

A STUDY TO IMPROVE THE
EDUCATIONAL OPPORTUNITIES FOR
THE GIFTED STUDENTS OF
TODD COUNTY, KENTUCKY

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by
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ABSTRACT

The primary goals of American education have always been to develop in each individual the desire to achieve to his maximum potential, to discover his interests, aptitudes and achievements and to develop an appropriate program for him. However, until recent years the focal point was on the average student and the gifted and talented were neglected. Today, however, promoting the full development of the individual student is more important than ever because there is a national need for the talented and gifted students; to neglect them is unfair.

Although almost every child can be regarded as gifted and talented at something, the U.S. Office of Education recently reported that approximately three to five percent of the school age population constitute the gifted and talented. All levels of society and backgrounds were represented: rich and poor, urban and rural, all races and from both sexes about equally.

Many school systems, including Todd County, Kentucky, have provided for individual differences in a variety of ways. Many of these provisions have been merely token, such as a small number of cases of acceleration in the primary grades, groupings within classes, individualized instruction and

individual help. None of these have resulted in gifted education programs.

The gifted and talented children and youth have an unusual endowment of talent--academically gifted, creative and productive thinkers, artistically talented and leadership qualities--in ways that neither schools nor society understands. In spite of this excellence, the federal government, until recently, took little interest and it would be short-lived.

However, there have been a few important commitments to the gifted and talented at the national level. In 1957, after the Russians launched Sputnik, the federal government shifted its interest to the gifted and as a result the National Defense Education Act (NDEA) was created in 1958.

By 1969 interest at the national level for the gifted had all but disappeared when Congress mandated the Maryland Report--the study which discovered much neglect in the gifted education area. So, in order to improve the programs for the gifted, the Office for the Gifted and Talented (OGT) within the Department of the U.S. Office of Education was established in 1972.

Today gifted education stands on a firm ground. Recently the U.S. Office of Education reported that seventeen states have laws mandating gifted education programs for all gifted and talented. Another thirty-three including Kentucky have established guidelines for gifted education programs.

Federal and state funding has increased although the funding and/or expenditures for the handicapped are far greater than for the gifted. However, funds for gifted education are becoming more available to local school systems.

Most gifted education programs use a variety of criteria to identify the gifted. No longer do educators rely solely on the I.Q. tests but peer, parent and teacher evaluations are being relied upon along with the intelligence tests. Once a school system has identified and assessed its gifted students there are federal and state grants available for the school to use to set up a program on the local level.

The teacher exerts an important influence on gifted children. The ability to teach superior students effectively is a personal skill which some teachers have and some do not. Also, there is widespread teacher indifference to gifted and talented children as some teachers possess certain basic attitudes in which they either accept or reject the gifted students. The gifted child needs a teacher who understands him and can stimulate him to optimum achievement.

In spite of national concern, Kentucky has been slow in getting gifted programs implemented. The originators and state leaders of gifted education have put together the rules and regulations to govern the administration and operation of gifted education programs. They have been very clear in their recognition that the gifted program has to be dealt with in the light of what kind of education is appropriate for the public school and what will have the greatest relevance for gifted education.

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This study, which concerns itself primarily with identifying the talented and gifted of Todd County, brings to fruition the first phase of a local gifted education program. Pertinent data were gathered and compiled which will soon be utilized in order to qualify for state and national grants which are available for the local education agency's program for the gifted.

As in other areas of American education, the gifted education program will be controlled locally although it is a state responsibility with federal regulations. However, most of the progress of gifted education in Todd County is dependent upon the State Department of Education, Todd County Board of Education, the administrators, and the teachers who deal directly with the gifted and talented children and youth of Todd County, Kentucky.

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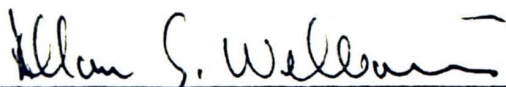
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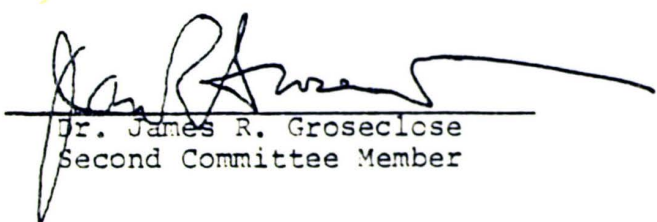
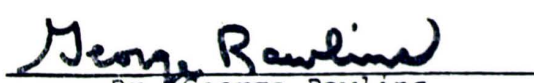
To the Graduate Council:

I am submitting herewith a Thesis written by Larry Gene Deweese entitled "A Study to Improve the Educational Opportunities for the Gifted Students of Todd County, Kentucky." I recommend that it be accepted in partial fulfillment of the requirement for the degree of Education Specialist, with a major in Administration and Supervision.

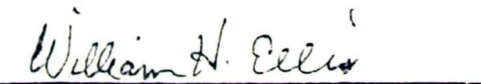


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We have read this thesis and
recommend its acceptance:


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Accepted for the
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Dean of the Graduate School

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Chapter 1

INTRODUCTION

A primary goal of American education has always been to develop in each individual the desire to achieve to his maximum potential. One of the most important functions of public education in the United States has been to discover the interests, aptitudes, and achievements of students followed by developing appropriate educational programs for all students--whether they be urban, rural, inner city, and any other student population wherever it may be. Today, promoting the full development of the individual is more important than ever because of the pressing national demand for excellence. Aside from the national need for talented and gifted personnel, the neglect of our talented and gifted is unfair to the students themselves, and also, it is inconsistent with the educators' belief that every individual should be helped toward self-realization.

Education is a mode of action. Kentucky believes it is important to have good reasons for acting and this is strongly implied in the state's educational philosophy. It states:

The Kentucky State Department for Elementary and Secondary Education believes that all children and youth should be provided with an educational program which allows them to develop to their maximum potential. Gifted and talented children and youth are a unique segment of

Kentucky's school population who, because of their superior abilities and/or capability for advanced achievement, need educational opportunities different from those available through the regular program to realize their potential.

Therefore, in order to meet the needs of the gifted and talented, educational programs should be designed that are significantly different from those provided in the regular classroom. Such programs should consist of challenging, diverse, and complex experiences with provisions for the development of leadership.

Gifted and talented children and youth exist in all levels of society regardless of sex, race, socio-economic background or ethnic origins. They can and should be identified by their outstanding intellectual capabilities, creativity, and talents and should be provided with educational experiences commensurate with their abilities. Such a program should be conducted in an environment which will make it possible for these children and youth to reach the highest level of learning and accomplishment of which they are capable at each stage of their development ("Guidelines for Gifted/Talented Programs," 1978).

The Todd County Public Schools have long recognized that each student is unique and that the school should help him prepare himself for a satisfying life within our democratic society. The Board of Education believes that it is the responsibility of the school to provide the best learning environment and motivations possible for achieving maximum development of self-discipline, habit, values and various skills (Todd County Elementary Schools, 1966-67). Robert J. Gover, former superintendent of Todd County Schools wrote:

The resource of every citizen of Todd County will be used to develop an educational program to challenge the exceptionally bright student and to recognize the talents of the less able one.

Furthermore, he wrote:

We are fully aware of the resource of every citizen of Todd County will be used to develop an educational program to challenge the exceptionally bright student and

to recognize the talents of the less able one. . . . We are fully aware of the distance between the efforts we have made and the fulfillment of this objective. However, we hope to close this gap through innovation and creative programs. . . . We seek for the education of Todd County's children the best . . . in staff, program, and physical facilities. . . . These can be enhanced from funds provided by federal legislation and through the leadership of the State Department of Education, the local Board of Education, the Administration and the teaching staff (Todd County Elementary Schools, 1966-67).

Today, fifteen years later, W. Larry Tribble, Todd County Superintendent of Schools, with the full support of the Board of Education, has taken important steps in closing the gap by seeking to identify the gifted and talented students (See Appendix: A, B, C).

Also, during this fifteen years of progress in education, A. J. Gray, Chairman, and James Weathers, Vice Chairman, have served continuously as members of the Board of Education. This continuity adds strength in various dimensions to the education programs in Todd County (See Appendix D).

The teachers of Todd County are aware of their responsibility and believe in being well-trained to teach children and youth. They reflect this belief in the amount of formal training certified experienced teachers have taken to stay abreast of the times (See Appendix E, F). Also, the teachers consider the philosophy of the Todd County School system one in which they believe and are obligated to uphold it since they helped create it. They state:

It is the aim of the Todd County School System to:

- A. provide educational opportunities for students to develop the positive values of self-respect, self-reliance, initiative, courage, and kindness as well as spontaneity, creativity, responsibility, and joy;

- B. develop dignity and worth in each student;
- C. stimulate within each student a desire to learn and a desire to live a worthwhile and satisfying life;
- D. assist each student in developing his talents to the maximum of his ability; to do creative thinking; and to accomplish intellectual tasks independently;
- E. encourage development of responsible conduct, self-motivation, and reaction to the changing world;
- F. instill in each student an appreciation for and a willingness to assume the duties of living and participating in a democratic society;
- G. teach each student that wisdom derives from inner qualities of moral and spiritual and emotional values as well as from the economic aspects and social relationships of life ("Philosophy of Todd County School System," 1980).

Chapter 2

THE PROBLEM

Statement of the Problem

It was the purpose of this study to investigate the educational program for gifted students in Todd County to ascertain if improvements need to be made in order to meet Kentucky's minimum state standards.

Importance of the Study

Gifted children in Todd County deserve the opportunity to receive the most appropriate instructional program. They are, indeed, the county's most valuable resources and their needs should be carefully examined. Concerning the education of the student who has intellectual ability but is not using it effectively, Beryl M. Parrish (1965) states:

Any program for the gifted must be a community project. Through town forums, in organizations, in parent-teacher organizations, the problem of the gifted should be discussed. The school must assess teacher, parent, community, and student attitudes toward the gifted. If the gifted students are viewed suspiciously as a breed apart, the meaning of giftedness must be explained. The schools must consider the cultural milieu. Deep needs of youth and of man must be considered. In today's insistent pleas for increased numbers of scientists, mathematicians, and engineers, we should not forget the equally great need for future artists, musicians, and social workers (Parrish, 1965).

The primary purpose of this study is to design a theoretical identification program for the gifted in the Todd

County educational system. This will serve as a first phase in administrative program improvement for gifted students.

The secondary purpose is to provide the State Department of Education with specific information in the pupil identification area as to the readiness of Todd County Schools to operate a program for the gifted.

The Kentucky State Department for Elementary and Secondary Education believes that in order to meet the needs of the gifted and talented, educational programs should be designed that are significantly different from those provided in the classroom. Furthermore, the Guidelines for Local Education Agencies (LEA) state that identification and selection of pupils as gifted/talented must be determined through the use of multiple criteria prior to requesting state gifted education grant funds ("Guidelines for Gifted/Talented Programs," 1978).

This is the first in-depth study that has been undertaken in Todd County to identify and select students through the use of multiple criteria. It is especially important as it will provide the information to the state which is a prerequisite for the local education agency before it makes a request for a gifted education grant.

Rationale

The society in which we live, in order to continue to grow, to solve its problems, and to meet its challenges, must make a commitment to provide opportunities for maximum development of individual potential through differentiated opportunities for learning. Extraordinary

abilities are found in all segments of society. Identification of each gifted individual must be made as soon as possible. . . . The sooner a child's talent can be recognized, the sooner and more fully his special abilities can be encouraged and nurtured. The identification process must be multi-dimensional and should concentrate on the many expressions of exceptionality (Tongue and Sperling, 1976).

Approved state guidelines for the gifted and talented students of Kentucky set forth the rationale justifying this study. In relation to programs for the gifted and talented, the guidelines state:

. . . Programs may reflect various organizational patterns at the elementary and secondary level. . . .

The program must include specific identification and selection procedures for gifted talented students and youth consistent with the state criteria for identification (Guidelines for Gifted/Talented Programs, 1978).

It appears that the present administrative program for gifted education in the area of identification needs to be improved in Todd County Schools, among other reasons, in order to provide the Kentucky State Department of Education with specific information in the pupil identification area as to the readiness of the local education agency (LEA) to receive a grant to operate a program for the gifted. Therefore, an administrative study should be made before beginning to revise any existing circumstances.

Hypotheses

This study was approached in consideration of the following question form hypotheses:

1. Are there students enrolled in Todd County Schools who possess general intellectual ability consistently superior

in mental capacity to other peers who would profit from opportunities beyond those provided by the local educational agency now?

2. Are there students enrolled in Todd County Schools who possess specific academic aptitude, consistently superior in one or more academic areas to other peers to the extent that they need and could profit from advanced content studies beyond those provided by the local educational agency now?

3. Are there students enrolled in Todd County Schools who demonstrate exceptional ability in the area of creative thinking who could profit from opportunities beyond those provided by the local educational agency now?

4. Are there students enrolled in Todd County Schools who possess ability in visual and performing arts and who demonstrate or indicate potential for outstanding production or creativity such as art, dance, drama or speech who could profit from opportunities beyond those provided by the local educational agency now?

5. Has a clear conceptualization of giftedness and the need for a gifted education program emerged from the teachers and administrators of Todd County?

Limitations

Some limitations should be noted. The questionnaire survey was sent to all teachers and administrators which included professionals without previous experience in gifted education programs. Also, included were teachers who had

little experience in teaching as well as teachers who have experienced a long career in teaching.

Also, interviews were conducted with only a selected group of educator/administrators. If time had permitted, interviews with the career teachers may have proved helpful in this study.

Laymen on the school board, P.T.A. members and citizens of the community were not actively involved, although it is realized that they are decision-makers and Todd County Public School System needs their backing in its efforts to improve the gifted education program.

There was little time to visit or observe other systems and/or to collect data from other school systems as the writer did not feel justified in asking for released time to work on this project. Therefore, lack of time was one of the greatest limitations of the study.

Other circumstances that delimited the study included: (1) lack of clerical help, (2) lack of printed resources at the local professional materials center, and (3) lack of local certified experienced professional assistance.

Definitions of Terms Used

1. Ability grouping: The practice of assembling students for instructional purposes who are somewhat nearer together in general capacity for learning

2. Acceleration: Any administrative practice designed to move the student through school more rapidly than usual

3. Articulation: The sequential arrangement of studies through the total school program so as to avoid undesirable repetition or duplication at various grade levels

4. Differential education (for the gifted): Educational experiences uniquely or predominately suited to the distinguishing behavioral processes of intellectually superior people and to the adult roles that they typically assume as leaders and innovators

5. Enrichment (for the gifted): Practices which are intended to increase the depth or breadth of the gifted student's learning experiences

6. Gifted program: A pattern of provisions within the total range of school activities which is designed to meet the distinguishable needs and abilities of intellectually superior and talented children

7. Guidelines: Outline of policies

8. Identification: The process of finding those students who meet the criteria of giftedness adopted in a given school or system

9. LEA: Local Educational Agency, or Board of Education of a school system, such as Todd County Board of Education

10. Mental ability: referred to as "capacity" and includes such conceptions as intelligence and aptitude

11. Mental tests: Devices such as intelligence, aptitude, achievement, and personality tests or rating scales for various skills

12. Motivation: The basic psychological process involved in both under and over achievement in school

13. SEA: State Education Agency, such as Kentucky State Department of Education.

Chapter 3

REVIEW OF THE LITERATURE

Educating the Gifted

Giftedness like other human resources "remains a potentiality until it has been discovered and developed" (Bristow, Craig, Hallock, and Laycock, 1951). The responsibility for the promotion of maximum growth and development rests with parents, teachers, school administrators and all others who live and work with children.

Although almost every child can be regarded as gifted and/or talented at something, the 1971 report to the Congress on the Education of Gifted and Talented from the U.S. Office of Education showed that three to five percent of our nation's school children exhibited outstanding abilities at an early age. All levels of society and backgrounds were represented: rich and poor; urban and rural; red, yellow, black and white; and from both sexes (about equally).

The argument is often advanced that gifted students are the most neglected children in our schools today. Many studies on the gifted have revealed great waste in human resources by failure to identify and encourage children with potential.

