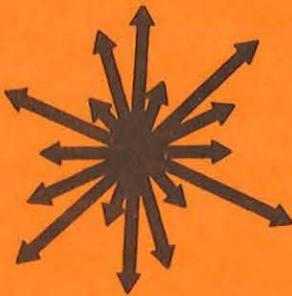


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GIFTED

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State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Project INFORMS
Grimes State Office Building
Des Moines, Iowa 50319

Commentary and Review
of
Selected Document Abstracts and Journal Article Citations
on
THE GIFTED AND TALENTED.

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FOREWORD

One of the most significant movements in education today is designed to increase educational opportunities for gifted and talented children. The development of every individual to his or her maximum potential is the basic goal of education.

The concept of "equality of educational opportunity" implies a recognition of differences in children. An educational program which satisfies the majority of children probably does not meet the needs and abilities of the truly outstanding gifted and talented student.

The gifted and talented, for their own and the nation's welfare, are entitled to an educational program that assists them in discovering, developing and enjoying their own potentialities.

This information packet arises from the desire to assist Iowa educators in the development and improvement of local educational programs for gifted and talented children.

COMMENTARY

"Gifted and talented children are among our most important national resources."¹

The United States Office of Education estimates that three to five percent of the elementary and secondary school population, or approximately 1.5 to 2.5 million school age youngsters in the United States may be categorized as "gifted and talented".²

A study by the United States Office of Education Commissioner of Education reveals that the talents of a majority of gifted and talented elementary and secondary students go unrecognized and undeveloped and that in a majority of school districts concern for gifted and talented students is given low priority and is often met with hostility.³

Just as the "disadvantaged" and the "handicapped" minorities of the United States school population require special programs, so do the

¹James J. Gallagher, The Gifted Child in the Elementary School (Washington: American Research Association of the National Education Association, 1959).

²Harold C. Lyon, Jr., The Other Minority: A Preliminary Report on USOE's Effort to Help Our Most Promising Children (Washington: U.S. Office of Education).

³William G. Vassar, Designing, Developing, and Implementing a Program for the Gifted and Talented (Hartford: Connecticut State Department of Education, 1974).

- b. The careful development of distinctive syllabi, methods, and materials guard against a fragmentary or "more of the same" approach.
3. Student selection procedures: Appropriate and discriminating use of several identifying instruments are used at least annually in a systematic program of identification.
4. A statement of philosophy and objectives: These statements take into account the distinction between the objectives of general education and those that have particular relevance to differential education for the gifted.
5. Staff orientation: Maximum effectiveness of the program depends upon:
 - a. Preservice and inservice of teachers directly involved in the gifted program.
 - b. Orientation of the total staff to insure a sympathetic attitude toward special provisions for the gifted.
6. A plan of evaluation: Objective evaluative criteria provide for continued development and modification of programs.
7. Administrative responsibility: A clear designation of administrative responsibility is an essential condition for efficient operation of this program. The person in charge needs sufficient time and resources to carry out his administrative duties.⁵

EDUCATION OF THE GIFTED AND TALENTED
State of Iowa

In Iowa, approximately 33,000 children may be termed gifted and talented and may need differentiated instructional programs to assist in development of their potential. Iowa is one of only a few states with a declared commitment to provide leadership in meeting the needs of such children. The Iowa State Department of Public Instruction has established the following goal relative to gifted and talented program development.

⁵ Joseph S. Renzulli, "Identifying Key Features in Programs for the Gifted," Exceptional Children, November 1968, pp. 217-221.

provided by the regular school program in order to realize their contributions to self and society.

Children capable of high performance include those with demonstrated achievement and/or potential ability in any one of the following areas, singly or in combination:

- * 1. Intellectual Ability
- 2. Creative or Productive Thinking
- 3. Leadership Ability
- 4. Visual and Performing Arts
- 5. Specific Ability Areas¹⁸

* Subgroups have been modified to fit the needs of Iowa.

