness of aptitude and special instruction is often not important, but at present too little program development appears to be based on the uniqueness of the individual youngsters at hand.

Partly because of the commendable looseness of the State's definition, in school after school we found traces of thoughtful deliberation as to what giftedness the local staff could recognize and provide for.

Recommendation #6. The State definition should remain largely as it is, a reminder of the primacy, *but not the exclusivity*, of intellectual and academic talent as bases for school programming, a reminder also of corporation responsibility. No categories should be *mandated* by the State. Local corporations should continue to be encouraged to have their people think through what giftedness means in their communities and what their teachers are capable of doing for the gifted. The multidimensionality of talent should continue to be stressed, but some programming should be based on single talents rather than on composite groupings of talent.

Selection of Students. We found thoughtful deliberation about the criteria for selection of youngsters for G/T instruction, but frustration as well. Hopes were sometimes expressed that the State should provide instruments and more explicit guidelines. Some teachers are upset if nonconforming, unproductive youngsters are included. Some people are upset if special consideration is given to minority groups. Some parents put a lot of pressure on administrators to get their children admitted. Edicts from Indianapolis would relieve the pressure.

We are aware that a contract has been let to Indiana University to clarify the issue. We look forward to the results there, but believe that fundamentally the choice of criteria should remain a matter of clinical decision, broadly considered, assisted by testing, made mostly by teachers who will do the teaching, aided by the project director and others with special training in education for the gifted. Going beyond the State's broad criteria, what the schools should and should not do for those with special artistic, craft, entrepreneurial, social and athletic talents should never be considered "settled."

The choice of "cutting score" (which amounts to a choice of "size of group to work with") is as difficult and important as the choice of criteria. In the schools we visited many people were not showing a sensitivity to the fact that the extraordinarily gifted are not served optimally by programs in which the most able 10% or more are admitted. The extraordinarily able are as different from the very able as the very able are different from those of average ability. Many highly talented youngsters are not now served by special G/T programming.

The costs of programming directly for the extraordinarily able are much greater than present allocations allow. When a project takes one or two from each elementary age group or half a dozen from each secondary core subject matter, it gets youngsters who can learn the most highly advanced topics, including matters well beyond what the regular teaching staff has mastered. But the group is not large enough to have its own teacher, or part of a teacher. Employing a teacher for them is an expense not within the

range of present local and State funding. Under present arrangement, for most instructional purposes, the highly gifted can only be instructed as a member of the top group (whether 10% or 30%).

Recommendation #7. The State should not provide local corporations with formulas or instrumentation for student selection. Multiple criteria including subjective judgment should be used. Figuring out who are gifted and whom G/T instruction can best serve is largely a teacher responsibility and should remain a local obligation. Under present funding and logistic arrangements, small and middle-size corporations should orient instruction to the moderately talented, seldom to the exceptionally talented.

State Operation. State oversight of the Indiana G/T Program involves processing of applications, contracts, and reports from almost 200 corporations and the supervision of an informal information network including clearing houses, regional meetings, consultant services, and Model Sites. Much of the responsibility for the network is subcontracted but the quality of the exchanges is greatly influenced by State House leadership.

During spring and summer, 1986, the oversight, in effect, has been a one-person show. Although part-time and clerical assistance has been available, and support comes from the School Assessment Division, what the IDE G/T program has been during the evaluation period is strongly and visibly wrapped up in the action of the director, Patricia Stafford. From observations, interviews and survey responses we found her leadership, devotion to duty, concern for the well-being of Indiana school corporations, and personal integrity to be outstanding.

Recently a second full-time professional person has been employed, and expectations are high that that person will carry a heavy load. But there is still much more work to be done. Records are safely kept, but access is neither immediate nor comprehensive. Services are constrained. Given the mandate of legislation, ordinary expectations of management, and the needs of the participating corporations, even three additional full-time persons could not completely handle the workload. But the workload is partly a function of how much is already getting done. "The more you do, the more there's left to do." The size of the program and the workforce usually available (instate and out) to deal with such responsibility suggests a staff of about 3 FTE.

At this time fiscal and leadership accountabilities of this program are high. Information processing is a problem. Keeping records of participating corporation activity, beyond proposals and accounts, has been almost nonexistent. This evaluation study has served to provide some needed data. A management information system is needed, but only something small. As MIS proposals go, the cost would quickly outweigh the educational benefit. It could be useful for political as well as management purposes. It should be part of or compatible with a department system. As a result the participating corporations should not bear a larger record burden. With proper contracts, the corporations have demonstrated they will handle the funds appropriately. We feel no substantial increase in contract monitoring should be supported, even if electronic record storage is obtained.

Recommendation #8. The State should recognize the considerable asset it has in the staff and operation of this program. The State needs a better management information arrangement for G/T contract records, probably an automated databank modest in scope but interactive with other IDE program records. Contract surveillance and recordkeeping should remain at a minimum.

Summary of CIRCE Recommendations regarding the IDE G/T Program

Recommendation #1. *Program Rationale*. The IDE G/T program is commendable and should be continued. Its rationale and the present State guidelines are a sound basis for ongoing operation and future planning, but of course should continue to be examined, debated, and improved.

Recommendation #2. *Organizational Emphases*. Organizational components supporting the Indiana G/T program are able, helpful, not overdemanding. Strong emphasis should continue on teacher inservice training, with encouragement as local programs mature for advanced training of a few able teachers willing to make long-term commitments to this specialization and with less attention to orientation of faculties as a whole and less support for community planning groups.

Recommendation #3. *Model Sites*. Some need for Model sites continues, though demonstration work is very expensive. Excellent visitor consultation has been too infrequent. Even though some impressive teaching activities and organization modelling would be eliminated, G/T Model Site activity should be cut perhaps in half. Criteria for the continuation of Model Sites should be better understood.

Recommendation #4. *Curricular Emphasis*. State G/T guidelines should draw local corporations toward improving their G/T curricula, with increasing attention to acceleration and advanced subject matter. Curriculum development should be aimed almost exclusively at local consumption, not for export, though sharing of curricula, when seen appropriate by the sharers, is to be encouraged.

Recommendation #5. *Instructional Arrangement*. Given the present level of funding, State encouragement for mainstreamed, tracking, and pull-out arrangements—all three—should be obvious to teachers and administrators.

Recommendation #6. *Giftedness*. The State definition should remain largely as it is, a reminder of the primacy, *but not the exclusivity*, of intellectual and academic talent as bases for school programming, a reminder also of corporation responsibility. No categories should be *mandated* by the State. Local corporations should continue to be encouraged to have their people think through what giftedness means in their communities and what their teachers are capable of doing for the gifted. The multidimensionality of talent should continue to be stressed, but some programming should be based on single talents rather than on composite groupings of talent.