Special objectives for the education of the gifted

should be established in light of what the gifted person brings to the learning situation. Studies highlight their unusual characteristics, their ability to think abstractly and to generalize widely, their creative abilities and their leadership performance.

Many school systems have provided for individual differences among students in a variety of ways. These provisions include a small number of cases of acceleration in the ungraded primary school or grades, and considerable grouping within classes and individualized instruction or individual help. The main emphasis is on enrichment of instruction with children of superior intellectual ability participating in research activities, creative projects, experimentation, and leadership activities. All of these have been positive innovative efforts and have resulted in improved educational opportunities for the gifted.

There is much disagreement concerning the best way to provide an appropriate education for the superior student. Ward (1961) says, "The improvement of education for all will yield improved education for the gifted. But this alone is not enough." Their intellectual interests differ from others, they learn faster, and they learn more. In other words, their experiences are not identical with the experiences of other students. Therefore, their education must differ as to kind, quality, and level of insight. Intellectually superior individuals can acquire independent and valid judgments in intellectual

and academic issues. The schools must develop a type of educational program that will take this type of independence into consideration so that the gifted student can develop his capacities.

Thomas Jefferson introduced to the ideology of American schooling the idea of "meritocracy, of the 'natural' aristocracy of the talented" (Doyle, 1976). Not to devote attention to the particular characteristics of the bright and talented students, and not to provide properly for the nurture of these distinguishing characteristics are breaches of the democratic ideals. Equal opportunity does not mean identical opportunity. It requires fitting the opportunity to the individual's needs and abilities. As DeHaan and Havighurst (1961) pointed out, "A democratic society does not have a laissez faire policy with respect to the gifted; instead it attempts to stimulate and seek them out."

The gifted are our most valuable human resource because they maintain our culture and create advances in all fields. Havighurst (1958) wrote, "Our culture and civilization rarely, if ever, has been enhanced by those of low ability." Thus, it can be said that our future generation depends upon those of superior ability. DeHaan and Havighurst (1961) commented, "Gifted children in American schools today will provide the bulk of leadership tomorrow." Because special demands will be made upon them, their education should prepare them adequately to discharge these special responsibilities.

The school, the local education agency, is the prime source or agency for the development of leaders. Society

has always sought well-qualified men and women to fill positions of leadership. The needs of society in a complex world require different kinds of leadership by an ever increasing number of people. Smith and Wetzler (1964) said that different kinds of leadership are needed "particularly from those who possess ideas and creativeness." Such individuals must be encouraged to become philosophers, physicists, mathematicians, creative musicians, artists, and social scientists. They are the future Einsteins, Beethovens, Picassos and Martin Luther Kings. These are fields that demand original minds: people with imagination who can solve different intellectual problems. This demand for leadership must come especially from the gifted group who has high ability potential in many areas of endeavor. Over two hundred years ago, Carolus Linnaeus, renown Swedish botanist, physician and writer stated, "A teacher can never better distinguish himself in his work than by encouraging a clever pupil, for the true discoverers are among them, as comets amongst the stars" (Smith and Wetzler, 1964). It is of utmost importance that teachers of the gifted be able to convey, along with the richer intellectual and emotional experiences, an understanding of the greater social responsibility and ethical integrity which is necessary for democratic leadership.

Subscribing to the philosophy of education which recognizes individual differences and seeks to develop each child's unique capabilities and talents to that child's full

potential, there can be no doubt, according to Nelson and Cleland (1971) that, "teachers' roles must vary according to the attributes of the students they teach."

Common misconceptions blocking a special program for teachers of the gifted include the erroneous premise that any good teacher can instruct the gifted (the initial barrier), overemphasis upon techniques and gimmicks (reducing the importance of content), and "know-how" has overshadowed the "know-what." To pursue this direction for teachers of the gifted is incomprehensible.

Steve Herczeg, coordinator of the adolescent program at Northwestern Memorial Hospital and assistant professor of psychology at Northwestern University, feels that:

many bright kids have emotional problems that teachers overlook. For example, we had one gifted kid in the adolescent program at Northwestern Memorial who was so quick when it came to computers that no one else understood what he was talking about. But he came to us after he had tried to kill his brother and had taken a knife to his father. The teachers all talked about how smart and witty he was, but they overlooked the fact that he was tremendously violent (Nelson and Cleland, 1971).

Herczeg feels that many intelligent teens succeed in hiding their personal problems as they use their intellect as a defense. Teachers tend to overlook their problems because on the surface they seem mature (Nelson and Cleland, 1971).

In surveying existing programs in teacher training colleges and universities in the local area the writer found little specific provisions at the undergraduate level for the gifted while at the graduate level at least one course in education for the gifted is included.

The local education agency (LEA) should provide the professional education through in-service to teachers who are "qualified" but not certified to teach the gifted until such times as those teachers could take professional college courses. Gallagher (1975) pointed out the value of "selected classroom teachers for the gifted in well known programs for the gifted" and asserted that preparation of teachers for the gifted urgently needs attention.

A recent survey of 239 experts in education for the gifted cited by Gallagher (1975) advocates specialized teacher preparation, continued professional study, in-service phases and frequent contact with teachers of the gifted.

Gifted and talented children and youth are often a problem to their parents, to their teachers, and to their other associates, unless sorted out and given opportunities to use their abilities. Teachers without special training are not always good at recognizing superior intelligence. A study conducted by Leonard Carmichael (1962), Tufts College professor, bears this out. A Negro girl of 200 I.Q. was rated lower in intelligence by her teacher than a child whose I.Q. turned out to be 100. Inability of the teacher to recognize giftedness in her students sometimes leads her to label

a gifted student as a trouble maker, when in fact, the student is far more advanced in intelligence than the teacher (see Appendix G).

Consider Dr. Leta Stetter Hollingworth, a genius who became a psychologist and who was especially interested in the education of the gifted. On record is the following statement made by her regarding those who teach gifted students:

As a form of failure to suffer fools gladly, negativism may develop. The foolish teacher who hates to be corrected by a child is unsuited to these children. Too many children of superior ability are being taught by teachers of normal to I.Q.'s of 120. Into this important matter of the selection of the teacher we cannot enter, except to illustrate the difficulty from recent conversation with a ten-year-old boy of I.Q. 165. This boy was referred to us as a school problem: "Not interested in the school work. Very impudent. A liar." The following is a fragment of conversation with this boy:

"What seems to be your main problem in school?"

"Several of them."

"Name one."

"Well, I will name the teachers. Oh, boy! It is bad enough when the pupils make mistakes, but when the teachers make mistakes, oh, boy!"

"Mention a few mistakes the teachers made."

"For instance, I was sitting in 5 A and the teacher was teaching 5 B. She was telling those children that the Germans discovered printing, that Gutenberg was the first discoverer of it, mind you. After a few minutes I couldn't stand it. I am not supposed to recite in that class, you see, but I got up. I said, 'No, the Chinese invented, not discovered printing, before the time of Gutenberg--while the Germans were still barbarians.'"

"Then the teacher said, 'Sit down. You are entirely too fresh.' Later on, she gave me a raking over before the whole class. Oh, boy! What teaching!"

It seemed to me that one should begin at once in this case about suffering fools gladly. So I said, "Ned, that teacher is foolish, but one of the first things to learn in the world is to suffer fools gladly." The child was so filled with resentment that he heard only the word "suffer."

"Yes, that's it. That's what I say! Make 'em suffer. Roll a rock on 'em."

Before we finished the conversation, Ned was straightened out on the subject of who was to do the suffering. He agreed to do it himself.

I will cite another conversation, this time with a nine-year-old, gifted child above average I.Q.:

"What seems to be your trouble at your school?"

"The teacher can't pronounce."

"Can't pronounce what?"

"Oh, lots of things. The teacher said, 'Magdalen College' at Oxford, you know. I said, 'In England they call it Modlin College.' The teacher wrote a note home to say I am rude and disorderly. She does not like me" (Carmichael, 1962).

One can readily see that children like this might get into many difficulties. Dr. Hollingworth cites a final case in those who teach gifted students:

An eight-year-old, of I.Q. 178, was sent to us as a school problem:

"What is your main trouble?"

"It is the librarian."

"How is that?"

"Well, for instance, I go to the library to look for my books on mechanics. I am making a new way for engines to go into reverse gear. The librarian says, 'Here, where are you going? You belong in the easy books department.' So I have to go where the children are all supposed to go. But I don't stay there very long, because they don't have any real books there. Say, do you think I could get a card to the other department?" (Carmichael, 1962).

Unless due regard is given to these students by teachers and parents, they could drift into delinquency. On the other hand, follow-up studies have shown that gifted children who receive the considerations they deserve

from teachers, parents, and others usually make superior citizens. The child's giftedness is actually a handicap to him, however, if it leads him to conflicting circumstances with his parents and teachers (Carmichael, 1962).

Characteristics of the Gifted Child

On the basis of intelligence the population may be divided roughly into three large groups: the gifted, the average, and the deficient in intelligence. There is no sharp dividing line between them, however. For every person there is someone just a little brighter and someone just a little duller--excepting, of course, for the one person who is the most deficient of all and the one person who is the brightest of all.

The bright student is referred to as the gifted in intelligence (see Appendix G). Included in the gifted are (1) those with a high general factor, who seem to be able to handle in a superior way whatever they set their minds to; (2) those with a high general factor and some unusually high specific factors, as was the case with Einstein; and (3) those with an average general factor but some very high specific factors, as in the case of the student who had little scholastic ability but was a wizard at inventing new devices to be used in color television. Often, the term gifted is used only for the first two groups with talented falling in group three.

The following facts about the gifted pictures, to some degree, what they are like:

1. They enjoy reading. Many learn to read before they start to school, and some read before they are three years old. In elementary and high school, reading is their favorite recreation, and they are likely to read twice as many books as the average.

2. They like school, usually, and are particularly good in subjects requiring verbal comprehension, such as literature, grammar, geography, civics, reading, general science, mathematics, and history.

3. They tend to be healthier and better developed physically than the average.

4. Many go to college, and while there they take part in more extracurricular activities than the average.

5. As adults, they commit less crime than the average, less often become seriously maladjusted, and less often have marital difficulties.

6. As adults, their earnings tend to be superior to that of the average (Sorenson, 1967).

It is common in psychology today that there is a "correlation between intelligence and most desirable traits" (Carter, 1975). This established a general expectation concerning the gifted which is supported by many specific studies. The pioneer studies of Terman have given the basic picture of the gifted child. The primary superiority is in general intelligence; however, this extends

to physical and motor traits, emotional maturity, and general competence (Carter, 1975).

Concerning mental characteristics, Terman reports, "The gifted have a ready grasp of principles underlying social and natural situations, a spontaneous elevation of immediate observations" (Carter, 1975).

It has been specifically noted that their superiority is greatest in thought or abstract subjects. Gifted children learn facts and related principles rapidly and efficiently. Their intellectual drive--which includes mental endurance, tenacity of purpose and curiosity about things and ideas, result in independent, self-education. Gifted children have a diversity of interest; they learn to read easily and are advanced in reading ability (Terman, 1919).

Some conclusions from Terman's study of fifty-nine gifted children include:

1. Gifted children are apparently not below average in general health.
2. Their ability is general rather than special or one-sided.
3. They are especially marked in moral and personal traits.
4. Play deficiency and marked lack of social adaptability is the exception rather than the rule.
5. Their school work is such as to warrant promotion in most cases to a grade closely corresponding to mental age.
6. Superiority tends to show early in life, is little

influenced by formal instruction, and is permanent.

7. Superior children usually come from superior families (Terman, 1919).

Evidence from anthropometric measurements, health histories, and medical examinations also portray a slightly better physical specimen. Studies indicated that gifted children are larger and stronger than others in the same age or grade group. Socially, these children have a wholesome attitude and are generally emotionally stable. On character tests the gifted accelerate grade placement about 14 percent for age and their mastery of subject matter is approximately 44 percent advanced (Ward, 1961).

Earlier studies by Hollingsworth (1926) uphold the theory that the gifted child is "small for his grade . . . large for his age." He is larger, stronger, swifter, and has superior motor ability. Regarding character and temperament she reported the general trend of teachers' opinions: Children selected wholly by intelligence tests, without consideration of other factors, show desirable traits of character and temperament, in superior degree. The fact that gifted children are almost never found in correctional institutions, that they are more disposed to fair play, sympathy, kindness, and honesty adds credence to the teachers' opinions. Focus is centered on interest in play, interest in reading, and ambition for a career. Generally speaking, a child whose play is conspicuously different from that of others of his age diverges far from average intellectually. Gifted children especially like

dictionaries, encyclopedias, and atlases. The career fields chosen are usually literary, scientific, artistic, or professional. Hollingsworth emphasizes that these children are usually underestimated by their parents and by themselves (Hollingsworth, 1926).

Bentley (1937) agrees with the gifted's general mental habits--high grade method of work with minimum direction and guidance, ability to generalize, and high degree of insight into problems. He includes also with these mental characteristics common sense, broad-mindedness, and self-criticism which make up their well-integrated personalities. The physical fitness of gifted children is above average and these children are relatively free from nervous disorder. Gifted children seldom cry or get angry when they cannot have their own way. These children respond well in matters of social discipline (an important factor in group adjustment). It has been noted that the gifted show more concern with moral and ethical behavior than do average children (Bentley, 1937).

The typical gifted child as posed by Terman and Oden is a product of superior parents--superior not only in cultural and educational background but apparently in heredity. Strang (1960) supports this. She wrote, "Gifted children are a combination of heredity and early childhood experiences . . . a combination of native ability and life experiences." The ordinary environment supplies the necessary experiences for early childhood. However, there is a minimum of experience

essential to intellectual growth. In this sense intelligence is learned. Extreme deprivation can prevent development of the gifted child's native ability. In later years, lack of suitable experiences in the early years will prevent a child from developing to his full potential of giftedness (Strang, 1960).

Barbe (1967) classifies the primary characteristics of the gifted under three distinct headings: (1) genetic, (2) adjustment, and (3) performance superiority. Regarding the genetic characteristics, Barbe's conclusions parallel with those of Terman, Oden, and Strang. He maintains that gifted children come most often from the kind of genetic background that would produce giftedness. In his adjustment division he theorizes three factors including personal and social adjustment and adjustment to organized learning. Gifted children's personal adjustment appears to be superior from the very beginning. These are children who learn to live with themselves early; and they avoid problem situations with which they are unable to cope. The social adjustment of the gifted is also advanced. There is a tendency for gifted children to be influenced by adults at an earlier age than average children. They like and are liked by others. Finally, gifted children's adjustment to organized learning is superior. This third phase of the adjustment characteristic overlaps performance superiority. The gifted are able to perform at superior levels in competitive academic situations (Barbe, 1967).

Barbe wrote, "The characteristic most readily

identifiable in gifted children is sensitivity" (Barbe, 1967). Whether the sensitivity is to one or more particular areas of learning, sensitivity to discovering or solving problems, or sensitivity to the feelings of one's fellow man, Barbe concludes that it is so much a part of giftedness that it can almost be said that the terms are synonymous (Barbe, 1967).

French (1959) summarized the characteristics of the gifted as follows:

1. Superior physique as demonstrated by earlier walking and talking; above average height, weight, coordination, endurance, and general health
2. Longer attention span
3. Learns rapidly, easily, and with less repetition
4. Learns to read sooner and continues to read at a consistently more advanced level
5. More mature in the ability to express himself through the various communicative skills
6. Reaches higher levels of attentiveness to his environment
7. Asks more questions and really wants to know the causes and reasons for things
8. Likes to study some subjects that are difficult because he enjoys the learning
9. Spends time beyond the ordinary assignments or schedule on things that are of interest to him
10. Knows about many things about which other children are unaware

11. Is able to adapt learning to various situations somewhat unrelated in orientation

12. Reasons out more problems since he recognizes relationships and comprehends meanings

13. Analyzes quick mechanical problems, puzzles, and trick questions

14. Shows a high degree of originality and often uses good but unusual methods or ideas

15. Possesses one or more special talents

16. Is more adept in analyzing his own abilities, limitations, and problems

17. Is not easily discouraged by failures

18. Has more emotional stability

19. Can judge the ability of others

20. Has diverse, spontaneous, and frequently self-directed interests

According to French (1959), these characteristics may not apply equally to all gifted children, but he noted that we can expect gifted children as a group to have more positive characteristics than other children. In addition, the gifted children would have fewer negative characteristics. Also, the gifted children may be expected to acquire these characteristics both earlier and with more intensity (French, 1959).