DEFINITION OF TERMS

Gifted and Talented Children

(1) "Intellectual Ability.

The child gifted in intellectual ability is one with an advanced aptitude for reasoning and conceptualization, whose mental development is accelerated well beyond the average to the extent that he needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

(2) Creative Thinking.

The creative thinking child is that child who consistently engages in divergent thinking that results in unconventional responses to conventional tasks to the extent that he needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

(3) Leadership Ability.

The child possessing leadership ability is that child who not only assumes leadership roles, but also is accepted by others as a leader to the extent that he needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

⁸Ibid.

Policy statement signed by U. S. Commissioner of Education at "Tuesday at the White House" program, October 7, 1975.

**POLICY OF THE
UNITED STATES OFFICE OF EDUCATION
ON
GIFTED AND TALENTED EDUCATION**

The United States Office of Education recognizes the need to assist States and school districts in providing quality education to meet the individual needs of all students. Commensurate with the overall purposes and objectives of education today, the U. S. Office of Education advocates educational services for those students who have demonstrated outstanding potential in a variety of fields.

In 1971, the United States Commissioner of Education in a special report to the Congress of the United States cited as a pressing educational problem the lack of differentiated educational services for the nation's gifted and talented youth. This is particularly prevalent in the educational services available to minorities and other disadvantaged populations. In response to this need, in 1972 the United States Office of Education established an Office of Gifted and Talented.

The primary responsibility for instructional programs and related activities in education rests with the states and localities. It is our belief that increased attention on the part of all concerned: states and local education agencies, community and professional organizations, educational institutions, decision makers at all levels, representatives of specialized fields of endeavor, such as the arts, will help to effect a significant advance in delivery of educational services to the gifted and talented.

In view of these considerations, our policy is as follows:

CONTENTS

- A. AWARENESS PHASE
- B. CHARACTERISTICS AND IDENTIFICATION
- C. PROGRAM DEVELOPMENT
- D. PROGRAM MODELS
- E. PROGRAM EVALUATION

A. AWARENESS PHASE

JOURNAL CITATIONS:

G & T 1

CITATION: U.S. Government Printing Office, Washington, D.C.
March 1972, 74 pp.

TITLE: Education of the Gifted and Talented

AUTHOR: A Report to the Congress of the United States by the U.S.
Commissioner of Education and Background Papers
Submitted to the U.S. Office of Education.

ABSTRACT: This is the abstracted form of the report to Congress.
The study utilized the expertise of nationally known
experts in the field of gifted and talented education.
Five major areas are included as follows:

1. Review of research, literature and expert knowledge.
2. Analysis of educational data bases.
3. Review of public hearings in each of the HEW regions to interpret regional needs.
4. Review of studies of programs in representative states where statewide support for gifted and talented programs have been conducted.
5. Review and analysis of the system for delivery of Office of Education programs to benefit gifted and talented children.

G & T 2

CITATION: Intellect, October 1972, pp. 16-19.

TITLE: Our Gifted and Talented Children-A Priceless National Resource

AUTHOR: Marland, Sidney P., Jr.

ABSTRACT: This report presents rationale for the inclusion of gifted children in the educational process. The importance of these students to our society and how our present educational structure limits them is emphasized. Steps the U.S. Office of Education is taking for implementation, identification, programming and funding of education for the gifted are outlined. Also offered are opinions of "successful" individuals concerning the shortcomings of their educational experience and the inadequacies they feel existed.

Policy Statement on the Gifted and Talented from the Council for Exceptional Children.
March 20, 1972

"... the commitment of the Council for Exceptional Children to equal educational opportunity for all to develop their full potential places a continuing responsibility for the gifted upon its members."

The Delegate assembly of the Council for Exceptional Children passed a major policy statement on the gifted at the annual meeting in Dallas this spring. Major features of the statement are as follows:

The Position of the Special Educator

SPECIAL EDUCATORS SHOULD VIGOROUSLY SUPPORT PROGRAMS FOR THE GIFTED AS CONSISTENT WITH THEIR CONCEPT OF THE NEED FOR SPECIAL ASSISTANCE FOR ALL EXCEPTIONAL CHILDREN.