Recommendation #7. *Selection of Students*. The State should not provide local corporations with formulas or instrumentation for student selection. Multiple criteria including subjective judgment should be used. Figuring out who are gifted and whom G/T instruction can best serve is largely a teacher responsibility and should remain a local obligation. Under present funding and logistic arrangements, small and middle-size corporations should orient instruction to the moderately talented, seldom to the exceptionally talented.

Recommendation #8. *State Operation*. The State should recognize the considerable asset it has in the present staff and operation of this program. The State needs a better management information arrangement for G/T contract records, probably an automated databank modest in scope but interactive with other IDE program records. Contract surveillance and recordkeeping should remain at a minimum.

APPENDIX

CIRCE SURVEY
INDIANA GIFTED/TALENTED PROGRAMS
Indiana Department of Education

TALLIES OF

CIRCE SURVEY

INDIANA GIFTED/TALENTED PROGRAMS

Indiana Department of Education

MODEL SITES
N = 9

This questionnaire is part of a statewide evaluation of programs for gifted/talented education conducted by the Center for Instructional Research and Curriculum Evaluation (CIRCE) during May 1986 under contract between the University of Illinois and the Indiana Department of Education.

SECTION I. SCHOOL CORPORATION INFORMATION

1. Classify and enumerate the students enrolled in your Corporation by grade level and gender:

Grade	Gender		
K:	472 Girls	435 Boys	907 Total
1:	441 Girls	459 Boys	900 Total
2:	450 Girls	404 Boys	854 Total
3:	408 Girls	429 Boys	837 Total
4:	449 Girls	368 Boys	817 Total
5:	383 Girls	370 Boys	753 Total
6:	405 Girls	386 Boys	791 Total
7:	467 Girls	449 Boys	916 Total
8:	470 Girls	439 Boys	909 Total
9:	472 Girls	501 Boys	973 Total
10:	467 Girls	447 Boys	914 Total
11:	422 Girls	426 Boys	848 Total
12:	427 Girls	347 Boys	774 Total
Total	____ Girls	____ Boys	3245 Grand Total

These figures are accurate as of (month) Sept (year) 1985.

median number of students per school corporation

2. Please partition the Grand Total into ethnic-racial categories.
White: ____ Hispanic: ____ Other: ____
Black: ____ Asian: ____
Percents or estimates will suffice if figures not available.

3. How many certificated professionals are employed as teachers in your Corporation? 1915

median number of teachers per school corporation

4. Circle word and number groups to indicate local organization:

Grade: K 1 2 3 4 5 6 7 8 9 10 11 12
Elementary Middl Jr Hi High School

5. What is the title of your Gifted and Talented (G/T) Program, the one funded by the Indiana Department of Education, Office of Gifted/Talented?

_____

In this questionnaire we shall refer to this as your IDE G/T project.

Telephone assistance if needed, is available by calling Colleen Frost, Jim Raths or Jean Bettridge at (217) 333-3770

RETURN THE SURVEY TO CIRCE, 270 Education, 1310 South Sixth St
Champaign, IL 61820
by May 19, 1986

TALLIES OF CIRCE SURVEY

INDIANA GIFTED/TALENTED PROGRAMS

Indiana Department of Education

INITIAL, IMPLEMENT'N, EXPANSION, K-12 PROGRAMS

This questionnaire is part of a statewide evaluation of programs for gifted/talented education conducted by the Center for Instructional Research and Curriculum Evaluation (CIRCE) during May 1986 under contract between the University of Illinois and the Indiana Department of Education.

N = 180

SECTION I. SCHOOL CORPORATION INFORMATION

1. Classify and enumerate the students enrolled in your Corporation by grade level and gender:

Grade	Gender		
K:	77 Girls	82 Boys	159 Total
1:	80 Girls	76 Boys	156 Total
2:	82 Girls	72 Boys	154 Total
3:	62 Girls	92 Boys	154 Total
4:	56 Girls	83 Boys	139 Total
5:	77 Girls	78 Boys	155 Total
6:	86 Girls	69 Boys	155 Total
7:	62 Girls	68 Boys	130 Total
8:	81 Girls	80 Boys	161 Total
9:	87 Girls	76 Boys	163 Total
10:	70 Girls	86 Boys	156 Total
11:	62 Girls	56 Boys	118 Total
12:	56 Girls	73 Boys	129 Total
Total	____ Girls	____ Boys	1936 Grand Total

These figures are accurate as of (month) Sept (year) 1985.

median students per school corporation

2. Please partition the Grand Total into ethnic-racial categories.

White: ____ Hispanic: ____ Other: ____

Black: ____ Asian: ____

Percents or estimates will suffice if figures not available.

3. How many certificated professionals are employed as teachers in your Corporation? 113

median teachers per corporation

4. Circle word and number groups to indicate local organization:

Grade: K 1 2 3 4 5 6 7 8 9 10 11 12

Elementary Middl Jr Hi High School

5. What is the title of your Gifted and Talented (G/T) Program, the one funded by the Indiana Department of Education, Office of Gifted/Talented?

_____

In this questionnaire we shall refer to this as your IDE G/T project.

Telephone assistance if needed, is available by calling Colleen Frost, Jim Raths or Jean Bettridge at (217) 333-3770

RETURN THE SURVEY TO CIRCE, 270 Education, 1310 South Sixth St.
Champaign, IL 61820
by May 19, 1986

PLEASE NOTE: If any question on this instrument does "NOT APPLY" to your program or its context, please mark the question "N/A." Tell us why it does not apply if you feel that would help us understand your program. Thank you.

MODEL SITES

N = 9

SECTION II. COSTS OF THE GIFTED AND TALENTED PROGRAM

Note: Answer all questions in this section for 1985-86 only.

1. How much money did your Corporation receive in 1985-86 from the Indiana Office of Gifted and Talented to support your IDE G/T project? . . . (IDE = Indiana Department of Education) ..... 1. $ 101,000

2. How many students (if any) were immediate beneficiaries of the services and resources purchased with the IDE grant? ..... 2. N = 386
[Note: The number here should match the totals to be reported in Sections IV and VI.]

3. How many teachers participated in staff development or inservice education provided from these IDE funds? ..... 3. N = 140

4. To give us a perspective we greatly need, please identify the *additional* costs (projected to the end of the year) of conducting the IDE G/T project. Include budget-line items as well as hidden and shared costs, possibly Chapter 2 money or other grants or donations, whatever costs of conducting the project that were not covered by the IDE G/T grant. Estimate the amount spent for each of the several purposes below:
(We recognize we are asking for information not readily available. Please make realistic estimates.)