In focusing on the characteristics which apply primarily to the verbally gifted, Witty (1951) emphasizes the following: better health, social adjustment, and physical

endowment; longer attention span; larger vocabulary; greater fluency of ideas; greater intellectual curiosity; more rapid and efficient learning; greater ability to generalize and form concepts; greater insight into problems; more curiosity and interest in intellectual tasks; earlier reading attainment; and, wider range of interest. For the highly creative, he adds, less concern with convention and authority; more independence in judgment and thinking; keener sense of humor; less concern with order and organization; and, a more temperamental nature (Witty, 1951).

The characteristics of gifted children have been appraised by many researchers and writers. Brandwein, Bishop, Martinson and Weiner, Gold, and Gallagher have listed Witty's characteristics of gifted children as acceptable research findings.

From the research of the literature, Abraham's (1958) list of characteristics of the gifted is acknowledged as acceptable. It indicates practically all key aspects of giftedness and a community such as ours is in need of these delineations. While realizing that some of the characteristics on his list are the same as those which have already been included in this paper, however, in order to be inclusive, the list is as follows:

1. Learns to walk and talk before the average child does, fitting words and phrases together meaningfully
2. Is somewhat above average for his chronological age in height, weight, physique, and physical endurance, and

in specific measurements like breadth of shoulder and hips, strength of muscles, and development of lungs, with a tendency to mature early physically

3. Can gain appreciation of parents by performing: poise and ability to put one right word after another may, rightly, or wrongly, be first factors which attach the tag of giftedness to a child

4. Has interests that are diverse, spontaneous, and frequently self-directed, accompanied by an intellectual curiosity which is broad and intense

5. Has an interest in time, in yesterday--today--tomorrow, days of the week, then and now, calendars and clocks at an early age

6. Often learns to read before entering school, and almost always has an early desire to read

7. Possesses a reading skill higher than the average in both quality and quantity

8. Collects things in an orderly manner, and frequently of a complicated or scientific nature--whether it is birds, stamps, chemicals, or pictures of current motion picture favorites

9. Has hobbies which seem numerous and precocious in comparison with other children his age; may have as many as three to six different hobbies in various directions

10. Possesses an interest in games and amusements somewhat in advance of others his age; may have a tendency toward occasional solitary play and work, with younger gifted

children often developing imaginary playmates; likes games involving rules and systems

11. Uses reasoning power that results in understanding meanings and relationships which seem premature for his age, and has abilities toward abstract, critical, and creative thinking as demonstrated through his interpretations of current events, and of international and political developments

12. Shows a mature ability to express himself through the communication skills of creative writing and oral expressions through picturesque ways of getting an idea across

13. Has reached the higher levels of listening with reactions to comments, genuine mental and emotional participation, and real meeting of minds--and with a relative speed of response involved

14. Learns easily, with fewer explanations and less repetition by the teacher; may be less accepting than others of meaningless drill or "busy work" assignments when he feels he could be using the time profitably to move along speedily and surely

15. Is able to adapt learning to various situations somewhat unrelated in orientation

16. Might have behavior patterns not always acceptable, a factor which is thoroughly understandable in a society that is adjusted to the average; may be impatient and rebellious against the slower and perhaps more passive attitudes of those around him, including the adults in his

home and school; may prove to be a little "difficult" as all that is interesting frequently is--whether it is a wife, a horse, a machine, or a child!

17. Is shown by character studies to be: more trustworthy when under temptation to cheat; more honest, higher in emotional stability; and, more adaptable in social situations

18. Shows his greater capacity through a higher achievement and mastery of school subjects, but his achievement might be much lower than expected just because he is bored sick at the slow pace and perhaps an uninspired teacher

19. Likes school, shows a desire to learn without prodding, participates in and seems to have time for numerous extracurricular activities without their interfering with his academic achievement

20. Frequently chooses the more difficult school subjects for the simple reason that he likes them

21. Seems to be adept in analyzing his own abilities and limitations with an objective manner. An awareness or appreciation of himself may result in lack of popularity with less bright peers, and not recognizing the cause of this antagonism, he may feel a need to withdraw into himself or adults

22. Has a vocabulary beyond others of his age or grade, and in addition uses and understands the words in reading, writing, and speaking

23. Asks questions because he really wants the

answers, and demonstrates that fact by the later use of information acquired through his verbal curiosity

24. Shows a high degree of originality in his play, work, planning, and adjustments to situations; this may extend to washing dishes, setting the table, helping at a barbecue, and washing the car

25. Has an attention span longer than you would expect

26. Creates jokes and laughs at the humor of others on a level more mature than his age indicates, often on an abstract or imaginary basis

27. Prefers the companionship of older children, even though they may reject him as a "little runt among us big kids"

28. May show unusual skill in art or music, carry a tune well at an early age, have a persistent desire to learn music, possess an unusual sense of rhythm, display creativity in either art or music, or show a vibrant sense of color

29. Possesses no indication that, because of intelligence precocity, he is in any way antisocial, or has a negative or undesirable personality; is less inclined, as part of the group of bright children, to have nervous disorders or to be poorly adjusted emotionally, or to boast despite his superiority

30. May look much as other children do, and frequently act as they do and therein lies a problem. It is so easy to overlook them! (Abraham, 1958)

The face of America has changed rapidly, yet educators have been slow, even reluctant, to address themselves

to the problem of improving the program for the gifted and talented even though from the research findings a profile has emerged that this group is definitely distinctive in performance or potential.

Over a decade ago educators, psychiatrists, and many other influential groups were working on the premise of change in the education program for the gifted. Referring to the need for change, Dr. Don Davis, Associate Commissioner for Educational Personnel Development, U.S. Office of Education, wrote:

We have not determined our personnel needs; methods of retaining the talented people so vitally necessary to education; utilizing new and untapped manpower; improving educational skills and attitudes . . . For quite a few years now, leaders in education have insisted that our task is no longer to reshape students to fit the school, but to reshape the school to respond to the requirements of individuals (American Education, Feb., 1969).

Convergent forces, changed attitudes, and increased participation of both state and federal governments in educational projects for the gifted have given an impetus for local education agencies to restructure their job of educating children and youth. Attention has been turned to the classroom, the gifted and talented students, and the teachers as a start to reshape the schools of America.

About twenty years ago, Ward (1961) wrote:

Once the physical and mental characteristics and developmental tendencies of intellectually superior children have been established, then, and only then, it is possible to plan intelligently for their education (Ward, 1961).

There is ample evidence that administrators across the nation are re-examining the total school curriculum--

giving high priority to programs for the gifted and talented. It is essential that boards of education and the entire community are aware of the programs for the gifted and talented and that they have a basic understanding of the need for superior programming for superior people in every school system throughout the United States.

The Teacher of the Gifted

The teacher exerts an important personal influence on gifted children. It might be said that the teacher holds the fate of the superior student in his hands. The ability to teach superior students effectively is a personal skill which some teachers have and some do not have. Recent research evidence indicates that teachers possess certain basic attitudes in which they either accept or reject the bright child because of superior intellect. Fliegler (1961) stresses the importance of recognizing limitations of teachers' attitudes and the necessity to work to alter these reactions wherever possible, but also to acknowledge that some teachers will never overcome these feelings.

Also, Fleigler noted that inspirational qualities of great teaching cannot be diffused in all areas. He wrote, "We cannot be all things to all children . . . an individual teaches best what he enjoys. Thus, a gifted child needs a teacher who understands him and can stimulate him to optimum achievement" (Fliegler, 1961).

Witty (1951) believes that good health and stamina, knowledge of the content field, a broad background of information in related fields, a knowledge of the psychology of learning, familiarity with varied teaching methods, patience, creativity, flexibility, and a supportive attitude are all desirable traits for teachers responsible for the education of gifted children. Clearly, the role of the teacher of the gifted and creative children differs in a very influential way from the role of other classroom teachers.

DeHaan and Havighurst (1961) uphold the theory of Witty regarding teaching attitudes toward the education of the gifted. They divide the teacher characteristics needed for teaching the gifted into four groups: flexibility and creativity; concern for individuality; maintenance of standards; and, devotion.

Because the intellectually gifted students have vast potential, the teacher's role as a professional worker is significant. Gold (1965) posits that the teacher is a primary role model for students in an interaction process that is basic to learning in addition to the obvious duty of direct instruction; that superior intelligence will function best in interaction with a stimulating teacher; and, that the teacher is inevitably a model.

The foundation of an adequate program for gifted children includes a teacher who is capable of meeting their needs, interests, and abilities. According to Fliegler, the qualities needed in teachers of the gifted include:

1. A high degree of intellect and reasoning ability
2. Should possess the techniques for effective teaching but also the content to round out his teaching equipment
3. Should appreciate and understand the interdependence of a liberal education and vocationalism
4. Should express a positive attitude toward teaching the gifted
5. Flexibility is salient
6. A creative ability is necessary to guide and release creativity in others (Fliegler, 1961).

Passow, Goldberg, Tannenbaum, Abraham and French (1955) convey that the ideal teacher of the talented is best "described as possessing all good qualities, from great erudition to great warmth and affection." They list the following characteristics as being important for working effectively with talented students:

1. Above average intelligence in academic subjects
2. Tolerance for new and different ideas
3. Willingness to let students proceed on their own
4. Ability to direct individual efforts toward maximum achievement
5. Must be somewhat creative
6. Must be sensitive to the creative efforts of others
7. Must be able to stimulate the creative child to further effort

8. Must be able to accept nonconformity of attitude and behavior

9. Must be able to inspire students to strive for higher levels of achievement and to develop unique abilities (Passow and others, 1955).

In order to create better schools, Calvin Taylor affirms that we must learn to cultivate in students multiple talents in different classrooms across subject areas. In the multiple-talent approach the students develop their talents while they are simultaneously growing in knowledge.

Taylor (1973) maintains that the unique and fascinating professional role for teachers is for them to become talent developers. The teachers of the gifted and talented will have to use a different approach in seeking and cultivating each new type of talent.

Martinson (1968) has compiled a list of the needed qualities of personal behaviors and classroom management techniques for teachers of the gifted in the primary grades. They are as follows:

1. The teacher should be aware of crucial importance of herself as a model to the child.

2. The teacher should foster a classroom atmosphere of freedom.

3. The child should be permitted to follow his learning task at his own level and his own rate.

4. The teacher is aware that many young gifted children are psychologically mature as well as intellectually mature.

5. The teacher accepts and understands the fact that growth of young children is often uneven.

6. She should not be concerned that the gifted child is not taking part in all activities of the group.

7. She should habitually ask herself "What is the value of this activity for this child?" to determine whether a particular activity is providing a bonafide learning opportunity for the pupil.

8. The teacher should assume that interests expand through exposure to interesting ideas and materials.

9. The teacher should assume responsibility for utilizing available human resources effectively, whether these are members of community organizations who are willing to aid small groups of children for a period of time, or older children with background and knowledge which would be valuable to the young gifted child.

10. The teacher should assume that knowledge about gifted is fundamental to excellent performance with them (Martinson, 1968).

Nelson and Cleland (1971) contributed the following qualities of personal behaviors and implications for the teacher of the gifted:

1. The teacher must possess an understanding of self.
2. The teacher must have an understanding of giftedness.
3. The teacher should be a facilitator of learning rather than a director of learning.
4. The teacher must provide challenge rather than pressure.

5. The teacher must be concerned with the process of learning as with the product.

6. The teacher must provide feedback rather than judgment.

7. The teacher must provide alternative learning strategies.

8. The teacher must provide a classroom climate which promotes self esteem and offers safety for creative and cognitive risk-taking (Nelson and Cleland, 1971).

According to Davis (1954), "Raise the characteristics of a good teacher to the highest point and you will have a gifted teacher for gifted pupils." She is in complete agreement with Witty's list (discussed previously in this paper) but also believes that "it is necessary for the teacher of the gifted to be able to channel the specific qualities of the gifted into worthwhile learning."

Sisk (1975) identified the desirable skills and competencies for teachers of the gifted. They are as follows:

1. Knowledge of nature and needs of gifted
2. Skills in utilizing tests and test data
3. Skills in utilizing group dynamics
4. Skills in counseling and guidance
5. Skills in developing lessons in creative thinking
6. Skills in utilizing strategies such as simulation
7. Skills in providing learning opportunities at all levels of cognition
8. Skills in relating the cognitive and affective dimensions

9. Knowledge of new developments in education
10. Knowledge of current research on the gifted
11. Skill in demonstrating lessons for gifted
12. Skill in conducting action research (Sisk, 1975)

Strang (1960) purports that our most authentic information about qualifications for the teacher should come from the gifted children themselves. She identified some ideas from gifted students. These include:

1. Sense of humor
2. Encouragement of responsibility
3. Knowledge of subject
4. Fairness and firmness
5. Understanding of children
6. Enjoyment of teaching

Several years ago a contest on "The Teacher Who Helped Me Most" was conducted by the well-known Quiz Kids radio program. Over four thousand letters were submitted from students in grades one through twelve. Witty (1951) analyzed the letters and listed the characteristics as drawn from the correspondence. His break-down showed the following traits:

1. Cooperative, democratic attitude
2. Kindliness and consideration for the individual
3. Patience
4. Wide interests
5. Pleasing personal appearance and manner
6. Fairness and impartiality
7. Sense of humor

8. Good disposition and consistent behavior
9. Interest in pupils' problems
10. Flexibility
11. Use of recognition and praise
12. Unusual proficiency in teaching a particular subject (mentioned most frequently by high school students) (Witty, 1951)

Gold (1965) made reference to another survey of gifted students in Cleveland's Major Work Program. (It is generally credited with being the first organized plan for gifted children in United States Public Schools.) Results of the study were compiled by Davis in 1954. From this study the following most frequent traits were noted:

1. Sense of humor
2. Encouragement of responsibility
3. Knowledge of subject
4. Firmness and fairness
5. Understanding of children
6. Enjoyment of teaching (Gold, 1965)

Gold also referred to a study to analyze selected characteristics of high school teachers who were identified as successful by intellectually gifted high school students. This study, conducted by Bishop in 1968, showed that successful teachers were mature, experienced, and intellectually superior. Bishop found further that the successful teachers were most interested in literature, the arts, and culture; had high personal achievement needs; and were seeking their

own intellectual growth through teaching. They tended to be more student-centered, to be stimulating in the classroom and to act responsibly (Gold, 1965).

In support of the standards set forth by the Council for Exceptional Children, teachers of the gifted are committed to the idea of differentiated education founded on an understanding of the meaning of exceptionality and a study of the characteristics of gifted children.

Teachers of the gifted should have special attributes. One principal summed up these needs by stating:

Teachers of intellectual pupils should be knowledgeable themselves and have superior skill in at least one field. They should be creative in thought, in teaching and classroom organization. Certainly they should be well organized to advance the aspects of giftedness. It is necessary for the teachers to instill a love of learning, to be flexible in planning lessons and experiences and to be resourceful in searching for special materials (Dowdell, 1975).

As Strang (1960) points out:

Giftedness does not develop in a vacuum. The people in the child's environment must be interested in intellectual or other kinds of achievements. The child must have opportunity and encouragement, instruction and guidance.

The gifted students must be inspired to make the most of themselves so they can make a valuable contribution to society.

The gifted students are entitled to the best possible education appropriate for them. Teacher education institutions must prepare teachers for them. Yet, in a survey of the college catalogs in this area there are few teacher training provisions for gifted education. Austin Peay State University offers one course entitled "The Gifted." It is offered

on the graduate and undergraduate level. Peabody College offers a seminar entitled "The Psychology and Education of Gifted Children." It is an undergraduate course but its description impressed the writer as being one that would be most helpful. Western Kentucky University and Murray State have many courses in Special Education but very few courses devoted solely to the gifted. According to the course descriptions these colleges do provide occasional units of work on gifted students within the framework of several education courses.