Identification

BROAD SEARCH AND EARLY IDENTIFICATION OF ITS GIFTED WITHIN ALL SOCIAL GROUPINGS SHOULD BE HALLMARKS OF AN ADEQUATE EDUCATIONAL SYSTEM.

Articulation and Continuity

A PROGRAM OF SPECIAL EDUCATION FOR THE GIFTED SHOULD PROVIDE CONTINUING AND APPROPRIATE EDUCATIONAL EXPERIENCE FROM PRESCHOOL INTO ADULT YEARS.

Educational and Administrative Provisions

SPECIAL EDUCATION FOR THE GIFTED DEMANDS BOTH DIFFERENTIATION WITHIN SPECIAL PROGRAMS IN TERMS OF INDIVIDUAL NEEDS AND DIFFERENTIATION BETWEEN PROGRAMS FOR THE GIFTED AND THOSE FOR OTHERS.

Demonstration Programs

SPECIAL MODEL OR DEMONSTRATION PROGRAMS SHOULD BE ESTABLISHED TO ILLUSTRATE TO EDUCATORS AND OTHERS THE KIND AND RANGE OF INNOVATIVE PROGRAM EFFORTS THAT ARE POSSIBLE FOR GIFTED STUDENTS.

Preparation of School and Leadership Personnel

SPECIAL PREPARATION IS REQUIRED FOR THOSE EDUCATORS WHO HAVE SPECIFIC RESPONSIBILITIES FOR EDUCATING THE GIFTED. TEACHERS AND OTHER PROFESSIONAL EDUCATORS WHO WORK WITH THE GIFTED NEED SPECIAL TRAINING IN BOTH PROGRAM CONTENT AND PROCESS SKILLS. SUCH TRAINING SHOULD BE RECOGNIZED BY APPROPRIATE CERTIFICATION IN THE CASE OF TEACHERS AND SHOULD RECEIVE THE CENTRAL SUPPORT OF LOCAL, STATE, PROVINCIAL, FEDERAL, AND PRIVATE INTERESTS.

Research and Development Centers

RESEARCH AND DEVELOPMENT RESOURCES SHOULD BE FOCUSED ON THE NEEDS OF THE GIFTED IN ORDER TO DEVELOP NEW METHODOLOGIES AND CURRICULA AND TO ALLOW EDUCATORS AND OTHERS TO EVALUATE CURRENT AND PROPOSED METHODS.

Parents and the Public

THE EDUCATIONAL NEEDS OF THE GIFTED WARRANT PLANNED PROGRAMS OF PUBLIC INFORMATION PARTICULARLY AT THE LOCAL COMMUNITY LEVEL. SPECIAL EDUCATORS SHOULD ACCEPT THIS RESPONSIBILITY AS AN IMPORTANT PART OF THEIR PROFESSIONAL INVOLVEMENT.

Financial Support

THE IMPORTANCE OF OPTIONAL EDUCATIONAL SERVICES FOR THE GIFTED MERITS THE SPENDING OF FUNDS IN APPROPRIATE AMOUNTS TOWARD THIS END BY ALL LEVELS OF GOVERNMENT AS WELL AS BY OTHER SOURCES.

B. CHARACTERISTICS AND IDENTIFICATION

DOCUMENT ABSTRACTS:

ED 015 503

CITATION: January 1967, 12 pp.