Addl costs for staff development, including travel and per diem ..... 4a. $ 870

Addl costs for teacher stipends for curriculum development ..... 4b. $ 870

Addl (outside the grant) project costs for substitute teachers ..... 4c. $ 696

Addl costs for consultants ..... 4d. $ 174

Addl costs for administrative salaries ..... 4e. $ 4268

Addl costs for project teacher salaries not covered by IDE G/T ..... 4f. $ 144,420

Addl costs for clerical personnel and office expenses ..... 4g. $ 5742

Addl costs for materials, books, equipment, etc. ..... 4h. $ 3654

Addl costs for testing and test scoring service ..... 4i. $ 870

Other additional costs (please specify: _____) 4j. $ 2088

Total ADDITIONAL costs to conduct IDE G/T project ..... 4k. $ 174,000

Based on means of 8 model-site estimates, the subtotals 4a-4j here are proportional parts of the median total ($174,000).

PLEASE NOTE: If any question on this instrument does "NOT APPLY" to your program or its context, please mark the question "N/A." Tell us why it does not apply if you feel that would help us understand your program. Thank you.

INITIAL, IMPLEMENTATION, EXPANSION, K-12 PROGRAMS
N = 180

SECTION II. COSTS OF THE GIFTED AND TALENTED PROGRAM

Note: Answer all questions in this section for 1985-86 only. Medians

1. How much money did your Corporation receive in 1985-86 from the Indiana Office of Gifted and Talented to support your IDE G/T project? . . . (IDE = Indiana Department of Education) ..... 1. $ 15,000

2. How many students (if any) were immediate beneficiaries of the services and resources purchased with the IDE grant? ..... 2. N= 59
[Note: The number here should match the totals to be reported in Sections IV and VI.]

3. How many teachers participated in staff development or inservice education provided from these IDE funds? ..... 3. N= 50

4. To give us a perspective we greatly need, please identify the *additional* costs (projected to the end of the year) of conducting the IDE G/T project. Include budget-line items as well as hidden and shared costs, possibly Chapter 2 money or other grants or donations, whatever costs of conducting the project that were not covered by the IDE G/T grant. Estimate the amount spent for each of the several purposes below:
(We recognize we are asking for information not readily available. Please make realistic estimates.)

Addl costs for staff development, including travel and per diem ..... 4a. $ 478

Addl costs for teacher stipends for curriculum development ..... 4b. $ 178

Addl (outside the grant) project costs for substitute teachers ..... 4c. $ 86

Addl costs for consultants ..... 4d. $ 141

Addl costs for administrative salaries ..... 4e. $ 988

Addl costs for project teacher salaries not covered by IDE G/T ..... 4f. $ 2787

Addl costs for clerical personnel and office expenses ..... 4g. $ 282

Addl costs for materials, books, equipment, etc. ..... 4h. $ 429

Addl costs for testing and test scoring service ..... 4i. $ 86

Other additional costs (please specify: _____) 4j. $ 681

Total ADDITIONAL costs to conduct IDE G/T project ..... 4k. $ 6140

For subtotals we could be working with a nonrepresentative sample here. Only 20 of the 179 responding corporations provided estimates 4a-4j. Medians for many of those estimates was zero. The values shown here are proportional parts of the median total ($6140) based on means of 20 estimates 4a-4j. The median total however was based on 174 responses.

MODEL SITES

N=9

NOW LET'S SHIFT GEARS! There is an important distinction between the Corporation's sum-total *Program* for the gifted/talented AND its *Project* funded by IDE G/T. Often the Corporation's total program has many parts, a longer history and is more extensive. Included in this program, in addition to the IDE project, are activities such as A/P classes, college credit courses, science fairs, brain games, clubs, etc.

The next few questions are about these other local efforts.

5. How much 1985-86 appropropriation money was explicitly budgeted (line item) for G/T activities within your Corporation? (Do not include the IDE G/T grant and expenses above) ..... 5. $ 120,000

6. How many students (if any) were direct beneficiaries of the services and resources purchased with this money? ..... 6. N= 225

7. Considering this count of students, please estimate the overlap in responses to questions #2 and #6 above.
   a. _____ The overlap is 100%; same students in both.
   b. _____ There is 0% overlap; each has its own students.
   c. Approximately 75 % of the count in #6 includes students already counted in #2.

8. What will be the annual per pupil expenditure for your Corporation in 1985-86? ..... 8. $ 2784

NOW FOR SOME DIFFICULT BUT SERIOUS ESTIMATES OF TOTAL COSTS

N=8

9. Relevant to whatever working definition of "gifted and talented" you want to use, please make a rough estimate of the proportion of the grand total expenditure for education in your Corporation being spent for the education of G/T youngsters? 9. 2 % of the total.

10. Now whatever that amount might be, please estimate the portion of it being spent in 1985-86 to give G/T youngsters special classes or exclusive "learning experiences" not available to most other youngsters? 10. 96 % of the amount indicated in question #9.

11. Please add any comments that would help us understand how monies were spent for G/T activities in your Corporation in 1985-86?

INITIAL, IMPLEMENTATION, EXPANSION, K-12 PROGRAMS
N = 180

NOW LET'S SHIFT GEARS! There is an important distinction between the Corporation's sum-total *Program* for the gifted/talented AND its *Project* funded by IDE G/T. Often the Corporation's total program has many parts, a longer history and is more extensive. Included in this program, in addition to the IDE project, are activities such as A/P classes, college credit courses, science fairs, brain games, clubs, etc.

The next few questions are about these other local efforts.

Responding — Medians

5. How much 1985-86 appropropriation money was explicitly budgeted (line item) for G/T activities within your Corporation? (Do not include the IDE G/T grant and expenses above) ..... 5. $ 2000

N = 167

6. How many students (if any) were direct beneficiaries of the services and resources purchased with this money? ..... 6. N = 40

N = 168

7. Considering this count of students, please estimate the overlap in responses to questions #2 and #6 above.

N = 101

a. _____ The overlap is 100%; same students in both.

b. _____ There is 0% overlap; each has its own students.

c. Approximately 95 % of the count in #6 includes students already counted in #2.

8. What will be the annual per pupil expenditure for your Corporation in 1985-86? ..... 8. $ 2246

N = 177

NOW FOR SOME DIFFICULT BUT SERIOUS ESTIMATES OF TOTAL COSTS

9. Relevant to whatever working definition of "gifted and talented" you want to use, please make a rough estimate of the proportion of the grand total expenditure for education in your Corporation being spent for the education of G/T youngsters? 9. 1 % of the total.