At this point, two questions come to mind: What should a program look like? What experiences should those aspiring to be teachers of the gifted have? Snider (1960) suggests that a five-year program of pre-service preparations could be adapted to preparing teachers of the gifted by adding: (1) additional depth in basic or specialized subjects, (2) a sequence of appropriate course work related to teaching the gifted, and (3) extensive opportunities for observation, actual student teaching or internship experience with the gifted.

Fliegler (1961) suggested a general format including a well grounded experience in the general education sequence and related courses in psychology and child development. Specific courses for specialization include: Psychology and Education of Gifted Children, Curriculum and Instruction of Gifted Children, Practicum in the Education of Gifted Children, special courses in science, mathematics, foreign languages, social studies, and language arts--to insure more content

information; and Research Problems in the Education of the Gifted. He advocates that this specialized curriculum in gifted education should be at the graduate level

In reference to Fliegler's proposed training courses for teachers of the gifted, Hildreth (1966) posits that most people engaged in school administration would agree with him in his recommendation that preparation for teaching the gifted should begin at the graduate level. This would ensure a tryout in the general field of education and a background of liberal education before the prospective teacher of the gifted undergoes specialized training.

The problems of credentials pose difficulties when the complexity and diversity of teaching the gifted and talented at all grade levels is considered. For sure, it is quite evident that special training is necessary for understanding the needs of the gifted.

Historical Development of Programs for the Gifted

Public faultfinding has been severe in the area of equal educational opportunity. The critics, an influential segment of the American public, constantly express the need for identifying more of our talented students, for encouraging them to obtain the education that would enable them to conserve and develop their gifts and talents so that they can use them at the highest achievable levels.

Up to 1950 the philosophy that pervaded American society and education discouraged the development of programs

for the gifted; unlike the education of the handicapped which was being encouraged and many states were providing financial support in the public schools as early as 1930. Yet, as late as 1953, Pennsylvania was the only state which had developed any kind of program devoted to improving the lot of the intellectually able. In 1954, the U.S. Office of Education reported that no state department of education employed a specialist or staff member who devoted his major efforts to the education of the gifted (Mackie and Dunn, 1958).

The U.S. Office of Education reported in 1954 that the high school enrollment in special classes for the mentally gifted had increased significantly while the enrollment at the elementary school level decreased (French, 1959).

In spite of the significant number and the valuable resources, it was 1957 before the federal government made a commitment to gifted education. This was triggered by Sputnik being launched by Russia. From this event the National Defense Education Act (NDEA) of 1958 was created to help the schools improve in mathematics and science for the intellectually superior students (Gold, 1965).

Education was in great turmoil in the 1960's but a few classes for the academically able students existed. The events that marked that ten years in history may be partly blamed. The decade of tumult, strife and change--some for the better and some for the worse--began with the assassination of President John F. Kennedy. Also, Americans

witnessed the resignation of Vice President Spiro T. Agnew, felt the effects of riots on campuses and in cities, and engaged in the longest war in the history of the country. Harold C. Lyon, Jr. (1981) wrote, "American educational priorities shifted from the most able students to the least fortunate, and interest in educating the gifted waned." Lyon also reported that promising gifted education programs vanished and the number of articles in educational journals dropped sharply. He commented that it was also in the 1960's that the youth movements served early warnings of what was yet to come against education. Education, historically a key element in the American dream of continuing progress, came under attack. Educators themselves began to seriously question the aims and purposes of the whole educational process in an age of "irrelevant" history and "stifling" logic. In colleges and high schools, even elementary schools, students demanded to be heard on academic and disciplinary matters. Educators saw conformity replaced to a degree by assertiveness (Lyon, 1981). No doubt the events of the 60's prompted many states to give thoughtful attention to the identification, curriculum and teaching procedures of the gifted.

In 1969, the U.S. Congress renewed its interest in the talented and gifted by initiating a gifted education study--the Maryland Report. This study revealed:

1. Fewer than 4 percent of the 2.5 million gifted and talented students are receiving adequate training.

2. Only ten states had full-time directors of gifted education.

3. Only ten universities had graduate level programs specializing in gifted education.

4. Fifty-seven percent of school administrators were unaware of any special needs of the gifted and talented students.

5. A high percentage of dropouts were actually gifted children (Lyon, 1981).

The federal government is committed to gifted education but its primary objective is to strengthen the state education agencies. In line with the Maryland Report recommendation, the Office for the Gifted and Talented within the U.S. Office of Education was established in 1972 to help states strengthen local gifted education (Lyon, 1981).

During the past decade, many dramatic changes have taken place in the field of the education of gifted children and youth in America. Never before has there been so much emphasis on developing their talents and encouraging their thinking. Because these gifted and talented students will become our leaders in the future, educators must build on the good of the past, adapt to the present, and prepare for the future.

Today, ten years after the Maryland Report, a recent Office for Civil Rights survey indicates that 35 percent of the gifted are being served, forty states have full-time directors of gifted education, twenty-six colleges are offering

graduate level gifted education programs, seventeen states have laws mandating appropriate education for the gifted, and thirty-three states have established guidelines for gifted programs (Lyons, 1981).

Concern with the education of the gifted has resulted in many research studies and projects. To report them all comprehensively, or even briefly, would be a task beyond the scope of this paper. However, this paper will briefly examine selected projects and studies which have influenced state and/or local educators in developing appropriate programs for the gifted.

One of these projects is the Southern Regional Project for the Education of the Gifted. It was conducted in 1961-67 and is one of several programs which sprang from the broad interest of the Southern Regional Education Board in education for exceptional children, including the handicapped and gifted. It was a two-year project, financed by a grant from the Carnegie Corporation of New York and supplemented by the nine participating southern states. Also the University of Virginia, which was selected by the state representatives to conduct the project, contributed generously in personnel and support. The central objective of the SRPEG was to assure that each cooperating state would have at least one person in a position of strategic educational responsibility who had studied intensively the problems of the gifted, and had observed functioning school programs of this sort. Although Kentucky did not initially participate in the project,

Mr. Donald Bales of the State Department of Education was selected as a consultant for the project. The participants (representing the states of Mississippi, Georgia, Texas, Tennessee, West Virginia, South Carolina, Louisiana, Virginia and Florida) were convinced that special education for the gifted is socially mandatory, psychologically sound and educationally feasible. Furthermore, they had discovered ample evidence that America was wasting the country's greatest natural resource--human intelligence. The participants believed that the American public schools must meet this challenge by recognizing the need for differentiated educational provisions for the gifted (Burris and others, 1962).

The Governor's School Teacher Training Institute began in 1970 for the purpose of sharing with North Carolina public school teachers innovative and creative teaching techniques and research in education for gifted students. Funds have been contributed by the Smith Reynolds Foundation and the North Carolina State Department of Public Instruction. The participants, twenty or more, are selected for the annual six-week session and the Institute is staffed with consultants who are experts in the field of gifted education. The participants assist in workshops that are conducted by the staff of the Gifted and Talented Section of the State Department of Education. Also, they are responsible for the publication, Educating for the Future, a handbook of developed ideas to share with the educators of North Carolina. However, it is available to any school system and it is very helpful in

providing local school systems with teacher-prepared materials and ideas for stimulating teachers to do their best in working with gifted and talented students. It is designed as a guideline and starting point for schools which are initiating new or different programs for the gifted. The handbook has been reprinted with permission by Kentucky Department of Education, Division of Programs for the Gifted/Talented, and is available free to all the school systems of the state (Broome, 1973).

North Carolina's State Department of Public Instruction did a basic research study in 1972 to rectify a problem. Up to then, the criteria and instruments being used screened out most of the able minority students, depriving them of attending the Governor's School of North Carolina, the oldest summer residential honors program in the United States. The proposal was written for the study which sought to improve the identification procedures in the state and examine the characteristics of biographical data as a basis for reducing racial and other biases in the selection of gifted students for specialized training. The study, funded by the Z. Smith Reynolds Foundation, resulted in providing not only North Carolina but all school systems with an instrument to help identify gifted and talented students (Institute for Behavioral Research in Creativity, 1972).

Chapter 4

IDENTIFICATION OF THE GIFTED/TALENTED IN KENTUCKY

Gallagher (1975) stressed that a local education agency cannot wisely start with student identification--it must always begin with an assessment of LEA strengths and weaknesses which can facilitate or limit program implementation. This point of view was reinforced by Renzulli (1976), when he said his golden rule was, "Decide on what type of program you will have; then design the identification system to fit the program."

The gifted are defined according to the "Guidelines for Kentucky Programs for the Gifted/Talented" and approved by the State Board for Elementary and Secondary Education in April, 1978, as:

Gifted/talented children and youth are those who by virtue of outstanding abilities are capable of high performance and who have been identified by professionally qualified persons. These are pupils who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

These pupils may have demonstrated achievement and/or potential ability in academic areas or in visual and performing areas. Gifted/talented children and youth in these areas would profit from opportunities beyond those normally provided in the classroom (Guidelines, 1978).

To reiterate, gifted and talented students possess outstanding academic abilities and creative talents including

potential for artistic accomplishment. To meet the varied educational requirements of these students, they must first be identified on the basis of their educational potential in a particular area of study.

According to the "Guidelines" (1978) and the "Criteria for Receiving Gifted Education Grant Units in Local Educational Agencies" (1978) the basis which must be used by the LEA in identifying and selecting students is presented in the ensuing summary.

Identification is the process of assessing the abilities and talents of students for the purpose of providing information needed to establish a program.

In Kentucky, identification and selection of students as gifted or talented must be decided through the use of multiple criteria. The screening processes include tests and measurements, standardized or observable; demonstrated or potential abilities as determined by qualified individuals, or by other valid means such as: peer nomination, self-nomination, teacher nomination, parent or citizen nomination.

Each local educational agency has the responsibility for developing its own identification criteria. However, no single test, test score, other measurement or nomination should be the determining factor. Interpretation of the data gathered is of utmost importance.

In the academic areas there are a variety of procedures that can be used in identifying talented and gifted students but all procedures reflect that minimum essentials include the following:

1. Group intelligence tests. The I.Q. seemed to be the most generally accepted single criterion for identifying the gifted. Those with an I.Q. of 125 or better are likely candidates.

2. Teacher observations. Referrals by the teacher are valuable. Alert teachers have a wealth of knowledge and valuable insights about a student.

3. School records. Much emphasis is given to this means of identification as students with demonstrated achievement may be gifted. However, this factor must always be studied as grades may reflect habits of poor performance and disinterest rather than innate ability.

4. Achievement test scores. Standard norms are used in most achievement tests.

In the visual and performing arts areas, nominations and auditions serve as the basis of selection. Ability and/or potential may be determined through an outstanding performance, evaluation or art work or other visual arts productions. Talent may be judged by specialized teachers, professionals in the field and/or others who are qualified to evaluate the student's demonstration, or his potential talent in a given area.

The selection of students for the performing arts program takes into account the observable characteristics of the student's performance on tests and measurements, social maturity and adjustment and other appraisals that may help determine the ability of the student and whether he should

be placed in a program after he has been identified.

Every effort should be made to include in gifted programs all qualified students including ones who might be overlooked because of a handicap with the English language, race, sex, dialect and other background or inherited characteristics.

The publication, "An Identification Model," prepared jointly by the Kentucky, North Carolina and Louisiana Departments of Education in 1976 is a very valuable document in identifying gifted and talented children from diverse backgrounds. Included are sample forms to assist local educational agencies in the development of an identification model.

The model allows much flexibility for individual differences and preferences in the local school systems which will be utilizing it to identify gifted and talented students. In fact, usefulness to the local education agencies was the main objective of this published model and it should be used throughout Kentucky to place students into appropriate gifted programs.

Financial Aid for Gifted Education

Constitutionally, the federal government concerns itself with state education programs including making money available to assist states in need of financial help to educate its citizens.

Under legislation (PL 95-561), enacted in 1978, states may obtain funds for gifted education. It is the State-

Administered Grant Program and the guidelines stipulate that at least 90 percent of the grant money received by a state must be used in local schools. The funds available would be available only if the state would invest twenty dollars for every federal dollar invested. Then the state must see that eighty local dollars per federal dollar were invested (Lyon, 1981) (See Appendix H, "OGT Works for the Gifted").

There are other funds for gifted education available from a variety of other sources from the federal government but the responsibility for obtaining federal funds and for administering the use of them at the local level is a state responsibility.

Throughout the state educators (leaders) were becoming increasingly aware of the urgency of furthering the gifted education program. They became concerned in not only what happens to the gifted but what happens to all children because they know standards which are good for the gifted can be destructive for an average student. They were led to do some serious thinking about the importance of academic achievement and abilities of the gifted and talented.

The Kentucky Department of Education has long recognized that the educational programs offered must be in tune with the changing needs of society, and that attempts must be made to get financial help to meet the needs of the various ability levels represented in each individual school in the state. Furthermore, the leaders in the Department of Education have become increasingly aware that the gifted program

is of great importance to many of Kentucky's citizens and that it is indeed a major responsibility of the state. So, in its efforts to improve the gifted education program and to reach the goal of offering to all Kentucky students the best possible education, an appeal was made to the state lawmakers for financial aid to operate gifted education programs in the public schools.

According to the "Criteria for Receiving Gifted Education Grant Units" by the action of the 1980 Kentucky General Assembly, funds to operate gifted education programs became available for allocation to local educational agencies. Legislation governing the program (H.B. 552) states that "the funding level set in the biennial budget and that such funds may finance classroom units or experimental programs" ("Criteria . . .," 1978).

Local educational agencies may apply for funds during the 1980-82 biennium on a grant unit basis. The grant unit for the first year was \$18,000 but for the 1981-82 school year it will be \$19,500. The grant money may be used to pay a teacher's salary and to buy instructional materials (See Appendix J).

Before requesting a gifted education grant, a local education agency must determine and validate its readiness to operate a gifted education program. One facet of readiness is needs assessment information. Another facet of readiness is the general awareness and acceptance on the part of all staff members and the community.

In order for a local educational agency to receive one, or more, gifted education grant units it must provide the State Department of Education with general information on its readiness to operate a program and specific information on the following criteria. The criteria carry certain point values (total of 100) which will be used by the State Department in evaluating the application. The criteria for the plan and identification of pupils are:

1. Local gifted education plan. The local board of education must approve the plan. A copy of the local plan with the board's approval must accompany the application. This criteria carries a point value of ten.

2. Identification of pupils carries a point value of twenty. The number of pupils selected may not exceed 5 percent of the local educational agency's enrollment for the previous year. Pupils may be identified for participation in gifted education programs in one or more ability areas, singly or in combination. The identification criteria are:

- A. Intellectual or Academic Areas. Pupils admitted to this type of program will meet at least three of the following criteria to include criteria #1 and/or #2.

1. A standardized mental ability test score at least two stanines above the mean for the school district, but not below the sixth stanine must be attained (if a group, test is judged inappropriate, an individual mental ability test must be administered).
2. Achievement test scores at least two grade levels above that of the pupil, in the eighth or ninth stanine, or at a percentile rating of ninety-five or above must be attained.

3. Scores on tests of creative thinking indicating high ability must be attained.
 4. Behavioral checklists with high scores must be received.
 5. Referrals on program recommendation forms by teachers, peers, parents and/or others indicating giftedness must be received.
 6. Other means, contingent upon prior approval of the State Department of Education, may be utilized.
- B. Visual and Performing Arts. Pupils admitted to this type of program will meet criteria #1 and at least two other criteria.
1. The demonstration or performance of skill before a panel consisting of both teachers and professionals in the area who rank the pupil as gifted or potentially gifted.
 2. Scores indicating advanced levels of ability on appropriate tests in the arts must be attained.
 3. Referrals on program recommendation forms by teachers, peers, parents and/or others indicating giftedness must be received.
 4. Behavioral checklists with high scores must be received.
 5. Other means, contingent upon prior approval of the State Department of Education, may be utilized.
- C. Leadership Development. Pupils admitted to this type of program will meet criteria #1 and at least two other criteria.
1. The identification of leadership ability or potential based on quantifiable data compiled on program recommendation forms by teachers, peers, parents and/or others must be received.
 2. The validation of the number of leadership positions to which the pupil has been elected by her/his peer group must be received
 3. A standardized mental ability test score at least two stanines above the mean for the school

district, but not below the sixth stanine must be attained.