TITLE: Characteristics of Gifted and Talented Youth

AUTHOR: Krippner, Stanley

ABSTRACT: Gifted and talented youths have superior physical, social, moral, and emotional traits, function better personally and socially, and have better home backgrounds. The gifted person is regarded as "one who demonstrates consistently remarkable performance in any worthwhile line of endeavor." Project Talent illustrated the need for greater individualization of instruction in high school. Non intellectual characteristics, such as sex and emotional control, are related to academic success. The National Merit Scholarship Program revealed that exceptional students are marked with continued academic success, are usually the first-born, from small families, and are personally more independently oriented. Various individuals investigating college protest movements feel that the participants are, in general, more intelligent, more independent, more receptive to new concepts, more ethical, and tend to do better academically than the average student. The genetic consequences of college romances and marriage may be an increase in the number of gifted individuals. However, bright children still are being overlooked. This paper was presented at a workshop sponsored by Science Research Associates for Teachers of Gifted and Talented Youth, Dolton, Illinois, February 16-17, 1967.

ED 028 549

CITATION: June 1967, 45 pp.

TITLE: Educating the Gifted in Minnesota Schools

AUTHOR: Villars, Gerald, Ed.

ABSTRACT: In order to provide teachers, administrators, guidance counselors, and parents with those procedures necessary to set up programs for the gifted, the following topics are considered: definitions and descriptions of the gifted, an identification procedure consisting of five stages, and a list of 19 traits common to the gifted. A discussion of programs for the gifted begins with an overview of nine characteristics important for an effective program, aspects of curriculum development, provisions for evaluation, and four types of programs which include ability grouping, acceleration, enrichment, and special classes. Nine school programs in different areas of the country are described. Appendixes include forms for an annual report of the number of gifted in Minnesota schools and a report form on the types of programs each school has initiated; 89 references are cited.

ED 104 094

CITATION: June 1974, 157 pp.

TITLE: The Identification of the Gifted and Talented

AUTHOR: Martinson, Ruth A.

ABSTRACT: Provided in the instructional syllabus developed by the National/State Leadership Training Institute on the Gifted and Talented are a rationale for the identification of gifted students, suggested identification procedures, and examples of materials used by various school districts. It is noted that the Stanford-Binet appears to be the best single identification instrument currently available, that identification of the disadvantaged gifted requires special emphasis, and that an absolute criterion for denoting giftedness is not only legitimate but necessary to identify those so advanced that they require special attention beyond the usual school provisions. Given are a definition of giftedness and a rationale for identification which includes group screening and individual identification and case study. Advantages and limitations of the following screening measures are described: teacher nomination, group intelligence and achievement tests, nomination by others, nomination by peers, parent nomination, pupil products, student expressions of values and ideals, the autobiography, multiple screening measures and abbreviated tests, creativity tests, and judgments of creativity by experts. Considered separately are steps for successful identification of the gifted and talented among the disadvantaged population. A successful procedure within the total population is seen to include early identification, continuing search, and use of multiple resource materials.

ED 104 095

CITATION: June 1974, 122 pp.

TITLE: The Gifted and Talented: A Handbook for Parents. Working Draft

AUTHOR: Delp, Jeanne L. and Martinson, Ruth A.

ABSTRACT: The working draft of the handbook for parents of gifted and talented children provides information on characteristics of the gifted, educational neglect of the gifted, and parent role. Discussed are the importance of identifying the gifted and typical characteristics such as exceptional academic achievement, a wide range of interests, and independence of thought. Statistics on fiscal support and personnel needs are given to support the contention that the gifted are educationally neglected. Causes of this neglect are thought to include failing to identify the gifted and negative attitudes resulting in underachievement, self-doubt, and conformity by many gifted children. Results of a questionnaire sent to 100 parents of gifted children are reported to show that gifted children have many out of school interests and have some satisfying school experiences but many school related problems. Brief answers are provided for typical questions asked by parents such as "What can you do about under-achievers?" and "Will a special class create competition and bad feelings?" A final chapter on the role of parents gives suggestions at the preschool and school age levels including such things as flexible school attendance to allow the child to participate in out of school educational activities. Provided are guidelines for organizing a parent association, addresses of existing associations, and a bibliography of books for gifted children or their parents. The revised, expanded, final draft of this handbook (1975) is now available. It is listed in this packet under Bibliography of Resources.

JOURNAL CITATIONS:

G & T 6

CITATION: Exceptional Children, November 1971, pp. 243-248.