N = 138

10. Now whatever that amount might be, please estimate the portion of it being spent in 1985-86 to give G/T youngsters special classes or exclusive "learning experiences" not available to most other youngsters? 10. 100 % of the amount indicated in question #9.

N = 135

11. Please add any comments that would help us understand how monies were spent for G/T activities in your Corporation in 1985-86?

MODEL SITES

N=9

SECTION III. STATUS OF RULE 4 WAIVER APPLICATIONS

1. Has your Corporation applied for a Rule 4 waiver? 7 Yes 2 No
   (If the answer to this question is No, please skip to question 3.)

NM

2. Please check in the table below which Rule 4 waivers you applied for and of those you sought, indicate those you received, those you did not receive, and those applications still pending.

apl'd for	rec'd	not rec'd	pend'g		
4	4	0	0	3.1	Graduate without seven semesters.
5	4	0	1	3.2	Receive credit for HS courses taken below 9th grade.
2	2	0	0	3.3	Receive more than eight credits through correspondence.
3	3	0	0	3.4	Receive more than eight credits through post-secondary courses.
2	2	0	0	3.5	Receive more than minimum number of minutes per week.
4	4	0	0	3.6	Receive less than the minimum time allocations for subject matter.
0	0	0	0	3.7	Meet for fewer days but for more hours in summer school.
0	0	0	0	3.8	Meet for fewer clock hours for credit in summer school.
0	0	0	0	3.9	Receive more than two credits maximum for summer school.
0	0	0	0	3.10	Other (please describe).

3. If you did not apply for a Rule 4 waiver, please check below all of the reasons why you did not apply.
   0 a. Our program is only in the planning phase.
   0 b. None is appropriate for our program.
   0 c. The Board of Education was not supportive.
   0 d. The Superintendent was not supportive.
   0 e. Resources to prepare the proposal were lacking.
   0 f. Information about Rule 4 options was lacking.
   2 g. Other (please specify). _____

4. What other waivers would be useful in advancing the goals of your project?
   a. 3 None.
   b. 5 (Please specify). 1 No response

INITIAL, IMPLEMENTATION, EXPANSION, K-12 PROGRAMS

SECTION III. STATUS OF RULE 4 WAIVER APPLICATIONS

1. Has your Corporation applied for a Rule 4 waiver? 77 Yes 103 No
(If the answer to this question is No, please skip to question 3.)

2. Please check in the table below which Rule 4 waivers you applied for and of those you sought, indicate those you received, those you did not receive, and those applications still pending.

apl'd for	rec'd	not rec'd	pend'g		
17	13	0	4	3.1	Graduate without seven semesters.
70	61	0	9	3.2	Receive credit for HS courses taken below 9th grade.
10	7	0	3	3.3	Receive more than eight credits through correspondence.
16	11	0	5	3.4	Receive more than eight credits through post-secondary courses.
10	6	0	4	3.5	Receive more than minimum number of minutes per week.
25	20	1	4	3.6	Receive less than the minimum time allocations for subject matter.
11	7	1	3	3.7	Meet for fewer days but for more hours in summer school.
11	7	1	3	3.8	Meet for fewer clock hours for credit in summer school.
10	7	0	3	3.9	Receive more than two credits maximum for summer school.
3	1	1	1	3.10	Other (please describe).

3. If you did not apply for a Rule 4 waiver, please check below all of the reasons why you did not apply.
42 a. Our program is only in the planning phase.
31 b. None is appropriate for our program.
1 c. The Board of Education was not supportive.
1 d. The Superintendent was not supportive.
2 e. Resources to prepare the proposal were lacking.
4 f. Information about Rule 4 options was lacking.
10 g. Other (please specify). _____

4. What other waivers would be useful in advancing the goals of your project?
a. 40 None.
b. 96 (Please specify). 40 no response

MODEL SITES

SECTION IV. DESCRIPTION OF STUDENTS SERVED BY IDE PROGRAM 85-86

N=9

1. Enter an *unduplicated* count of students (if any) identified as direct beneficiaries in 1985-86 of your IDE funded G/T program. The total of all counts entered into this table should be the same as the count entered into Question #2 of Section II.

   Note: If you did not classify individual students by the State-designated categories, enter all of your students in the "Uncategorized" row.

   If some of your students are categorized by the State-designated categories, and some are not, describe the latter in the "Uncategorized" row, and the former in the rows that appropriately identify them as a group.

State Designated Categories of Students	NUMBERS OF G/T STUDENTS SERVED					
	Grade Levels				Gender	
	K-3	4-6	MdlSch Jr Hi	High Sch	Male	Female
Uncategorized	0	0	0	0		
G/T Students identified only in category: GENERAL INTELLIGENCE	182	181	87	49		
G/T Students identified only in category: SPECIAL ACADEMIC AREA	20	0	404	233		
G/T Students identified only in category: CREATIVITY	0	0	0	0		
G/T Students identified only in category: LEADERSHIP	0	0	172	25		
G/T Students identified only in category: VISUAL/PERFORMING ARTS	10	112	41	92		
G/T Students identified in GENERAL INTELLIGENCE & SPECIAL ACADEMIC AREA	285	230	306	235		
G/T Students identified in SPECIAL ACADEMIC AREA and CREATIVITY	0	0	0	0		
Other Combinations: (Please specify) Genl Intel / Creativity	109	164	186	333		
Other Combinations	832	711	720	34		
Totals	1438	1398	1916	2297		

GRAND TOTALS	of Grade Levels = 5753	of Males & Females =

2. For the "UNCATEGORIZED" students above please describe how they were selected into the program.

3. Please partition the GRAND TOTAL of students participating in IDE G/T project activity in 1985-86 into ethnic-racial categories.

White: 3889 Hispanic 52 Other: not tallied N=9

Black 1755 Asian: 43

INITIAL, IMPLEMENTATION, EXPANSION, K-12 PROGRAMS

SECTION IV. DESCRIPTION OF STUDENTS SERVED BY IDE PROGRAM 85-86

N=177

1. Enter an *unduplicated* count of students (if any) identified as direct beneficiaries in 1985-86 of your IDE funded G/T program. The total of all counts entered into this table should be the same as the count entered into Question #2 of Section II.

   Note: If you did not classify individual students by the State-designated categories, enter all of your students in the "Uncategorized" row.

   If some of your students are categorized by the State-designated categories, and some are not, describe the latter in the "Uncategorized" row, and the former in the rows that appropriately identify them as a group.