4. Achievement test scores at least two grade levels above that of the pupil, in the eight or ninth stanine, or at a percentile rating of 95 or above must be attained.
5. Scores on tests of creative thinking indicating high ability must be attained.
6. Behavioral checklists with high scores must be received.
7. Other means, contingent upon prior approval of the State Department of Education, may be utilized.

In order to validate the request for one, or more, gifted education grant units, the local educational agency must submit with its application a list of those pupils identified for the program and their attainments in each of the criteria. (Note: In those criteria calling for a standardized mental ability test score, state the mean for the school district as a preface to the list of pupils. Also be sure to have prior approval for any means of identification used other than those listed.) The lists can be compiled in the following format:

(Example)

Narrative: (a statement containing the identification criteria used and attainment levels required)

AREA: _____

(MEAN MENTAL ABILITY) _____

NAME	GRADE LEVEL	MENTAL ABILITY	ACHIEVEMENT		BEHAVIORAL CHECKLIST SCORE	TEACHER RECOMMEN- DATIONS
		TEST SCORE	TEST	SCORE		
1.						
2.						
3.						
etc.						

(Criteria . . .," 1978)

Up to this point, Todd County Schools have made no request for funds to operate a gifted program. However, Larry Tribble (1980), former principal at Guthrie Elementary School, was appointed Superintendent of Schools in 1980 and he says, "I am concerned with equal education and I am aware that gifted and talented students have been neglected. I will give my support in helping to develop a gifted and talented program." In the writer's opinion his positive attitude was the first step toward initiating a program that would improve the educational opportunities for gifted students in Todd County, Kentucky.

Chapter 5

PROCEDURE OF THE STUDY

In seeking approval to do this project, the writer appeared before the Board of Education and delivered a prepared presentation regarding the need for the study (see Appendix C). In defense of a program for the gifted, statistics were prepared regarding differentiated programs for the handicapped and the gifted in Todd County (see Appendix I).

The procedure began with an examination of the Education Indexes. Examined were the issues dating from the present back through the 1950's. Issues of Research in Education were used to locate microform materials. Although microform materials were not consulted, paper copy of certain microfiche was obtained through interlibrary loan.

A list of references was made from the indexes. This was very helpful as it was learned what terms to use in other sources, such as the card catalog, in searching for books and other materials on the subject.

In searching for this study it was found that the three most useful terms were: (1) gifted, giftedness, and/or gifted education; (2) identification; and (3) talented. Talented is the least used of the three.

Many bibliographies were consulted. These were very helpful as the card catalogs did not reflect many of the

references. (Although the volume referred to was located in a given library, it was not cataloged under the specific subject.)

Librarians at the high school level, college and Learning Resource Center Directors were consulted. With their help, many books and periodicals were examined that otherwise would have been overlooked.

This study is based on, first of all, the standard ingredients of educational research: review and analysis of the related literature, published and unpublished, as well as interviews and consultations with key people involved (see Appendix Q).

This study utilized a needs assessment questionnaire survey and student tests. Also, data were gathered of referrals on program recommendation forms by teachers and others indicating giftedness. Additional data were obtained through a survey of the literature on gifted education.

In collecting data on the components of a gifted education program for Todd County Schools, the surveys included all those having direct interest or those who are decision makers in the gifted education program of Todd County. Groups included are all students in K-12, all teachers, all administrators and support staff.

Folders were prepared for each of the 124 educators in Todd County. Each folder contained: (1) Directions for Recommending Students; (2) Needs Assessment questionnaire designed to assess current needs of gifted students and what

has been done for these students (see Appendix M); and (3) scales for recommending students, gifted intellectually--Form A; and students with differentiated talents--Form B (see Appendixes O and P).

Questionnaires were devised by the investigator-writer or adapted from other selected forms. Standardized tests were used.

An extensive needs assessment questionnaire was developed to collect data from teachers. It was sent to all school principals in Todd County. The principal, in turn, distributed one to each of his teachers. A deadline was given for all of them to be returned to the principal. The principal collected them and returned them to the writer. The principal of each school participated, as well as auxiliary teachers, such as music, art, physical education, and counselors.

This survey was conducted to determine if Todd County needed a program for gifted students. It was a needs assessment inventory and respondents needed no additional information in answering the questions as it was self-explanatory.

An addendum was added for the secondary schools to collect data from the high school teachers. It was conducted to determine if there were any activities being done specifically to challenge the gifted students.

Materials Used

From the beginning of the study the Kentucky State Department of Education, Kentucky Education Association,

National Education Association, and Todd County Superintendent (who represents the Board of Education) and State School Supervisor were consulted.

The most important materials used were three publications of Kentucky Department of Education. The study could not have been made without them. They are: (1) "Guidelines: Kentucky Programs for the Gifted/Talented;" (2) "Criteria for Receiving Gifted Education Grant Units in Local Education Agencies;" and (3) "Gifted and Talented: An Identification Model."

Chapter 6

SUMMARY OF FINDINGS AND RECOMMENDATIONS

The purpose of this study was to investigate the educational program for gifted students in Todd County to ascertain if improvements needed to be made. Specific objectives were:

1. To determine if there were students currently enrolled in Todd County Schools who possess general intellectual ability consistently superior to other peers who would profit from opportunities beyond those presently provided by the local educational agency.
2. To determine if there were students currently enrolled in Todd County schools who possessed specific academic aptitude, consistently superior in one or more academic areas to other peers to the extent that they needed and could profit from advanced content studies beyond those presently provided by the local educational agency.
3. To determine if there were students currently enrolled in Todd County Schools who have demonstrated exceptional ability in the area of creative thinking and who could profit from opportunities beyond those presently provided by the local educational agency.
4. To determine if there were students currently enrolled in Todd County Schools who possess ability in visual

and performing arts and who have demonstrated or indicated potential for outstanding production or creativity, such as art, dance, drama or speech who could profit from opportunities beyond those presently provided by the local educational agency.

5. To determine if a clear conceptualization of giftedness and the need for a gifted education program has emerged from the teachers and administrators of the Todd County Schools.

Results of Questionnaires

A needs assessment questionnaire was sent to a total of 106 respondents, including teachers, principals, auxiliary and supervisory staff. Types of schools included were elementary and junior high (K-8), and senior high (9-12). Schools included were Clifty, Sharon Grove, Allegre, Elkton, Guthrie, Trenton and Todd County Central High. The survey was taken during November, 1980. Response was voluntary. A total of ninety-nine, representing 93 percent, responded. In the separate part for high school twenty-nine out of thirty-two responded for 91 percent response. In the part designed especially for elementary seventy out of seventy-four responded which represents 94 percent.

On this questionnaire which was to find out if Todd County needs a program for gifted students, a respondent was allowed twenty points for each "yes," fifteen points for each "usually," five points for each "sometimes," and zero points for each "no." The criteria carried 405 point values.

A respondent scored between 270 and 405 indicated Todd County had a good to superior program for the gifted; a score between 135 and 269 indicated that sometimes there is a differentiated program for the gifted; a score below 135 indicates an inadequate job of education for the gifted.

The results of this survey indicated sixty-eight respondents or 69 percent believe Todd County does very little for the gifted while 31 percent considered that some of the needs of the gifted and talented are considered in the classroom. Of the ninety-nine out of 106 respondents, no one indicated that Todd County did not need a program for gifted students. Using the same method of scoring, 76 percent of the high school respondents indicated a need for a gifted education program while 24 percent indicated that at different times opportunities have been provided in the classroom for talented and gifted students to develop according to their intelligence level but indicated it as sporadic rather than planned.

Table 1

Summary of Needs Assessment: "Does Todd County Need a Program of Gifted Students?"				
Response	Number of Respondents	Score		
		270-405	135-269	Below 135
Elementary (Grades K-8)	70 out of 74 (94%)	0 (0%)	24 (34%)	46 (66%)
High School (Grades 9-12)	29 out of 32 (91%)	0 (0%)	7 (24%)	22 (76%)
County	99 out of 106 (93%)	0 (0%)	31 (31%)	68 (69%)

A teacher Checklist for Recommending Gifted and Talented Students,¹ kindergarten through grade 12, to determine characteristics possessed by students was used in two forms--Form A and Form B. Results of the checklist from 106 respondents were as follows:

Form A: Total number of students recommended (intelligence) was 116 which represents 5 percent of the county's total enrollment of 2,259.

Table 2

Summary of Form A		
<u>Grade Level</u>	<u>Number</u>	<u>Percent of School Population*</u>
Kindergarten	3	Less than 0.5%
First Grade	3	Less than 0.5%
Grades 2-6	53	2.3%
Grades 7-12	57	2.5%
Total K-12	116	5.0%

*These figures are based upon a school population of 2,259 for 1980-81.

Form B: Total number of students recommended (talented) was 148, representing 6.5 percent of the county's total enrollment.

¹Taken and adapted from materials prepared for Dade County, Florida, Public Schools; James Miley, Coordinator for the Gifted.

Table 3

Summary of Form B

<u>Area of Talent</u>	<u>Number</u>	<u>Percent of Total Number Recommended</u>
Artistic	20	14
Musical	95	65
Journalism	1	0.6
No Specific Talent Listed	6	4
Wood Working	1	0.6
Gymnastics	1	0.6
Drama	5	3
Sense of Humor	1	0.6
Written Expression	2	1
Oral Expression	1	0.6
Math	6	4
Comprehension	7	5
Running	1	0.6
TOTAL	148	99.6

Summary of Findings

With the data gathered teachers indicated the following results:

1. There are students in Todd County Schools who are mentally superior to other students and who are not being provided appropriate education at the present time. Therefore, the program needs to be improved for these students.

2. There are students enrolled in Todd County schools who possess specific academic aptitude in one or more academic areas and are gifted compared to their peers, yet, the educational program does not, at the present time, meet their needs. The program needs to be improved for these students.

3. There are students in Todd County whose skills in critical and creative thinking needs to be developed beyond the opportunities being presently provided them in the regular classroom. Therefore, the program for this form of giftedness needs to be improved.

4. There are students enrolled in Todd County who possess ability in visual and performing arts and who could profit from opportunities beyond those presently provided them. There is a definite need for improvements in the visual arts program for the gifted.

Questionnaires were sent to a total of 106 respondents, including teachers and administrators. Types of schools included elementary, junior high and high school--which included all the Todd County schools.

The needs assessment questionnaire revealed the following informal findings:

1. Specially trained teachers are needed because gifted children require interstimulation from adult fertile minds.

2. Extensive resources are needed for independent learning.

3. Small groups and opportunities for person-to-person interchange and stimulation from intellectual peers is necessary.

4. Gifted education program must be well-planned with carefully evaluated procedures.

5. For too long there has been an over-emphasis on the so-called peripheral subjects. Art, music and physical education have been given attention while the academics have been by-passed. Both deserve to be considered.

6. The gifted students are entitled to their share of a teacher's time and to appropriate adaptations to their individual strengths and interests.

7. Financial provisions for the handicapped child have been obtained more easily than for the gifted child.

8. The gifted child needs a special program which demands different activities, content and application which are in keeping with his capacities.

9. The size of the school system should not be a deterrent.

10. Immediate need is specially trained personnel to administer a beginning program.

11. This group of gifted students have glided through the regular classes at the individual schools with little effort and spent much of their time waiting for the rest of the class to catch up with them. The "waiting" takes on a number of attitudes, from a situation where the student accepts things as they are to a completely socially unacceptable behavior triggered by boredom and nothing to do.

In the needs assessment questionnaire all elementary teachers (K-8), were asked to describe any activities they were doing for the gifted and talented. Of the seventy respondents, twenty-six noted activities provided for the gifted and talented. They are listed, without revision, as follows:

1. Individualized instruction, enrichment activities, art projects.

2. I am sorry that I haven't done anything for them recently. One year the opportunity was given for creative writing after studying pictures that taught values.

3. Teaching study skills, independent research projects, teaching efficient thinking habits, awards for excellent work, display of unusual work, helping students to challenging reading material, providing a learning environment where success is an obtainable reality.

4. I have watched "Think About" on KET and stimulated science projects and other creative projects but I have not come in contact with many gifted students yet.

5. As Beta Club sponsor, I am in contact with most of those who would be considered gifted. I try to instill in them the initiative to do everything on their own with minimum teacher input. It is their club and I let them run it.

6. Through the use of Science Fairs I have encouraged students to research and complete a project through independent study which goes beyond regular classroom content.

7. We as teachers try to teach all aspects . . . social, physical, environment, etc. I don't think that the county has a program.

8. Provide individual enrichment activities in various areas for students who have mastered assigned work.

9. Gifted students are allowed to work independently, they do not have to wait for others to finish. Gifted students work with newspaper activities.

10. Generally restricted to advanced - additional assignments.

11. Encouraged the writing and performing of an original play by the use of "Kellogg's Cereal boxes."

12. Academic Fair annually at Christian County, activity period, students used as teacher aides.

13. In referrals for exceptional children, I have identified one intellectually gifted student. In conference, suggestions were made to the classroom teacher. Several students, gifted in art, have been identified through SBARC Conferences. (By the parent and teacher) May have expressed an interest in having an art teacher in the school system.

14. 30 mins. per day last year (1979-80) was provided for our 7th and 8th grade students to receive special instruction in math, English, history, and science.

15. Opportunities have been provided for extra research and reports in subjects of interest.

16. I let them work with underachievers. I let them grade papers. I let them do special reports from the library.

present discussions and reports to the class.

17. CSMP math for those gifted in the area of math. We are not using this program for the whole classroom.

18. Independent studies, laminated materials for individualization, learning centers, library skills--reading, research, reports, committee work, projects for Science Fair.

19. Supply materials on child's interest level (books, workbooks, etc), talk with child on a one-to-one basis regularly about his interest, suggest activities that would benefit the child (movies, T.V. specials, etc.).

20. I have begun an Art program for those students in grade 6 not involved in band or special reading programs. I also try to incorporate "What If?" and "What do you Think?" questions in my daily lessons especially for the "brighter" students.

21. Independent study is the main method I use. Other ways used sometimes are brainstorming, role-playing, creative writing and art activities.

22. Praise on beautiful completed work by showing papers to the students in the room. Allowing any contribution to be made, finding items in an encyclopedia that are associated with reading stories.

23. Outside assignments are given to those who want them. Many learn from just conversation by asking questions.

24. Writing a performing play

25. We have identified eight students who we feel

are gifted. They have been placed in a directed reading program. They are released from classes and also have a specific time to come to the library for this program. Our librarian and I direct this program.

26. Learning games that are self-checking, extra worksheets or problems of a more difficult nature.

Also, the needs assessment questionnaire revealed that nine out of thirty-two individual high school teachers noted activities that they have done or are now doing for the gifted and talented students. They are listed without revision, as follows:

1. In physical education I have an expert a higher level of efficiency from my better students.

2. I assign challenging problems that require more time and thought from the average and gifted students.

3. Have tried to provide opportunities for talented students in drama and speech.

4. None in the gifted area--mainly because I feel that I do not know enough about the gifted student.

5. There are harder problems in each activity of alg. II. These are given without teacher assistance to develop thinking.

6. I have used novels for two gifted students with a paper concerning each when we were doing work they had already learned.

7. A student is working at his own speed in Alg. I and will probably finish the book by Xmas. He receives

supplemental lessons from advanced math classes. We try to include the lessons mentioned in #15 in advanced math which is set up for bright students.

8. Science projects with regional competition.

9. For my upper level history students I have stressed writing ability, critical thinking and analysis and the recognition of cause-effect relationships.

In analyzing the data, it is reasonable to assume that within the bounds of the study and with respect to the respondents/subjects of the needs assessment investigation that a clear conceptualization of giftedness has not emerged among the teachers. This does not infer that the subjects presented any negative attitudes toward giftedness. Also, the need for a gifted education program in Todd County has not yet made an impact upon the teachers of Todd County.

The foregoing conclusions have held the writer in check. He has not attempted to generalize beyond the confines of his data or the bounds of his study (since the writer is a Todd County teacher and his research of the literature was very thorough due to the fact that it is expected that it will be used for the purpose it was gathered).

Within the delimitations of the study and with respect to the teachers and other educators of this investigation, the following conclusions are tenable:

Most of the respondents agree that providing for the gifted in the regular classroom is not a workable solution in the Todd County Schools. Also, the classroom teachers do

not consider themselves qualified to set up a program, or even to teach the gifted.