TITLE: Scale for Rating Behavioral Characteristics of Superior Students

AUTHOR: Renzulli, Joseph S. and Hartman, Robert K.

ABSTRACT: Presents the scale in its entirety and describes the conditions for its reproduction and use. The rating scale covers 4 behavioral characteristics: learning, motivation, creativity, and leadership. Within each subscale specific items are judged according to whether the behaviors are observed: seldom or never, occasionally, considerably, or almost all of the time.

G & T 7

CITATION: National Elementary Principal, February 1972, pp. 69-75.

TITLE: Reaching the Creatively Gifted

AUTHOR: Bruch, Catherine B. and Torrance, E. Paul

ABSTRACT: The authors discuss identifying and programming for children who are creatively gifted. Included are characteristics of creative children, tests for identification, principles of creative teaching, a hierarchy of creative skills and the role of the principal.

G & T 8

CITATION: National Elementary Principal, February 1972, pp. 37-44.

TITLE: Identifying the Gifted

AUTHOR: Thompson, Margery

ABSTRACT: Presented is a review of the nature of the gifted and talented and the variety to be found among them. Giftedness is discussed as a multifaceted and complex problem. Three aspects of giftedness are included: (1) the fields of attainment in which excellence may be manifest; (2) the personal attributes that underlie high attainment; and (3) the stages of individual development.

C. PROGRAM DEVELOPMENT

DOCUMENT ABSTRACTS:

ED 026 753

CITATION: 1966, 169 pp.

TITLE: Research Summary on Gifted Child Education

AUTHOR: Gallagher, James J.

ABSTRACT: Research is summarized and analyzed in this revision of the author's 1960 "Analysis of Research on the Education of Gifted Children," which was used as a guide in the construction and implementation of the Illinois Plan for Program Development for Gifted Children. Information is provided on identification and definition and on characteristics of gifted children. Also discussed are the highly creative child and the underachieving gifted child (attention is given to talent from culturally different groups). Consideration of intervention includes research design and stresses three areas of intervention: the administrative, instructional, and adjunctive. Needed personnel and research development programs in Illinois are treated. Additional research is cited. The bibliography contains over 200 items, dated from approximately 1925 through 1966, and the reference list annotates 32 items.

ED 030 989

CITATION: July 1962, 36 pp.

TITLE: Early Identification of the Gifted Through Interage Grouping
End of Year Report, June 1962

AUTHOR: Plainedge Public Schools, Bethpage, N.Y.

ABSTRACT: To determine the advantages of interage grouping, 18 first graders (mean IQ 118.65) were assigned to two interage classes containing first, second, and third graders; 19 first graders (mean IQ 119.60) were assigned to two straight first grade classes. All children selected had been recommended by their kindergarten teachers as their brightest students. Both groups were given the Metropolitan Achievement Test, Primary I Battery in the fall and Primary II Battery in the spring. Students in the interage condition performed at a higher level on all achievement scales; group means were significant on word discrimination and arithmetic ($p .01$). Students selected as evidencing initial adjustment problems showed greater gains than their controls on all four scales. However, they achieved significantly lower scores on the California Test of Personality. The parents of children in both conditions responded favorably to questions concerning their children's reactions to school, their adjustments in and out of school, and their interest in reading. The parents of children in the interage program provided significantly higher ratings on the richness and variety of classroom experiences and the motivations provided to challenge the child to make use of his talents. The California Test of Personality revealed no significant differences in social adjustment of interage as opposed to straight grade classes.

ED 036 914

CITATION: 1969, 73 pp.