State Designated Categories of Students	NUMBERS OF G/T STUDENTS SERVED — Grade Levels				Gender	
	K-3	4-6	MdlSch Jr Hi	High Sch	Male	Female
Uncategorized	1384	1518	590	375		
G/T Students identified only in category: GENERAL INTELLIGENCE	1385	3246	709	1027		
G/T Students identified only in category: SPECIAL ACADEMIC AREA	445	585	1306	895		
G/T Students identified only in category: CREATIVITY	45	64	13	0		
G/T Students identified only in category: LEADERSHIP	9	36	42	88		
G/T Students identified only in category: VISUAL/PERFORMING ARTS	195	639	376	267		
G/T Students identified in GENERAL INTELLIGENCE & SPECIAL ACADEMIC AREA	797	1571	1514	707		
G/T Students identified in SPECIAL ACADEMIC AREA and CREATIVITY	114	152	45	41		
Other Combinations: (Please specify) Gen'l Int/creativity	143	185	139	0		
Gen'l Int/Leadership	0	8	0	0		
Totals Others	287	614	312	218		
GRAND TOTALS	of Grade Levels = 22086*				of Males & Females = Many corporations did not report gender counts	

2. For the "UNCATEGORIZED" students above please describe how they were selected into the program

3. Please partition the GRAND TOTAL of students participating in IDE G/T project activity in 1985-86 into ethnic-racial categories.

   White 18,528 Hispanic 176 Other not tallied N=168

   Black: 514 Asian: 194

* Based on Sect II, these projects were serving 21360 students

WE ARE NOW ASKING YOU TO SHIFT GEARS AGAIN. CONSIDERING ALL THE PROGRAMS YOU PROVIDE WITHIN YOUR CORPORATION FOR GIFTED AND TALENTED STUDENTS, ESTIMATE THE NUMBER OF THOSE STUDENTS IN EACH ACTIVITY.

4. In the blanks at the left check each activity offered in your corporation's schools, then indicate the student count in the box to the right.

f	Activities for G/T students	Medians
7	Advanced Placement	20
5	College credit courses ...	26
3	Summer School	60
3	Before/After School	57

f	Approximate number of G/T students participating in 1985-86	Medians
1	PACE	151
4	Future Prob Solving	27
7	Other Acad. Competition ...	46
3	Other	670

SECTION V. UTILIZATION OF THE STATE FUNDS

1. Who makes most of the decisions as to how the funds from IDE for the G/T program in your Corporation are to be used?
   - 5 a. Coordinator
   - 3 b. Advisory Committee
   - 1 c. Board of Education
   - 0 d. Superintendent
   - 0 e. Building principals
   - 0 f. The individual teacher (If you checked "a. Coordinator" skip to question #3 below.)

2. If the decision is made by someone other than the program coordinator, to what extent does he/she/they listen to the recommendations of the coordinator?
   - 5 a. to a very large extent
   - 4 b. somewhat
   - 0 c. scarcely at all

3. Attached at the back of this survey is a copy of the proposed budget for your G/T grant from IDE. Identify the categories of the budget in which you either overspent or underspent by 10% or more during the 1985-86 year? Make projections to the end of the year in making these judgments. Register your judgments in the columns below.

   Note: The 10% figure should apply within each category. For example, if the Health classification were budgeted for $500, then an expenditure of more than $550 or less than $450 should cause a checkmark to be entered.

Budget Category	Check if overspent by 10%	Check if underspent by 10%
Instruction	1	1
Attendance	0	0
Guidance	0	0
Health	0	0
Staff Imp.	2	4
Administration	0	0
Operation & Maintenance	0	0
Transportation	0	0
Plan., Diss., Dev., Eva.	2	1
Inservice Non-cert.	0	0
Staff service	0	0

4 Acquainted as you are with your G/T program and those in other corporations, have you observed instances in which State funds were spent in ways not consistent with IDE mandates?

6 2 Yes 7 No 0 No opinion

INITIAL, IMPLEMENTATION, EXPANSION, K-12 PROGRAMS

WE ARE NOW ASKING YOU TO SHIFT GEARS AGAIN. CONSIDERING ALL THE PROGRAMS YOU PROVIDE WITHIN YOUR CORPORATION FOR GIFTED AND TALENTED STUDENTS, ESTIMATE THE NUMBER OF THOSE STUDENTS IN EACH ACTIVITY.

4. In the blanks at the left check each activity offered in your corporation's schools, then indicate the student count in the box to the right.

f	Activities for G/T students	Medians
45	Advanced Placement	40
37	College credit courses ...	16
56	Summer School	38
39	Before/After School	32

f	Approximate number of G/T students participating in 1985-86	Medians
28	PACE	60
70	Future Prob Solving	21
68	Other Acad. Competition ...	29
54	Other	57

SECTION V. UTILIZATION OF THE STATE FUNDS

1. Who makes most of the decisions as to how the funds from IDE for the G/T program in your Corporation are to be used?
   - 104 a. Coordinator
   - 27 b. Advisory Committee
   - 7 c. Board of Education
   - 25 d. Superintendent
   - 12 e. Building principals
   - 4 f. The individual teacher (If you checked "a. Coordinator" skip to question #3 below.)

2. If the decision is made by someone other than the program coordinator, to what extent does he/she/they listen to the recommendations of the coordinator?
   - 54 a. to a very large extent
   - 12 b. somewhat
   - 2 c. scarcely at all

   111 no response

3. Attached at the back of this survey is a copy of the proposed budget for your G/T grant from IDE. Identify the categories of the budget in which you either overspent or underspent by 10% or more during the 1985-86 year? Make projections to the end of the year in making these judgments. Register your judgments in the columns below.

   Note: The 10% figure should apply within each category. For example, if the Health classification were budgeted for $500, then an expenditure of more than $550 or less than $450 should cause a checkmark to be entered.

Budget Category	Check if overspent by 10%	Check if underspent by 10%
Instruction	32	34
Attendance	4	1
Guidance	4	4
Health	1	4
Staff Imp.	34	38
Administration	14	13
Operation & Maintenance	4	6
Transportation	16	14
Plan., Diss., Dev., Eva.	16	34
Inservice Non-cert.	4	9
Staff service	9	6

4 Acquainted as you are with your G/T program and those in other corporations, have you observed instances in which State funds were spent in ways not consistent with IDE mandates?

6 Yes 141 No 32 No opinion

SECTION VI. IDE G/T PROGRAM DESCRIPTION

Part A: *Student Programs*
(Skip to Part B if you have no IDE G/T student programs)

Complete a separate line in the table below for each district combination of grade level, specific content areas, and program type supported during 1985-86 by funds from the IDE G/T Office. The figures in column 2 may represent a duplicated count of students.