The attitudes reported suggest that the gifted education program holds considerable promise for Todd County but indicate that it is difficult to make changes, to say the least.

It is the writer's opinion that the Todd County School System is composed of people who are sensitive to the fact that all the students, but certainly the gifted and talented, are a precious and irreplaceable resource. Furthermore a program for the gifted and talented is composed of many elements, chief among which are a sense of where we are, what we have, and where we hope to be.

Recommendations

To meet the varied educational needs of gifted and talented students of Todd County who possess outstanding academic abilities and creative talents, including potential for artistic accomplishment, it is recommended that:

1. The writer present this study to the superintendent and the Todd County Board of Education.
2. A county-wide committee composed of K-12 teachers, school principals and other administrators be formed to evaluate the study.
3. Additional tests be given to all students recommended by teachers for gifted education programs.

4. A committee be appointed to design a program for the gifted and talented students of Todd County.

5. The Todd County Board of Education make an application for Unit Grant Funds from the Kentucky State Department of Education.

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APPENDIXES

APPENDIX A
ELKTON ELEMENTARY SCHOOL

ELKTON, KENTUCKY 42220

October 6, 1980

Mr. Larry Tribble, Superintendent
Todd County Board of Education
Elkton, Kentucky 42220

Dear Mr. Tribble:

As you are aware, I am working on my Education Specialist Degree at Austin Peay State University. Part of the degree requirements is the completion of a Field Study. I am proposing to the Graduate Committee the topic, "A Study to Improve the Educational Opportunities for Gifted Students in Todd County, Kentucky." Enclosed is a copy of the proposal to the Graduate Committee for your evaluation. Please notify me if it meets with your approval and the approval of the Board of Education.


Teachers will need your notification concerning this study and that surveys will be needed to help identify gifted students in our county. Please stress the importance of the surveys as they will be vital to the success of the research.

I have discussed with you the purpose of the study. It will be to lay the groundwork for establishing a program for gifted students in Todd County which will meet the requirements of the Kentucky State Department of Education.

The results of this study will be made available to you, the Supervisor of Instruction, and the Board of Education. Hopefully, this work will enable us to better meet the needs of our students in Todd County.

Thank you for your interest and concern for our students. Your contribution to educational programs helps make them a success for our school system.

Sincerely,



Larry DeWeese
Assistant Principal

LGD:bkm

Enclosure

Todd County Board of Education

Elkton, Kentucky 42220

Superintendent

W. Larry Tribble

December 22, 1980

Board of Education

A.J. Gray,
Chairman
Jimmy Weathers,
Vice-Chairman
Earl Greenfield
Jim Waldrop
Eugene Wells

Telephone:

(502) 265-2436
(502) 265-2624

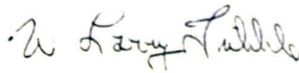
Mr. Larry Deweese:

At your request I have been glad to offer you the assistance of this office to help you fulfill part of the Education Specialist Degree requirements and to assist our district and you, in identifying our gifted and talented students.

After having discussed this proposal with me, you presented this request to the members of the Todd County Board of Education at its regular meeting.

The Board acted favorably on your request and was recorded in the Board Minutes, Order Number 962, on November 3, 1980.

Sincerely,



W. Larry Tribble
Superintendent
Todd County Schools

WLT/js

BOARD PRESENTATION OUTLINE

1. I am here this evening because I have a special interest in talented and gifted students.
2. The state of Kentucky offers financial assistance to counties that have an approved talented and gifted unit.
3. The state offers this assistance every two years.
4. The next unit offering will be in 1983.
5. This past year the state offered \$18,000 for approved programs for the first year of operations and \$19,500 for the second year.
6. Before Todd County could take advantage of state money for talented and gifted students, certain criteria must be met.
7. Before you as board members could see the real need for a talented and gifted unit a preliminary study needs to be made.
8. I would like to make this study.
9. At this time I am working on an Education Specialist Degree at Austin Peay State University which requires a field study in order to complete the degree.
10. I wanted to do a field study that would benefit the students in Todd County.
11. A preliminary study to see where Todd County stands concerning talented and gifted students will benefit the county and fulfill my degree requirement.
12. (Hand out outline of program application.)
13. My study would include a needs assessment, identification, and a review of what is currently being offered for talented and gifted students.
14. (Hand out folders that would be used in the study.)
15. Discuss forms:
 1. Needs Assessment- "Does Todd County Need a Program for Gifted Students?"

2. Form A- Used to help teachers identify students who have an intellectual gift.
3. Form B- Used to help teachers identify students who have a specific talent.
16. These forms will provide the first phase of identifying our talented and gifted students. The second phase will be individual testing if the decision is made to pursue the program. 103
17. Basically what I am asking is your permission to do a preliminary study of gifted and talented students in Todd County. I will be using the forms we have discussed and asking classroom teachers to recommend students whom they feel meet the criteria for a gifted and talented program. 80
103
P.M.

103

RECORD OF BOARD PROCEEDINGS (MINUTES)

The Todd County Board of Education met at Elkton, Ky., November 3, 19 80
P. M., on the 3rd. day of November, 19 80, with the following members present:

(1) <u>A. J. Gray</u>	(2) <u>Jimmy Weathers</u>	(3) <u>James Waldrop 7:45 P.M.</u>
(4) <u>Eugene Wells</u>	(5) <u>Earl Greenfield</u>	

The Todd County Board of Education met in the Central Office at 7:00 P.M. with all members present.

Guest: Larry Deweese

962. GIFTED AND TALENTED PROGRAM - Upon the recommendation of the Superintendent, it was moved by Jimmy Weathers, seconded by Earl Greenfield and passed unanimously that Larry Deweese be allowed to survey teachers to ascertain the gifted and talented students in our school system.

MEMBERS OF THE TODD COUNTY
BOARD OF EDUCATION
1980-81

A. J. Gray, Chairman, farmer and businessman

Jimmy Weathers, Vice Chairman, pharmacist

Earl Greenfield, farmer and government employee

Jimmy Waldrop, employee, South Central Bell

Eugene Wells, salesman, Cayce Mills Supplies

FACULTY'S STATEMENT OF BELIEF
TODD COUNTY SCHOOLS

- A. The following provisions should be made for the welfare of teachers:
 - 1. Reasonable amount of sick leave
 - 2. Satisfactory retirement plan
 - 3. Group insurance plans
 - 4. Substantial salary based upon experience, training, and certification
 - 5. Fair sharing of extra duties
- B. All teachers should have at least a B.S. Degree and meet other requirements for certification in Rank III under the Minimum Foundation Program.
- C. The staff should be a combination of older, experienced teachers and young teachers with at least 50% being tenure teachers.
- D. Each teacher should be well qualified for the grade taught or job held.
- E. Pupil-teacher ratio should not exceed 32-1 in any class.
- F. Teachers should be continually striving to improve themselves by taking additional college courses, participating in educational conferences and workshops, or by travel.
- G. Teachers should be active members of professional organizations.
- H. The school principal should have at least a Master's Degree and meet other requirements for certification according to the standards of the Kentucky State Department of Education.
- I. The principal should provide good leadership, and in order to do this he must continue to strive to improve by reading and studying professional literature, attending conferences and workshops, and taking an active part in professional associations.

- J. A general supervisor should be available to our school at least one day a week.
- K. Specialists in the area of art, music and physical education should be provided at least on a one-half time basis for our school

TODD COUNTY SCHOOLS
PERSONNEL DATA

1. Total number of certified personnel 137
2. Total number of teachers with Rank I
certification 23
3. Total number of teachers with Rank II
certification 64
4. Total number of teachers with Rank III
certification 50

LEVELS OF INTELLIGENCE

It is customary to refer to levels of intelligence in terms of I.Q. ranges as indicated in the table below:

LEVELS OF INTELLIGENCE IN TERMS OF
STANFORD-BINET I.Q. RANGES

	I.Q. Range
Idiot	0-25
Imbecile	25-50
Moron	50-70
Borderline	70-80
Low normal	80-90
Normal	90-110
Superior	110-120
Very superior	120-140
Near genius	140- and over

OGT Works for the Gifted

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

- Strengthening the capacity of state education agencies (SEA's) to deliver services to gifted and talented children through local education agencies (LEA's) and by other indirect modes.
- Strengthening the capacity of LEA's to deliver direct services to gifted and talented children.
- Strengthening leadership through professional development and training programs (only 1 of every 6 teachers of the gifted has had any formal training for this special work).
- Finding through research and distributing widely some answers to key questions concerning education for the gifted and talented.

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

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

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

Despite the slowly increasing federal commitment to gifted education, the responsibility for providing adequate programming rests primarily with SEA's. In addition to running their own programs, SEA's support and stimulate LEA's.

Perhaps the most significant result of the growing state leadership role is a new three-way relationship of cooperation and understanding among the federal government, the SEA's, and the LEA's. Only a few years ago, this relationship hardly existed. State and local agencies operated independently of one another without coordination. From time to time the federal government gave them assistance. Today, many state and local agencies are beginning to work in harmony, and the federal government supplies them with timely information, funds, and technical assistance. Perhaps more than any other single factor, this new relationship accounts for the remarkable progress in gifted education that has been made in such a short time.

*In fiscal year 1981, the federal government authorized \$35 million for the level of funding for gifted and talented education; in fiscal year 1982, \$40 million; in fiscal year 1983, \$50 million. In the 1981 budget year, however, the federal government provided only \$6.28 million—only 18 percent of the authorized level of funding.

STATISTICS REGARDING PROGRAMS FOR HANDICAPPED AND THE GIFTED

Number of students identified as being mentally handicapped (EMH, TMH)	79
Amount of money spent on these students last year locally	\$106,622
Amount of money received from the state to help these students	\$24,522
Number of school districts in Kentucky	181
Number of gifted education programs now operated within the state	50
Amount of money spent by the state on EMH and TMH programs state-wide	\$1,131,144
Amount of money spent by the state on the gifted state-wide	
1979-80	\$1,118,600
1980-81	\$1,196,900
Amount of money received from the state for gifted education in Todd County	0
Amount of money spent by Todd County on gifted education	0
Number of students identified as being talented and gifted	264

NOTE: Todd County received no money because Guidelines have not been met in order to qualify.

CRITERIA FOR ORGANIZATIONAL ARRANGEMENT,
SUPPORT SERVICES, STAFF PREPARATIONS
AND PERSONNEL FOR LEA

I. Organizational Arrangements

The local educational agency must state the organizational arrangement, or mixture of arrangements, it will use in operating its program. The organizational arrangement must follow one of those already approved or be a modification of an approved arrangement. The following organizational arrangements are approved.

- A. A resource room consists of identified pupils working for set periods of time with a specified teacher who may serve one, or more, school buildings.
- B. A resource teacher is a teacher who may work in more than one school building with identified pupils on an individual basis, in small groups, in the classroom and with the classroom teacher, and also in coordinating independent studies and seminars.
- C. A self-contained classroom which includes grouping arrangements made for partial or full-day sessions may be established.
- D. Other organizational arrangements, contingent upon prior approval of the State Department of Education, may be substituted.

The specific details of time, location and organization must be stated under this criteria in order to qualify for a gifted education grant unit.

II. Support Services

Support services should be available to complement the gifted education program. These services will assure that the program is effectively integrated into the general instructional program. Among the support services to be considered are psychometric, counseling, supervisory evaluative, media, and regular classroom services. The types of support services to be provided and how they are to be used should be outlined.

III. Staff Preparation and Personnel

The preparation of staff and the selection of personnel for gifted education programs are both essential to the program's eventual success.

A. Staff Preparation

General training at the awareness level for all staff members and more extensive training for those administrators and teachers directly involved in the gifted education program is necessary. Training already provided or planned over the biennium should be quantified with information on content covered, time spent, persons involved, results, etc. The training might include:

1. in-service programs
2. state, regional or national conventions
3. special workshops
4. college courses
5. visitations
6. other

B. Personnel

Teachers selected to work directly with the gifted education program are essential to its success.

1. The teacher/s to work in gifted education grant units should be named and validated as having proper certification for either their elementary or secondary placement.
2. Additional criteria used by the local educational agency in selecting teachers should be stated. This would include such things as teaching experience, special training or course work, exceptional interest, etc.
3. A program coordinator within the local educational agency should be named. This person would serve as a liaison between the program and the public, the State Department of Education, and others. This person might be the teacher or an administrator.

TIME FRAME OUTLINE

Gifted Education Program

- I. Release information to local educational agencies concerning criteria and application for gifted education grant units
- II. Requests from local educational agencies for gifted education grant units due in State Department of Education
- III. Out-of-state readers convene to evaluate the requests for gifted education grant units and make funding recommendations
- IV. State Board for Elementary and Secondary Education approves funding of gifted education grant units to recommended local educational agencies
- V. Notification of State Board action is sent to local educational agencies
- VI. Mid-year reports due from local educational agencies receiving gifted education grant units
- VII. Final report due from local educational agencies receiving gifted education grant units.
- VIII. Notification goes to local educational agencies about continuation of two year programs and initiation of one year programs

PROGRAM APPLICATION

At such time as a local school district wishes to apply for funding for the operation of a program for its gifted/talented pupils, an application containing the following information should be submitted:

A. COVER PAGE

The cover page should be a reasonable facsimile of the following:

APPLICATION FOR PROGRAM APPROVAL
GIFTED/TALENTED PROGRAM

School District _____

Superintendent _____

Address _____

Telephone _____

"An application to the Kentucky Department for Elementary and Secondary Education for funding to operate a program for gifted/talented pupils."

Amount of funding requested: _____

Application date: _____

Superintendent: _____

Signature

B. CONTENT

The application must contain the following information:

Board of Education Resolution or Approval -- This area should contain the actual board action concerning the program for the gifted/talented, or an excerpt from the minutes of the board meeting at which such a program was approved. Any additional supportive information should also be included.

The following areas are assigned various weights (in points) to be used in evaluating and ranking the applications. Complete information in each area is essential for accurate evaluation of the application.

1. (10 pts.) Statement of Needs -- This area should use all available data to point out the need for special programming for the gifted/talented. Such items as percentages of students with high intelligence quotients, high achievement test scores, recommendations, demonstrations of skill, etc., should be included.

(Use additional pages as necessary)

2. (20 pts.) Identification -- This area should include a description of criteria and methods of screening and selecting pupils for the program as well as establishing cut-off levels in the respective criteria. Information on specific tests, checklists, or forms to be used should be included or named as applicable.

(Use additional pages as necessary)

3. (10 pts.) Current Offerings -- This area should include all current offerings available for gifted/talented pupils whether they are full programs or special provisions. Some indication of the amount of financial support given to this area should also be included.

(Use additional pages as necessary)

4. (25 pts.) Program Description -- This area should include an explanation of the program with specific measurable objectives and the curriculum content and special techniques to be used to achieve the objectives. This area should also include information on which skills areas are to be included in the program as well as the grade level/s to be involved. Further information should be included to show how this program will complement the rest of the educational program.

(Use additional pages as necessary)

5. (15 pts.) Personnel -- This area should include as much information as possible about the staffing arrangements for the program. Information should be included about specific teachers and their qualifications if they have been selected.

(Use additional pages as necessary)

6. (5 pts.) Support Services -- This area should describe those positions (including the coordinator) and resources which will operate in support of the program with an indication of the amount of time assigned to work with the gifted/talented.

(Use additional pages as necessary)

7. (10 pts.) Evaluation -- This area should outline the evaluation process which will be used to determine the effectiveness of the program.

(Use additional pages as necessary)

8. (5 pts.) Budget -- This area should itemize expenses to be charged to the program. Complete information should be provided on personnel expenses, materials, equipment, supplies, and other expenses of the program.

The budget should follow this format:

CODE*		PROPOSED
NUMBER	ITEM	EXPENDITURE

(Continue this format on additional pages)

*Code numbers should be the same as those set by the Kentucky Department for Elementary and Secondary Education, Division of Finance.

DOES TODD COUNTY NEED A PROGRAM
FOR GIFTED STUDENTS?

A self-assessment inventory for guiding education of the gifted.

Answer insofar as you know.