TITLE: Sputnik Plus Ten; Ohio's Program for the Gifted 1957-1967

AUTHOR: Gloss, Garvin G. and others

ABSTRACT: Briefed are the planning, the committee work, and the supportive legislation which followed the conception of Ohio's gifted program. The procedural methodology used by the Division of Special Education to encourage the initiation of programs and to disseminate information of research, monographic contributions, and demonstration results is discussed. Historical treatment is given the following subjects: statewide coordination of advanced placement; specific demonstration projects emphasizing acceleration, subject and general advanced placement, counseling, enrichment, identification, special classes, individual programming in heterogeneous grouping, work-study for under-achievers, and the ungraded approach; surveys of literature, evaluations of projects and procedures, and studies of costs; descriptions of six controlled research studies; and conclusions regarding the Department of Education's role in identification, selection, programs, and supervision. An overview of current provisions includes methods of identification and selection, quantitative comparisons with programs in other areas of special education, demographical correlates, program costs, availability of child-study services, administrative and curricular provisions, extent of parental involvement, student and program evaluation, problems encountered, and conclusions and implications.

ED 048 675

CITATION: 1966, 67 pp.

TITLE: Provisions for Talented Students; An Annotated Bibliography

AUTHOR: Office of Education (DHEW), Washington, D.C.

ABSTRACT: Intended for all persons concerned with differentiated education for talented elementary and secondary school students, the bibliography annotates 275 items (dating from 1956 to 1965 and including audio and video books, tapes, films, and filmstrips) in three groups. The first group includes materials on classroom practices, which are classified by level (elementary, or secondary, or both) and by comprehensive or single subject matter categories (arithmetic or mathematics, fine arts, foreign languages, language arts, science, social studies). The second group contains materials relating to state, county, and local programs (local programs are categorized by level). The third group consists of general materials on the following areas: identification and guidance, characteristics, administrative provisions (categorized by level), and general information. Subject and state indexes are provided.

ED 090 753

CITATION: September 1973, 46 pp.

TITLE: A Program for the Development of an Elementary School Program for
the Gifted Child

AUTHOR: Schrock, John H.

ABSTRACT: A 1-year (1972-1973) program for 40 gifted children in grades 1-6 involved identification, implementation, and evaluation. On State (California) mandate for initiation of an enrichment program for the gifted, the Stanford-Binet Intelligence Scale was used to identify students with IQ scores of at least 130. Program development (limited by funding of \$25.00 per student) involved 22 teachers; ranking by students of interest (from highest to lowest) in language arts, science activities, typing, mathematics, and foreign languages; and 17 activities such as a stock market project, film making, and newspaper writing undertaken mainly in regular classes. Spanish was taught to primary students, and French was offered to intermediate students. Evaluation by students on a scale of very interesting to poor indicated that critical thinking skills activities were rated good, and social awareness situations activities were rated very interesting, as were mathematics and pre-speed reading skills activities. Teachers indicated that their methods of contracts, interest centers, and activities boxes (for indepth area study) were successful, but programmed instruction bored the students; and that more money and time were needed. Among program benefits were parent participation and improvement of teachers' skills. (Included in appendixes are goals and objectives, a program description, proposed budget, evaluation procedures, and photographs.)

ED 100 102

CITATION: 1974, 46 pp.

TITLE: Teaching Gifted Children Art in Grades One Through Three

AUTHOR: Luca, Mark C. and Allen, Bonnie

ABSTRACT: The handbook for teaching gifted children art in grades 1-3 provides guidelines for curriculum development and teaching suggestions. Among topics considered in an overview of the art program are past and present art, the use of environmental design, pupil involvement in art, and identification and selection of gifted children. The art curriculum for the gifted is discussed with regard to program aims, emphasis, and content as well as area skills in art (such as sensory awareness and manual control) and sequential curriculum planning. Presented in chart form are suggested teaching methods for children from preschool through fourth grade. Examined are organizational considerations such as pupil grouping, scheduling, acceleration, instructional aids, the interrelationship of art with other subjects, and continuity and articulation in the art program. Attention is given to the creative process and intellectual development, creativity and guidance and the evaluation process, and new horizons in art education.

JOURNAL CITATIONS:

G & T 10

CITATION: Innovator, August 25, 1975, pp. 8-11.

TITLE: Can Instruction for the Gifted be Improved?