Grade Level (Use only one) grade level per row K – Kindergarten 1 – 1st Grade 2 – 2nd Grade 3 – 3rd Grade 4 – 4th Grade 5 – 5th Grade 6 - 6th Grade 7 – 7th Grade 8 – 8th Grade 9 – 9th Grade A – 10th Grade B – 11th Grade C – 12th Grade U – Ungraded	Number of G/T Students Served by the IDE Project Grant in 1985-86	Specific Content Area (Use as many codes as is necessary) A – Art B – Creative/Expository Writing C – Foreign Languages D – Literature/Language Arts E – Mathematics F – Reading G – Social Sciences H – Science I – Speech J – Thinking Skills K – Computers L – Music M – Drama N – Leadership O – Other (Please specify)	Program Type (Use only one. If more than one is needed, use an additional row.) 1. Self-contained room 2. Pull-out with Resource teaching 3. Resource teacher working with regular teacher 4. Cluster grouping within classroom 5. Individualization in the regular classroom 6. Mentorships 7. Before school/after school classes 8. Saturday classes 9. Summer school 10. Independent Study 11. Peer Teaching 12. Apprenticeships 13. Other: Please specify.	Program Emphasis (Use only one. If more than one is needed, use an additional row.) 1. Acceleration: curriculum provided for a student at an earlier age, at a more advanced level and/or at a faster pace than the traditional sequence. 2. Enrichment: study of special themes/topics in-depth and in greater intensity in areas not usually offered in the regular curriculum to other students. 3. Compaction: Instruction within a G/T class is accelerated and in the time saved, enrichment is provided for the G/T students. 4. Innovative Course: A course with "content novelty" is offered only to G/T students. 5. Other: Please specify.	Contact Time (Use only one) A. all day, every day of the week B. one period* per day, every day of the week C. one period* per day, once a week D. Other: please specify: E. Still other: please specify: *Estimate in each case the length of the periods, in minutes, for option B (above): ___ min for option C (above): ___ min for other options (above): ___ min
		THE RESPONSES TO SECTION VI PARTS A AND B ARE INDICATED THROUGHOUT THE REPORT. THE DATA ARE TOO VOLUMINOUS TO SUMMARIZE HERE.			

Duplicate this page as necessary

Part B: *Staff Development Programs*
(Skip this part if you did not use IDE G/T funds
for staff development activities in 1985-86)

For each staff development activity in 1985-86 paid by IDE G/T funds, (including those activities supported by travel expenses and/or by supplying substitutes) complete the following. Use at least one row for each distinct staff development activity.

Number of Teachers Receiving Staff Development Paid by IDE Funds	Grade Levels of Teachers Involved in the Activity. (use all that apply) P – Primary (Grades K-3) I – Intermediate (Grades 4-6) M – Middle School or Junior High School H – High School	Content Focus on Staff Development Activity (use all that apply) A – Art B – Creative/Expository Writing C – Foreign Languages D – Literature/Language Arts E – Mathematics F – Reading G – Social Science H – Science I – Speech J – Thinking Skills K – Computers L – Music M – Drama N – Leadership O – Learning Styles P – Evaluation Q – Other, Please specify.	Program Emphasis (use all that apply) 1. Inspiration 2. Awareness 3. Coaching 4. Solving local problems 5. Evaluation 6. Planning 7. Program Implementation 8. Other	Time Devoted to Staff Development Activity A. One shot experience for 1-3 hours. B. One shot experience for a full day. C. One period per week for ___ weeks. (Insert number of weeks in each case.) D. Other, please specify in each case.

Duplicate this page if necessary.

MODEL SITES

N = 9

SECTION VII. CONSULTANT SERVICES

1. Provide information here about all consultant services for which you spent IDE G/T funds in 1985-86. A consultant is someone who becomes informed about your local program and applies special knowledge toward implementation or improvement concerns.

Consultant Source	Frequency of Use 0 = Never used the source. 1 = Used the source only once or twice. 2 = Used the source frequently.	Rating of Services 0 = Not used. 1 = Very helpful. 2 = Somewhat helpful. 3 = Only slightly helpful.	Suggestion for Future Emphasis 0 = Not used. 1 = More emphasis needed. 2 = Same emphasis as present. 3 = Less emphasis is needed.
	0 1 2	0 1 2 3	0 1 2 3
MODEL SCHOOLS	2 5 2	2 5 1 1	2 1 3 2
CADRE	3 2 4	3 3 3 0	1 1 7 0
SHARED INFORMATION SERVICES	4 4 1	4 3 1 1	3 3 2 1
LEADERSHIP ACCESSING PROGRAM	4 2 3	4 4 1 0	3 4 2 0
IDE G/T STAFF	3 4 2	3 4 2 0	2 3 4 0
OTHER:			
OTHER:			

2. Indicate any specific consultant service(s) that were of especially high quality. _____

_____

_____

3. Add comments here to help us better understand the strengths of the consulting services available to you.

_____

_____

_____

INITIAL, IMPLEMENTATION, EXPANSION, K-12 PROGRAMS

MEANS

N=177

SECTION VII. CONSULTANT SERVICES

1. Provide information here about all consultant services for which you spent IDE G/T funds in 1985-86. A consultant is someone who becomes informed about your local program and applies special knowledge toward implementation or improvement concerns.

Consultant Source	Frequency of Use 0 = Never used the source. 1 = Used the source only once or twice. 2 = Used the source frequently.			Rating of Services 0 = Not used. 1 = Very helpful. 2 = Somewhat helpful. 3 = Only slightly helpful.				Suggestion for Future Emphasis 0 = Not used. 1 = More emphasis needed. 2 = Same emphasis as present. 3 = Less emphasis is needed.			
	0	1	2	0	1	2	3	0	1	2	3
MODEL SCHOOLS	54	74	49	55	67	39	15	53	40	61	19
CADRE	9	67	101	9	133	30	5	11	69	90	6
SHARED INFORMATION SERVICE	37	89	49	39	95	34	7	37	64	72	2
LEADERSHIP ACCESSIBILITY	131	26	18	132	24	14	5	128	24	21	2
IDE G/T STAFF	51	62	61	51	64	39	20	51	52	62	8
OTHER:											
OTHER:											