	Yes	Usually	Sometimes	No
1. Does your district have a person assigned to monitor research on gifted students?				
2. Has someone been assigned the task of keeping teachers current on gifted education via workshops, newsletters, etc.?				
3. Has someone been assigned to help teachers obtain the materials they need to teach the gifted students in their regular classrooms?				
4. Does your district have a specific budget for education of the gifted? (Score "yes" for 10% of total budget, "usually" for 5%, "sometimes" for 3% or less, "no" for no separate budget figure.)				
5. Have you taken <u>at least two</u> full three-semester courses in education of the gifted?				
6. Have you attended at least <u>two</u> workshops in gifted education?				
7. Do you know at least two theories of higher-level thinking?				
8. Do you apply at least one theory of higher-level thinking in various activities and evaluative procedures used in your classroom?				

	Yes	Usually	Sometimes	No
9. Is at least one theory of higher-level thinking taught to the top 10% of your students?				
10. Is as much time and money (staff, materials, and emphasis) devoted to the development of the top 10% of your students as to the bottom 10% (learning disabled, EMR, etc.)?				
11. Is one person assigned to, or is 10% of your total counselor time spent in, guidance of the gifted (appropriate placement in classes, career guidance, etc.)?				
12. Is one person assigned to the scheduling of field trips for the mentors and resource people to work with your academically gifted?				
13. Besides your interscholastic sports program, do you teach <u>any</u> manipulative and/or psycho-motor activities?				
14. Do you promote the development of students in the visual and performing arts? (Score "sometimes" for the usual chorus and band activities. Score "usually" if your district presents something other districts around you do not. Score "yes" if your students plan, write, and direct at least two activities per school year.)				
15. Does your district curriculum include lessons deliberately directed toward improvement in creative and productive thinking (e.g., creative thinking exercises, brainstorming, problem solving, etc.)?				

	Yes	Usually	Sometimes	No
16. Does your district have written program goals for gifted education, and written individual student goals with stated behavioral objectives, methods, sequence, goal attainment evaluation, etc.?				
17. Does your district have a working definition of leadership and a deliberate approach to its development?				
18. Does your district have a deliberate approach to teaching human relationship development?				
19. Does your district have a deliberate approach to teaching social responsibility?				
20. Does your district curriculum include a deliberate program for teaching identity, the self-concept, self-confidence, or whatever you may call learning more about the self?				
21. Is <u>each</u> student involved in <u>at least one</u> co-curricular activity that <u>helps him</u> develop his hobby interests and gives him an identity through the wearing of uniforms, pins, badges, athletic letters, mention in the school newspaper, school annual, and/or name listed on bulletins, heard over intercom on occasion, etc.? (Score "yes" for 90% or more of students so involved, "usually" for 75% or more of students so involved, "sometimes" for 25% or more of students so involved, "no" for less than 25% of students so involved.)				

	Yes	Usually	Sometimes	No
22. Is identification of the gifted students you serve based on many kinds of significant evidence, and is this identification a continuous process?				
23. Is independent study (meaning, "not studying alone, but able to do research with a minimum of teacher direction") taught and used as a process in all classes for the top 10% of your students?				
24. Are 5% of your total counseling hours devoted to the gifted <u>underachiever</u> : his identification, counseling to self-goal setting, improvement of his sense of responsibility and self-concept, and counseling with his teachers to be partners in reaching his goals?				
25. Are your counselors themselves gifted people with whom the gifted student can identify and/or have they had at least two full courses in the understanding and education of the gifted student?				

In order to better understand the needs of Todd County concerning gifted and talented students, would you please describe any activities that you are doing or have done for these students.

Adapted from: House, Connie. "Do You Need a Differentiated Program for Your Gifted Students?"

To the Teachers:

We need your help. We are looking for students in your classroom who you feel might qualify for a gifted program in Todd County. It is very important that each classroom teacher look for students who possess characteristics associated with talented and gifted. These characteristics can be found on the enclosed checklist for recommending gifted and talented students. Please follow the directions listed below and return your folder to your principal by November 26, 1980.

Description of Form A (Blue)

This form is designed to help identify students who are gifted in intelligence.

1. Look for students in your classroom that display some of the characteristics described on Form A. (They do not have to display all of the characteristics listed.)
2. Examine student records to obtain information concerning past performance.
3. When available, examine test scores on CTBS. (It is recommended that students be working at least two years above grade level on total battery.)
4. When available, examine I.Q. scores. (It is recommended that students have a score of 125 or above.)
5. Recommend any student that you feel has met the qualifications that have been outlined above.
6. Return folder to your principal when recommendations are finished.

Description of Form B (Green)

This form is designed to help identify students that may have a specific talent. It may be used to recommend students who have a talent in art, music, physical education, woodworking, home economics, etc.

1. Look for students in your classroom that display some of the characteristics described on Form B. (They do not have to display all of the characteristics listed.)
2. Recommend any student that you feel has a special talent in your classroom.
3. Return folder to your principal when recommendations are finished.
- * 4. All folders should be returned to your principal even if you do not have any recommendations.

CHECKLIST FOR RECOMMENDING GIFTED AND TALENTED STUDENTS
KINDERGARTEN

Student's Name _____

School _____

Teacher's Name _____

School Term _____

Directions: Place an X in the space beside each statement that
BEST describes the student.

A. Language

YES NO

1. The student is able to read.

2. The student understands his relationship in
such words as up-down, top-bottom, big-little,
far-near.

B. Psychomotor Abilities

1. The student exhibits coordination by being
able to bounce a ball or tie his shoelaces.

2. The student can complete the missing parts
of an incomplete familiar picture by drawing
the parts in their proper perspective.

C. Mathematics

1. The student can repeat five digits forward
and reversed.

2. The student recognizes and understands the
value of coins (penny, nickle, dime and
quarter).

D. Creativity

1. The student interprets stories or pictures
in his own words.

2. The student displays curiosity by asking many
questions or by other types of behavior.

E. General Characteristics

YES NO

1. The student readily adapts to new situations; he is flexible in thought and action; he seems undisturbed when the normal routine is changed. — —
2. The student seeks new tasks and activities. — —
3. The student tends to dominate others and generally direct the activity in which he is involved. — —

I recommend _____ to be considered for a Gifted and Talented Program in Todd County.

Student's Name

Teacher's Signature

Date

CHECKLIST FOR RECOMMENDING GIFTED AND TALENTED STUDENTS

FIRST GRADE

Student's Name _____

School _____

Homeroom _____

Teacher's Name _____

School Term _____

Directions: Place an X in the space beside each statement that BEST describes the student.

- | | YES | NO |
|---|-------|-------|
| 1. The student reads two years above grade level. | _____ | _____ |
| 2. The student recognizes the number and sequences of steps in a specified direction. | _____ | _____ |
| 3. The student forms sets and subsets. | _____ | _____ |
| 4. The student understands the concepts of place value. | _____ | _____ |
| 5. The student recognizes the properties of right angles. | _____ | _____ |
| 6. The student can create a short story from a familiar subject. | _____ | _____ |
| 7. The student interprets stories and pictures in his own words. | _____ | _____ |
| 8. The student questions critically. | _____ | _____ |
| 9. The student demonstrates flexibility in his thinking pattern and the ability to communicate to others. | _____ | _____ |
| 10. The student is self-confident with students his own age, and/or adults; seems comfortable when asked to show his work to class. | _____ | _____ |
| 11. The student has a well-developed vocabulary. | _____ | _____ |
| 12. The student has a vivid imagination and enjoys sharing his "stories" with others. | _____ | _____ |

I recommend _____ to be considered for a Gifted and Talented Program in Todd County.

Student's Name _____

Teacher's Signature _____

Date _____

CHECKLIST FOR RECOMMENDING GIFTED AND TALENTED STUDENTS
GRADES 2-6

Student's Name _____ School _____ Grade _____ Homeroom _____

Teacher's Name _____ School Term _____

Directions: Place an X in the space beside each statement that
BEST describes the student.

- | | YES | NO |
|--|-------|-------|
| A. Learning Characteristics | | |
| 1. Has verbal behavior characterized by "richness" of expression, elaboration, and fluency. | _____ | _____ |
| 2. Possesses a large storehouse of information about a variety of topics beyond the usual interests of youngsters his age. | _____ | _____ |
| 3. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people or things; looks for similarities and differences. | _____ | _____ |
| 4. Tries to understand complicated material by separating it into respective parts; reasons things out for himself; sees logical and common sense answers. | _____ | _____ |
| B. Motivational Characteristics | | |
| 1. Is easily bored with routine tasks. | _____ | _____ |
| 2. Prefers to work independently; needs minimal direction from teachers. | _____ | _____ |
| 3. Has tendency to organize people, things, and situations. | _____ | _____ |
| 4. Is positive and zealous in his beliefs. | _____ | _____ |

C. Leadership Characteristics

YES NO

1. Carries responsibility well; follows through with tasks and usually does them well. — —
2. Seems respected by his classmates. — —
3. Is self-confident with children his own age as well as adults; seems comfortable when asked to show his work to the class. — —
4. Is shy, responding generally when called upon. — —
5. Is "bossy" with his peers. — —

I recommend to be considered for a Gifted and Talented Program in Todd County.

Student's Name

Teacher's Signature
Date

FORM A

CHECKLIST FOR RECOMMENDING GIFTED AND TALENTED STUDENTS

GRADES 7-12

 Student's Name School Grade Homeroom

 Teacher's Name School Term

Directions: Place an X in the space beside each statement that
 BEST describes the student.

- | | YES | NO |
|---|-----|----|
| 1. Is an avid reader. | — | — |
| 2. Has received an award in science, art, literature. | — | — |
| 3. Has avid interest in science or literature. | — | — |
| 4. Very alert, rapid answers | — | — |
| 5. Is outstanding in math. | — | — |
| 6. Has a wide range of interests. | — | — |
| 7. Is very secure emotionally. | — | — |
| 8. Is venturesome, anxious to do new things. | — | — |
| 9. Tends to dominate peers or situations. | — | — |
| 10. Readily makes money on various projects or
activities--is an entrepreneur. | — | — |
| 11. Individualistic--likes to work by self. | — | — |
| 12. Is sensitive to feelings of others--or to
situations. | — | — |
| 13. Has confidence in self. | — | — |
| 14. Needs little outside control--disciplines self. | — | — |
| 15. Adept at visual art expression. | — | — |
| 16. Resourceful--can solve problems by ingenious
methods. | — | — |

	YES	NO
17. Creative in thoughts, new ideas, seeing associations, innovations, etc. (not artistically).	—	—
18. Body or facial gestures very expressive.	—	—
19. Impatient--quick to anger or anxious to complete a task.	—	—
20. Great desire to excel even to the point of cheating.	—	—
21. Colorful verbal expressions.	—	—
22. Tells very imaginative stories.	—	—
23. Frequently interrupts others when they are talking.	—	—
24. Frank in appraisal of adults.	—	—
25. Has mature sense of humor (puns, associations, etc.).	—	—
26. Is inquisitive.	—	—
27. Takes a close look at things.	—	—
28. Is eager to tell others about discoveries.	—	—
29. Can show relationships among apparently unrelated ideas.	—	—
30. Shows excitement in voice about discoveries.	—	—
31. Has a tendency to lose awareness of time.	—	—

I recommend _____ to be considered for a Gifted and
 Talented Program in Todd County.

Student's Name

Teacher's Signature

Date

Adapted from: House, Connie. "Do You Need a Differentiated Program for Your Gifted Students?"

FORM B

CHECKLIST FOR RECOMMENDING STUDENTS
WITH SPECIAL GIFTS OR TALENTS

GRADES K-12

Student's Name School Grade Homeroom

Teacher's Name School Term

Directions: Place an X in the space beside each statement that
BEST describes the student.

- | | YES | NO |
|---|-------|-------|
| 1. Displays a great deal of curiosity about many things. | _____ | _____ |
| 2. Generates ideas or solutions to problems and questions. | _____ | _____ |
| 3. Sees many aspects of one thing; fantasizes, imagines, manipulates ideas, elaborates. | _____ | _____ |
| 4. Applies ideas. | _____ | _____ |
| 5. Is a high risk taker; is adventurous and speculative. | _____ | _____ |
| 6. Displays a keen sense of humor. | _____ | _____ |
| 7. Is sensitive to beauty; attends to aesthetic characteristics. | _____ | _____ |
| 8. Predicts from present ideas. | _____ | _____ |
| 9. Demonstrates unusual ability in painting/drawing. | _____ | _____ |
| 10. Exhibits unusual ability in sculpturing or clay modeling. | _____ | _____ |
| 11. Shows unusual ability in handicrafts. | _____ | _____ |
| 12. Provides evidences of unusual ability in use of tools. | _____ | _____ |

	YES	NO
13. Shows unusual ability in instrumental music.	—	—
14. Demonstrates unusual ability in vocal music.	—	—
15. Indicates special interest in music appreciation.	—	—
16. Displays ability in role playing and drama.	—	—
17. Demonstrates ability to dramatize stories.	—	—
18. Shows ability in oral expression.	—	—
19. Demonstrates unusual ability in written expression: creating stories, plays, etc.	—	—
20. Shows evidence of independent reading for information and pleasure.	—	—
21. Demonstrates ability in dancing; toe, tap, creative.	—	—
22. Displays mechanical interest and unusual ability.	—	—
23. Shows unusual skill and coordination in his gross muscular movements such as ball playing, running.	—	—

Please state the special gift or talent this student has: _____

I recommend _____ to be considered for a Gifted and
Talented Program in Todd County.
Student's Name

Teacher's Signature _____ Date _____

Adapted from: House, Connie. "Do You Need a Differentiated Program for Your Gifted Students?"

INTERVIEWS AND CONSULTATIONS
WITH NOTES AND DATES
OF MEETINGS

- Sept., 1980: Met with my principal, Mr. Waldo Wolfe, and discussed topics for a field study. He expressed a real concern for a study dealing with talented and gifted students. Mr. Wolfe has been both a teacher and principal in Todd County for 25 years. I also told Mr. Wolfe I had an interest in this subject and have seen a real need during my five years as a classroom teacher and Ass't. principal.
- Oct., 1980: Met with Mrs. Zelma Miles, Supervisor of Instruction for Todd County and discussed possibility of a study concerning talented and gifted students. Mrs. Miles also expressed an interest. She reiterated that very little was being done in the county for these students, and she offered her assistance in any way during the study.
- Oct., 1980: Met with Mrs. Rita Dillingham and Mrs. Dorris Powell, Guidance Counselors, who both offered encouragement concerning the idea of doing a study concerning gifted and talented students.
- Oct., 1980: Met with Mr. Larry Tribble, Superintendent, and discussed the possibility of doing the study. Asked for his opinion and suggestions. Being newly appointed he expressed interest in programs that could best meet the needs of all students. After assessing the present programs in the county he realized there was not a specific program dealing with special needs of talented and gifted students. Mr. Tribble thought it was a good idea to do a preliminary study to see what could be done for these students and what type program would best benefit the county.
- Oct., 1980: Submitted a field study proposal to my Graduate Committee, Dr. Al Williams, Dr. Ron Groseclose, and Dr. George Rawlins. The Committee approved the proposal.
- Oct., 1980: Met with Mr. Tribble and Mrs. Miles and discussed my presentation for the board meeting.
- Nov. 3, 1980: Met with Todd County Board of Education on Monday evening, Nov. 3. Presented plans for my study. Board members were very receptive.
- Nov. 5, 1980: Met with Todd County principals on Wednesday, Nov. 5. Handed out teacher folders and explained recommending procedures. Asked that the folders be turned in by Nov. 26.

14-A

THE TENNESSEAN, Sunday, February 8, 1981

Gifted Children Pilot Plan Set As State Model

By BETSY STUBBLEFIELD

Tennessean State Correspondent

FRANKLIN, Tenn. — A pilot educational program here will become the model for future programs across the state aimed at identifying potentially gifted children in elementary school and developing their creative thinking skills.

Officials at Scales Elementary School were notified last week of validation from the state Department of Education for their Talented and Very Able Children Program, now in its third year.

IT IS THE ONLY state-approved TVAC program in the state at this time, according to Kay Gerth, program director.

"Many people mistakenly believe that the gifted child can make it on his own," Mrs. Gerth said. "But research states emphatically that this is not so."