AUTHOR: Ketcham, Warren A.

ABSTRACT: The first step in planning a gifted program is the selection of the administrative design. Alternatives are: (1) regular classroom placement; (2) special group placement; and (3) acceleration. The interrelationships between these program designs and teaching strategies are discussed. The practice of increasing educational programs without a strong certainty of measurable results is questioned.

G & T 11

CITATION: The Gifted Child Quarterly, Winter 1971, pp. 249-255.

TITLE: One Hundred Recommendations for a Senior High School Gifted Program

AUTHOR: Hermanson, Dave

ABSTRACT: Numerous topics for brainstorming ideas to be used in gifted programs at the secondary level are offered. The article should not be used as a guideline for program imperatives, but rather as a way to generate ideas.

G & T 12

CITATION: Exceptional Children, March 1969, pp. 547-551.

TITLE: Programming for the Gifted Child

AUTHOR: Plowman, Paul D.

ABSTRACT: The trend in programming for the gifted is marked by a greater concern for individualized instruction in which attention is given to the development of unique traits and skills based on conceptual research of the nature of intellect. Typical approaches, i.e., regular class instruction, private study, acceleration, and counseling, are described and the need for ongoing evaluation is pointed out.

G & T 16

CITATION: National Elementary Principal, February 1972, pp. 89-90.

TITLE: Education for the Superior Learner

AUTHOR: Bernstein, Helen G. and others

ABSTRACT: An overview of the curriculum for the gifted student is presented. Included are factors which could be found in any quality program. The authors recommend the curriculum be submitted to tests such as these:

1. Is it likely to demand the gifted child's full attention and concentration?
2. Is it moving fast enough, eliminating unnecessary review and repetition?
3. Are we exposing the student to the many facets of a broad education?
4. Does the curriculum contribute to his understanding of man, the physical universe, the forces shaping society and the accumulated heritage?
5. Are we providing for the development of skills the child will need to realize his potential at more advanced levels?
6. Are there provisions for discussions with peers, knowledgeable teachers and knowledgeable resource people?

G & T 17

CITATION: National Elementary Principal, February 1972, pp. 50-55.

TITLE: Designing and Implementing a Program for the Gifted and Talented

AUTHOR: Lanza, Leonard G. and Vassar, William G.

ABSTRACT: This article presents a clear picture of the many factors that go into the development of a program for gifted students. Examples are offered demonstrating the planning that might be involved in developing a district program for gifted and talented children. Factors to consider are: coordination of the program with the total school program; existing policies; available instructional materials and personnel; special services; local community attitudes; and possible resources. The article is designed to provide direction to principals and leadership personnel in the development of programs for gifted and talented.

* INITIATING A PROGRAM FOR THE GIFTED AND TALENTED

by

Edith Munro

1. State district's philosophy of education for the total school program.
2. Designate leadership.
3. Formulate a planning committee.

Staff (administrators, teachers, support personnel), students, committee representatives.

4. Establish conditions in which planning group can work effectively.
 - a. Clearly-defined policies.
 - b. Appropriate resources.
 - c. Administrative and board support.
5. Committee develops a plan of action to include:
 - a. Goals of program consistent with district's general philosophy and position statement of gifted and talented.
 - b. School's position of the education of gifted and talented (consistent with total school philosophy in 1.)
 - c. Definition of gifted and talented.
 - d. Assessment of needs.
 - e. Assessment of existing conditions.
 - f. Survey of resources:
 - Staff
 - School
 - Community
 - g. Scope of program. What children will be served?
 - h. Criteria for selection of students. Identification should be early, continuous, and based on a multiplicity of procedures (formal and informal).
 - i. Active lines of communication with school board and staff to ensure cooperative action.
 - j. Involvement of parents.
 - k. Selection of staff.

PROGRAM PROTOTYPES

by

Sandra N. Kaplan

There are many classifications of prototypes applicable to a program for the gifted and talented. The basis for developing any program prototype is found in using some form of enrichment, grouping, acceleration, and guidance. Each alternative can become an element to be employed within the design of a prototype, or it can become a separate kind of program prototype.