2. Indicate any specific consultant service(s) that were of especially high quality. _____

_____

_____

3. Add comments here to help us better understand the strengths of the consulting services available to you.

_____

_____

_____

MODEL SITES

N=9

SECTION VIII. IDENTIFICATION OF ISSUES

1. We are mindful that making deviations from proposed plans can be a sign of flexibility and resourcefulness. To what extent have you implemented the substantive aspects of the program as approved and funded? Check the response below that best describes your operation.
   - 0 a. Program implemented exactly as described in the proposal.
   - 5 b. Program implemented as described in the proposal, with a few minor exceptions.
   - 4 c. Program implemented partly as described in the proposal, and partly not.
   - 0 d. Proposal implemented but mostly in ways not described in the proposal.
   - 0 e. Other: (please describe) _____

2. What *strengths* characterize your G/T program? Check no more than three.
   - 3 a. schoolwide planning
   - 4 b. staff development
   - 2 c. screening and identifying students
   - 8 d. curriculum development
   - 3 e. support from community
   - 2 f. long-term funding commitment
   - 1 g. observable student outcomes
   - 3 h. administrative support
   - 0 i. support from teachers
   - 1 j. support from the Board of Ed.
   - 0 k. teacher implementation of the program goals
   - l. Other (please specify): 0

3. Even in the finest programs there are areas of recognized concern. Which of the factors below have caused you the greatest concern during the 1985-86 school year. Check at least one.
   - 1 a. schoolwide planning
   - 1 b. staff development
   - 2 c. screening and identifying students
   - 3 d. curriculum development
   - 0 e. support from community
   - 6 f. long-term funding commitment
   - 0 g. observable student outcomes
   - 1 h. administrative support
   - 2 i. support from teachers
   - 1 j. support from the Board of Ed.
   - 0 k. teacher implementation of the program goals
   - l. Other (please specify): 1

4. Expressed in practical terms, how did state G/T funds benefit G/T programming in your Corporation 1985-86?

INITIAL, IMPLEMENTATION, EXPANSION, K-12 PROGRAMS

SECTION VIII. IDENTIFICATION OF ISSUES N=176

1. We are mindful that making deviations from proposed plans can be a sign of flexibility and resourcefulness. To what extent have you implemented the substantive aspects of the program as approved and funded? Check the response below that best describes your operation.

12 a. Program implemented exactly as described in the proposal.
125 b. Program implemented as described in the proposal, with a few minor exceptions.
26 c. Program implemented partly as described in the proposal, and partly not.
2 d. Proposal implemented but mostly in ways not described in the proposal.
11 e. Other: (please describe) _____

_____

2. What *strengths* characterize your G/T program? Check no more than three.

53 a. schoolwide planning
75 b. staff development
66 c. screening and identifying students
42 d. curriculum development
45 e. support from community
15 f. long-term funding commitment
36 g. observable student outcomes
60 h. administrative support
34 i. support from teachers
33 j. support from the Board of Ed.
32 k. teacher implementation of the program goals
l. Other (please specify): 9

_____

_____

3. Even in the finest programs there are areas of recognized concern. Which of the factors below have caused you the greatest concern during the 1985-86 school year. Check at least one.

47 a. schoolwide planning
54 b. staff development
27 c. screening and identifying students
56 d. curriculum development
12 e. support from community
114 f. long-term funding commitment
13 g. observable student outcomes
13 h. administrative support
29 i. support from teachers
11 j. support from the Board of Ed.
9 k. teacher implementation of the program goals
l. Other (please specify): 17

_____

_____

4. Expressed in practical terms, how did state G/T funds benefit G/T programming in your Corporation 1985-86?

_____

_____

_____

_____

MODEL SITES

N=9

5. What would have happened if there had been no state funds to support the local G/T program? Check the response that best describes your viewpoint.
   - 0 a. Funds from other sources would have been secured to underwrite the program as it now exists.
   - 6 b. We would have had a much more modest program than the current one.
   - 1 c. It is likely that without state funds there would have been no G/T program in our Corporation.
   - 2 d. Other (please describe) _____

6. How would you describe IDE services provided for your G/T program once it was funded? Check all that apply.
   - 2 a. sensitive and imaginative
   - 7 b. helpful
   - 2 c. bureaucratic and overbearing
   - 0 d. neglectful
   - 1 e. invisible
   - 5 f. other: please specify. _____

7. Please tell us the one or two "best ideas" concerned with programs for G/T students that are (or should be) guiding your planning for next year.

8. What is the "best idea" about educating the Gifted and Talented that you have heard that hasn't been tried locally, at least not widely?

9. Gifted programs are sometimes guided by one of two beliefs. Check the one that comes closer to reflecting the viewpoint held in your Corporation about working with G/T students.
   - 0 a. G/T students need services that are appropriate for all children but they need them earlier, faster and with less need for direct instruction.
   - 7 b. G/T students need services that are quite different in content and style from those that regular students need in their school programs.
   - 2 c. Other. If you are not comfortable with our two descriptions of belief, please write your own here.

INITIAL, IMPLEMENTATION, EXPANSION, K-12 PROGRAMS

N = 175

5. What would have happened if there had been no state funds to support the local G/T program? Check the response that best describes your viewpoint.
   - 7 a. Funds from other sources would have been secured to underwrite the program as it now exists.
   - 64 b. We would have had a much more modest program than the current one.
   - 85 c. It is likely that without state funds there would have been no G/T program in our Corporation.
   - 19 d. Other (please describe) _____

6. How would you describe IDE services provided for your G/T program once it was funded? Check all that apply.
   - 22 a. sensitive and imaginative
   - 120 b. helpful
   - 50 c. bureaucratic and overbearing
   - 10 d. neglectful
   - 18 e. invisible
   - 38 f. other: please specify. _____

7. Please tell us the one or two "best ideas" concerned with programs for G/T students that are (or should be) guiding your planning for next year.

8. What is the "best idea" about educating the Gifted and Talented that you have heard that hasn't been tried locally, at least not widely?

9. Gifted programs are sometimes guided by one of two beliefs. Check the one that comes closer to reflecting the viewpoint held in your Corporation about working with G/T students.
   - 30 a. G/T students need services that are appropriate for all children but they need them earlier, faster and with less need for direct instruction.
   - 117 b. G/T students need services that are quite different in content and style from those that regular students need in their school programs.
   - 30 c. Other. If you are not comfortable with our two descriptions of belief, please write your own here.

10. What are the strengths and weakness of the IDE's administration of the G/T Program as far as you are concerned? You may want to offer recommendations for change as well as share commendations on how the IDE handled its role.

_____

_____

_____

_____

_____

_____

_____

_____

11. Are the forms, reports, budgets and proposals that IDE requires your project staff to complete helpful in making self-assessments about the progress you are making or in deciding if your project is "on track"? Comment as appropriate.