She cited statistics showing that 53% of those considered "gifted," those who fall in the top 5%, will drop out of school prior to graduation. And many gifted young people are affected by severe drug and alcohol-related problems.

"THEY DROP OUT chemically," she said.

"It is clear that education has failed the gifted child. One of the most undemocratic philosophies purported in education today is the equal treatment of unequal children," she said.

George Northern, principal at Scales, agrees wholeheartedly. He said his previous experience as a junior high school guidance counselor motivated him to write the original grant application for his school's program for gifted students.

"WE WERE LOSING out with the top-level students," Northern recalled. "We had put so much emphasis on everybody being the same and had stopped noticing the differences between children."

"They had been turned off from school early — overburdened with lengthy and meaningless homework assignments," he said.

But, he warned, innovative programs such as TVAC are likely to meet limited success without active participation by teachers and the community.

"I THINK THE chances will be good if the community is involved and parents get the correct information. But if we don't do our work from a public relations point of view and sell this to the public, I think the chances are very slim that it will flourish in other communities," he said.

"If the state cuts money, it will certainly hamper the success of these programs. So right now, I would say they (TVAC programs) have a 50-50 chance of succeeding."

The Scales program is divided into three phases:

1. Cluster classes — for those generally academically gifted students. Each Wednesday, the TVAC group discussion, creative problem solving and research, either individually or in small groups.

2. Fridays — to identify children talented in other areas, such as creative thinking, leadership, visual and performing arts and psychomotor abilities.

3. Mentorship — the newest addition, which matches sixth graders with "community resource people" who can provide exposure to real-life areas of interest outside the classroom.

Alexander, William M. and Vynce A. Hines, et al. Independent Study in Secondary Schools. New York: Holt, Rinehart and Winston, Inc., 1967.
Discusses various ways independent study can be used and problems and solutions in its implementation.

Altshuler, Thelma. Choices: Situations to Stimulate Thought and Expression. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.
Highly recommended by several classroom teachers.

Beggs, David W., III and Edward G. Buffie, editors. Independent Study: Bold New Venture. Bloomington: Indiana University Press, 1965.
One of a series of books on the Bold New Venture. This book defines and describes independent study programs. Though many of the selections deal with the administrative phase, some selections discuss actual classroom procedures.

Bloom, Benjamin S., et. al. Taxonomy of Educational Objectives: Handbook I: Cognitive Domain. New York: David McKay Company, 1956.
The authors state in the Foreword that this book is "an attempt to build a taxonomy of educational objectives." It is designed to aid teachers and administrators in developing curriculum and in class planning. The more precise definitions afford a basis for communication among educators.

Broome, Elizabeth, editor. Educating for the Future: 21st Century Teaching. Raleigh, North Carolina: Department of Public Instruction, 1973.

Bruner, Jerome S. The Process of Education. New York: Vintage Books. 1963.
This book was written as a result of a 1959 meeting of scientists, scholars, and educators who discussed ways to improve science education in primary and secondary schools. The resulting book, however, discusses the learning process in general.

Carin, Arthur and Robert B. Sund. Teaching Science through Discovery. Columbus, Ohio: Charles E. Merrill Books, Inc., 1964.
A well organized text developing a rationale for shaping science education in the elementary school, organizing and planning for teaching science as well as enrichment activities and discovery lesson plans.

Davis, Gary A. and Joseph A. Scott. Training Creative Thinking. New York: Holt, Rinehart and Winston, Inc., 1971.
Gives a theoretical bases for "activities" and "games"--underlying reasons for their use in the classroom. The preface of the book says, "The purpose of this book is to examine various strategies for increasing creative productivity, particularly in industry and the schools. Intelligent consideration of these programs and procedures, however, would be impossible without a working knowledge of some important characteristics of creativity and creative individuals. Consequently, in addition to the emphasis on training imagination, the articles analyze such critical variables as the physical and psychological atmosphere which encourages or stifles imagination, intellectual and nonintellectual characteristics of creative individuals, testing for creativity, personal and social barriers to creative imagination, "selling" one's ideas, plus other important facets of creative behavior. Combined with the main strategies presented in this volume, these topics should present a comprehensive picture of what to teach when teaching creativity, how to teach it, and why it should be taught."

An easy reading book filled with many ideas on helping teachers in designing questions and planning activities to cultivate a broad range of thinking abilities.

Eberle, Robert F. Teachers Handbook for Identifying and Cultivating Intellectual Talent. Edwardsville, Illinois: American of Edwardsville, 1969.

Presents a system for identifying and ordering intellectual talent. Prepared specifically to assist teachers in use of instructional strategies to cultivate a wide range of intellectual processes.

Eberle, Robert F. Training and Teaching for Creative-Productive Thinking. Edwardsville, Illinois: American of Edwardsville, 1967.

Report of project conducted in the Edwardsville, Illinois Schools whose aim has been to utilize research findings to support and enhance the school's curriculum so that both teacher and student would more nearly use their intellectual potential. Includes experimentation in the teaching of creative thinking processes, supplementary materials for developing creative-productive thinking, instructional strategies.

Evans, William H., editor. The Creative Teacher. New York: Bantam Books, Inc., 1971.

A collection of practical suggestions for a teacher to use in the classroom. The ideas are designed to combat the student question, "Are we going to do anything important today, Mr. Doe?" The book will be most helpful to secondary English teachers.

Fliegler, Lewis A. Curriculum Planning for the Gifted. Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1961.

An excellent resource book for teachers and administrators, this study offers extensive chapters dealing with individual subject areas. Introductory and concluding chapters may be of special interest to generalists. Bibliographies are provided at the conclusion of each chapter.

Gallagher, James J. Teaching the Gifted Child, 2nd edition. Rockleigh, New Jersey: Allyn and Bacon, 1975.

Contains excellent discussions of the definition of "giftedness" and of identification of the gifted, curriculum and curriculum modification for gifted students, problem solving and creativity, administration and training for the gifted, and the gifted underachiever and culturally different gifted. The second edition of a basic book on gifted education.

Glaus, Marlene. From Thoughts to Words. Champaign, Illinois: National Council of Teachers of English, 1965.

A book of enrichment activities written for elementary teachers to use with children in language arts. Contains poems, games, quizzes, oral and written expression exercises.

- Gowan, John, G. D. Demos and E. P. Torrance. Creativity: Its Educational Implications. Somerset, New Jersey: John Wiley and Sons, 1967.
Thirty-six readings on theory, research and educational applications of what is known about creativity. Invaluable suggestions for developing creativity.
- Gowan, John and E. P. Torrance, ed. Educating the Ablest. Itasca, Illinois: F. E. Peacock Publishers, Inc., 1971.
A book of readings by major authors about the education of gifted children.
- Grove, Richard. The Arts and the Gifted. The Council for Exceptional Children. Overview and presentations from The National Conference on Arts and Humanities/Gifted and Talented, 1975. Included addresses by Murry Sidlin, Nat Hentoff and Virginia Y. Trotter.
- Kaplan, Sandra. Providing Programs for the Gifted and Talented - A Handbook. Ventura County Superintendent of Schools, Ventura, California, 1974.
Instructional syllabus provides overview of features and procedures for designing and implementing a program. Particularly useful for those initiating or expanding a program for the gifted and talented.
- Kreuger, Mark L, Elizabeth Neuman. Arts and Humanities: Perspectives on Gifted and Talented Education. The Council for Exceptional Children. Directories, articles on arts and humanities education for the gifted and talented, funding sources, community resources, bibliography.
- Lacey, Richard A. Seeing with Feeling. Philadelphia: W. B. Saunders Company, 1972.
This book provides extensive discussion of new and creative ways to use feature and short films in a variety of classroom settings.
- Laybourne, Kit, editor. Doing the Media: A Portfolio of Activities and Resources. New York: Center for Understanding Media, 1972.
A book that compiles activities used by teachers will be of practical use to teachers. It involves a variety of media and includes inexpensive ideas. For theory that gives background understanding of our world of media, read Understanding Media: The Extensions of Man by Marshall McLuhan, New York, Signet Books, 1964.
- Learning, the Magazine for Creative Teaching. 1255 Portland Place, Boulder, Colorado 80302.
Articles concerning up-to-date theory as well as practical suggestions for the classroom.
- Mager, Robert F. Preparing Instructional Objectives. Belmont, California: Fearon Publishers, 1962.
The basic elements of objectives and the basic procedure for writing them are found in this book.
- Making It Strange, prepared by Synectics, Inc. New York: Harper and Row, 1968.
Books 1-4--a new design to develop creative writing and thinking. Exercises in a workbook format which can be expanded.

Martinson, Ruth A. The Identification of the Gifted and Talented. Ventura County Superintendent of Schools, Ventura, California, 1974. Presents rationale for the identification of gifted students, and suggests appropriate identification procedures. Examples of materials used by various school districts are included.

Meeker, Mary N. S.O.I. Abilities Workbook(s). El Segundo, California: S.O.I. Institute, 1973.

A collection of workbooks concerned with programming for designing, evaluating and implementing the total process of learning and teaching specific objectives.

Newton, David E. 101 Ideas on Inquiry. Portland, Maine: J. Weston Walch, Publisher, 1972.

101 ideas on all subjects drawn from journals, books, and magazines to use for inquiry teaching on any level. Excellent for a resource teacher.

Piaget, Jean. The Origins of Intelligence in Children. New York: International University Press, 1964.

Describes the development of intelligence by tracing the various manifestations of sensorimotor intelligence and the most elementary forms of expression.

Project Implode. Igniting Creative Potential. Salt Lake City, Utah: Aaron Press, 1972.

Creative ideas along the lines Calvin Taylor advocates. This book can be obtained directly from Dr. Taylor at the University of Utah.

Raths, Louis E., Selma Wassermann, Arthur Jonas, and Arnold Rothstein. Teaching for Thinking: Theory and Application. Columbus, Ohio. Charles E. Merrill Publishing Company, 1967.

This book shows how to encourage thinking within the framework of the existing curriculum.

Renzulli, Joseph. New Directions in Creativity. New York. Harper and Row, 1975.

(Marks 1, 2, and 3 contain activities for grades 4-8; marks A and B are for primary children). Creativity training activities dealing with verbal, figural and symbolic information. The activities, designed for a broad range of ability levels, have been systematically developed to correlate with Guilford's Structure of Intellect Model. All activities are open-ended, allowing for a variety of response options. Each book contains 50 activities, with accompanying duplicating masters, lesson guides, and follow-up activities at several different ability levels.

Renzulli, Joseph. A Guidebook for Evaluating Programs for the Gifted. Ventura County Superintendent of Schools, Ventura, California, 1975.

A practical "how to" guide for evaluation of gifted programs: special problems in evaluation of "higher level" objectives, basic evaluation structures designing an evaluation, instrument selection and construction, data analysis, and preparing final reports. Sample instruments and bibliographies are included.

Roach, Van Allen and Claryce Allen. Language Experience in Early Childhood. Chicago, Illinois: Encyclopedia Britannica, 1969.
Looseleaf notebooks with ideas to challenge the students to a variety of language experiences from childhood to elementary age. Levels I, II, III included in the set of three notebooks.

Sanders, Norris. Classroom Questions: What Kinds? New York: Harper and Row, 1966.
An exploratory use of taxonomy of educational objectives in the classroom. A sequential and cumulative system for categorizing questions. Relevant to many curriculum areas.

Schrank, Jeffrey. Teaching Human Beings: 101 Subversive Activities for the Classroom. Boston: Beacon Press.
Highly recommended by several classroom teachers.

Science Curriculum Improvement Study (SCIS). Rand McNally and Company, Box 7600, Chicago, Illinois 60680.

The Science Curriculum Improvement Study consists of two series of related and sequential units. One unit in life science, and one physical science are paired for each of six levels. Taking advantage of the natural curiosity of children, SCIS presents a wide variety of phenomena for classroom exploration and investigation. At each of the six levels numerous inquiry-oriented activities help children accumulate experiences and ideas which advance their thinking from the concrete to the abstract, and enable them to relate scientific concepts to the everyday world. A supplementary book to SCIS program - A Look at Elementary School Science. The SCIS newsletter is available free of charge for readers to keep up to date with developments.

Taba, Hilda and Deborah Elkins. Teaching Strategies for the Culturally Disadvantaged. Chicago: Rand McNally, 1966.

Good book for teachers of preadolescent urban children. Includes instructional strategies for teaching the culturally different.

The Gifted Child Quarterly. John Gowan, editor. Northridge, California 91324.

American Association of Gifted Children, 15 Gramerory Park, New York, New York.

Westinghouse Learning Corporation. Learning Objectives for Individualized Instruction: Language Arts. Sunnyvale, California. Westinghouse Learning Press, 1975.

This book illustrates the use of Bloom's Taxonomy as applied to the teaching of English, and to the study of appropriate performance at the various cognitive levels.

Westinghouse Learning Corporation. Learning Objectives for Individualized Instruction: Social Science. Sunnyvale, California. Westinghouse Learning Press, 1975.

This book applies the same techniques mentioned above to history.

Williams, Frank E. Classroom Ideas for Encouraging Thinking and Feeling. Buffalo, New York: D.O.K. Publishers, 1970.

A set of teaching strategies for six curricular areas, a set for developing in students four cognitive behaviors, a set for developing four affective behaviors. An outline of teaching modes for developing all of the above.

Williams, Frank E. Total Creativity Program (Kit). Englewood Cliffs, New Jersey: Educational Technology Publications, 140 Sylvan Avenue. 124
This kit consists of eleven components packaged in an attractive vinyl attache case. It is designed to provide a more humane learning environment in all elementary school classrooms--through the careful use of teaching strategies which recognize the distinctive creative abilities of each child. It provides materials, including tapes, for preservice and inservice teacher training as well as practical measuring instruments and lesson ideas for use in the classroom. It is a completely self-contained program.

Games:

A Set of Attribute Blocks. Irvin, P. O. Box 702, Avodale Estates, Georgia 30002.
This set of 48 wooden blocks comes in three colors, three depths, three sizes of various geometric figures. The students select blocks that have one attribute, two attributes, three attributes (such as color, shape or size). These are especially helpful in teaching children to see relationships and in the thinking processes. They can be used with bright children in grades K-6.

Mastermind. Invicta Plastics (U.S.A.) Ltd. 200 5th Avenue, Suite 940, New York, New York 10010.

The game requires a player to arrive at the "code" (a pattern of varied-colored pegs) determined by his opponent in as few "moves" as possible. The necessity for utilizing feedback (in this case, predetermined cues given after each move), for establishing hypothesis, and for reasoning deductively, are basic to this most challenging game.

Other Resources:

Essence. Reading, Massachusetts: Addison Wesley Company.

These materials are designed to provide experiences in creating. The collection of ideas uses environmental studies in a unique way to broaden the student's perception of learning.

TAP (Talent Activity Packet). Title III Project, Talents Unlimited, Arlington School, 1107 Arlington Street, Mobile, Alabama.

A collection of curriculum ideas for working with a wide range of abilities and talents including: forecasting, productive thinking, planning, communication and decision making.

* * *

This bibliography represents a compilation and synthesis of several lists of gifted/talented readings. Sources include: The North Carolina Department of Public Instruction, The Council for Exceptional Children, The Charlotte - Mecklenberg Talent Development Program and The Toledo Public Schools Gifted Program. For additional copies, contact:

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EDUCATION:

Madison High School, Madison, Tennessee, September, 1961,
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Degree: Bachelor of Science, August, 1972

Major Field: Health & Physical Education

Minor Field: Speech and History

Austin Peay State University, Clarksville, Tennessee,
January, 1976, to August 1976

Degree: Master of Education, August, 1976

Major Field: Health & Physical Education

Minor Field: Curriculum & Instruction

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HONORS AND AWARDS:

Madison High School

Lettered in Football, Basketball, Track

Chairman of the Safety Committee

President of Distributive Education Club of America

Named Outstanding D.E. Student by Business Men's

Association in Nashville (S.M.E.)

David Lipscomb College

Received All Star Award in Intramural Program

Delegate to the International Convention of Circle K
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Received State Recognition for Projects in Adapted
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PROFESSIONAL EXPERIENCE:

Assistant Youth Director, 1970-72, Madison Church of
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Physical Education Teacher, 1972-74, Sumner County Board
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