Name of Person Completing this Instrument: Name: _____

Note: We may need to clarify some of the responses entered onto this instrument. Please list your telephone number in the line below.

Tel. Number: _____

THANK YOU!

INTERIM REPORT

Table of Contents

BIBLIOGRAPHY

Bloom, B.S.; Englehart, M.D.; Furst, E.J.; Hill, W.H.; and Krathwohl, D.R. (1956). *A taxonomy of educational objectives: handbook I, the cognitive domain*. New York: David McKay.

Bloom, B.S. (1976). *Human characteristics and school learning*. New York: McGraw-Hill.

Bloom, B.S. (1982). Master teachers. *Phi Delta Kappan, 63*, 664-668.

Bloom, B.S. (1985). *Developing talent in young people*. New York: Ballantine Books.

Bruner, J. S. (August, 1972). Nature and uses of immaturity. *American Psychologist, 17*, 8, 1-22.

Bull, B. (Fall, 1985). Critique. *Teachers College Record, 87*, 1, 1-33.

Bush, R. N. (1986). "The place of staff development in school improvement." Paper delivered at the Educational Services Center Conference, August, Champaign, IL.

Colanglo, N. and Zaffrann, R. (eds.) (1979). *New voices in counseling the gifted*. Dubuque, IA: Kendall Hunt.

Cox, C. (1984). Developing gifted behavior: a conversation with Joseph S. Renzulli. *Curriculum Review, 6*, 14-17.

Cox, J.; Daniel, N.; and Boston, B. (1985). *Educating able learners: programs and promising practices*. Austin: University of Texas Press.

Edmonson, W. (ed.) (1985). *The age of access: information technology and social revolution*, Posthumous Papers of Colin Cherry. Dover, NH: Croom Helm, p. 33.

Erlandson, D. A. (1969). An examination of decision rules within organizational units as responses to governmental stimuli. Urbana, IL: Unpublished doctoral dissertation.

Fetterman, D. M. (1986). Gifted and talented education: a national test case in Peoria. *Educational Evaluation and Policy Analysis*, Summer, Vol. 8, No. 2, pp. 155-166.

Flanagan, J. C. (ed.) (1978). *Perspectives on improving education: Project Talent's young adults look back*. NY: Praeger.

Foster, W. (1979). The unfinished task: identification of the gifted and talented. In N. Colanglo and R. Zaffrann (eds.), *New voices in counseling the gifted*. Dubuque, IA: Kendall-Hunt.

Foster, W. (1985). Helping a child toward excellence. In J. Feldhusen (ed.), *Toward excellence in gifted education*. Denver: Love Press.

Foster, W. and Seltzer, A. (1986). A portrayal of individual excellence in the urban ghetto. *Journal of Counseling and Development, 64*(5), 579-582.

Fredrickson, R. (1986). Preparing gifted and talented students for the world of work. *Journal of Counseling and Development, 64*(5), 556-557.

Gallager, J. J. (1964). *Teaching the gifted child.* Boston: Allyn-Bacon.

Getzels, J. W. and Jackson, P. W. (1962). *Creativity and intelligence: exploration with gifted students.* New York: John Wiley.

Getzels, J. W. and Dillon, J. T. (1973). The nature of giftedness and the education of the gifted. In R. M. Travers (Ed.), *Second handbook of research on teaching,* pp. 689-731. Chicago: Rand McNally.

Gibbs, J. (1984). Black adolescents and youth: an endangered species. *American Journal of Orthopsychiatry, 54,* 6-21.

Hoke, G. (1968). The influence of the Illinois Gifted Program in other states. *Illinois Journal of Education,* October, pp. 57-62.

House, E. R. (1974). *The politics of educational innovation.* Berkeley: McCutchan.

Howley, A. (1986). Gifted education and the spectre of elitism. *Journal of Education,* Vol. 168 (1).

Indiana Farm Bureau (1986). *School statistical report.* Indianapolis: Author.

McClelland, D.C. (Ed.), (1958). *Talent and society: New perspectives in the identification of talent.* New York: D. Van Nostrand, p. 251.

Patterson, F. (1962). *Public affairs and the high school: A summer pilot program.* Medford, MA: The Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, p. 42.

Pollins, L. (1983). The effects of acceleration on the social and emotional development of gifted students. In C.J. Benbow and J.C. Stanley (Eds.), *Academic precocity: aspects of its development, pp. 160-178. Baltimore: Johns Hopkins University Press.*

Reis, S.R. and Renzulli, J.S. (1984). The secondary level enrichment model: excellence without elitism. NASSP Bulletin, 9, pp.31-36.

Reis, S.R. and Renzulli, J.S. (1985). Key features of successful programs for the gifted and talented. *Educational Leadership, 4,* 28-34.

Renzulli, J.S. (1978). What makes giftedness? Re-examining a definition. *Phi Delta Kappan, 60,* 180-184.

Renzulli, J.S. (1984). The triad/revolving door system: a research-based approach to identification and programming for the gifted and talented. *Gifted Child Quarterly, 28*(4), 163-171.

Renzulli, J.S. and Reis, S.M. (1985). *The schoolwide enrichment model: A comprehensive plan for educational excellence.* Mansfield Center, CN: Creative Learning Press.

Renzulli, J.S., Smith, L.H. and Reis, S.R. (1982). Curriculum compacting: an essential strategy for working with gifted students. *The Elementary School Journal, 82*(3), 185-194.

(Richardson study: see Cox et al., 1985).

Stake, R.E. (1986). *Quieting reform: Social science and social action in an urbana youth program.* Champaign-Urbana, IL: University of Illinois Press.

Sjogren, D.; Stake, R.E.; House, E.R.; Denny, T.; & Lapan, S. (1970). Training materials for gifted evaluation institute. Champaign-Urbana, IL: CIRCE, University of Illinois.

Stanley, J.C. (1984). Use of general and specific aptitude measures in identification: Some principles and certain cautions. *Gifted Child Quarterly, 28*(4), 177-180.

Stanley, J.C. and Benbow, C.J. (1982). Educating mathematically precocious youths: twelve policy recommendations. *Educational Researcher, 11*(5), 4-9.

Stanley, J.C. and Stanley, B.K. (1986). High-school biology, chemistry, or physics learned well in three weeks. *Journal of Research in Science Education, 23*(3), 237-250.

Welsh, P. (1986). *Tales out of school.* New York: Viking Penguin.

Wirt, F.M. (1977). School policy culture and state centralization. In J. Scribner (Ed.), *Yearbook on the politics of education.* Chicago: University of Chicago Press, 164-187.


BOUND BY