ENRICHMENT

ENRICHMENT is . . . experiences which replace, supplement, or extend learnings as the basis for each type of prototype. Enrichment is the reason for the development or adoption of any prototype.

GROUPING	ACCELERATION	GUIDANCE
<p>Provisions which facilitate the student's access to learning opportunities</p> <ul style="list-style-type: none"> --Cluster grouping within the regular class --Special regular classes --Part-time groups before, during, after school or Saturdays --Seminars --Minicourses --Team teaching --Alternative schools --Resource room or demonstration classroom --Itinerant or resource teacher --Field trip and cultural events --Special summer 	<p>Activities which promote learning beyond regularly prescribed curriculum</p> <ul style="list-style-type: none"> --Early entrance or preschool classes --Double grade promotion --Advanced placement classes --Ungraded classes --Multi-age classes --Tutoring --Correspondence courses --Extra classes for extra credit --Credit by examination --Independent study --Continuous progress curriculum --Year-round school --Flexible scheduling --Block or back to back classes 	<p>Experiences which promote understanding of the self and others and explore opportunities for careers</p> <ul style="list-style-type: none"> --Individual conferences --Group meetings --Career and vocational counseling --Educational counseling --Community programs and sponsorship --Scholarship societies --Study groups --Special education classes --Tutoring

* Sandra N. Kaplan, "Providing Programs for the Gifted and Talented: A Handbook," Ventura County Superintendent of Schools, 535 E. Main Street, Ventura, California 93001.

D. PROGRAM MODELS

DOCUMENT ABSTRACTS:

ED 019 703

CITATION: 60 pp.

TITLE: Project Gastonia Academically Talented

AUTHOR: Gastonia City Schools, North Carolina

ABSTRACT: The object of this handbook, developed as a part of a concentrated seven-weeks summer planning study, is to present the findings and suggestions of the study group for a systematic program for academically talented students. The history and philosophy of the project are presented, along with the characteristics and roles of the following elements: (1) the talented students themselves; (2) the administration; (3) teachers of these students; (4) their parents; and (5) an academic program suited to their needs.

ED 019 763

CITATION: March 31, 1967, 467 pp.

TITLE: Demonstration of Differential Programming in Enrichment, Acceleration, Counseling, and Special Classes for Gifted Pupils in Grades 1-9
Final Report

AUTHOR: Plowman, Paul D. and Rice, Joseph P.

ABSTRACT: California Project Talent was a 3½ year project which demonstrated four types of programs for gifted children and youth. The enrichment demonstration analyzed the needs for inservice training of teachers and developed appropriate workshops and also invented, field tested, and disseminated special pupil units in (1) scientific discovery, methodology, and investigation through a study of graphic representation of statistical information using the Bloom Taxonomy, (2) creative expression through a study of the literary element of characterization using Guilford's Structure of Intellect Model, and (3) critical appreciation through a study of the fundamental forms of music using Bruner's Process of Education. The acceleration demonstration involved individual placement procedures and accelerated pupils from grades 2 to 4 by using a special summer session and by employing extensive case studies, counseling, and tutoring. The counseling-instructional demonstration showed interrelated goals, processes, and contents of English, social sciences, guidance, and small group counseling designed to improve communication skills, encourage development of values and philosophy of life, and promote more effective learning in social sciences and in English in grades 7 to 9. The special class demonstration showed the unique value of the all day, full week special class setting in improving problem solving, the ability to apply facts and principles, and insight into the nature of learning. Overall, (1) four new programs were invented, adopted, demonstrated, and disseminated, (2) related consultant, teacher, and counselor roles were described, (3) products produced included a film series, filmstrip, and program guidelines, and (4) gifted child programs were promoted, enriched, and expanded. A reference list cites 62 items. Appendixes provide project reports and case studies, list project developed films and guidelines, and present research related materials.

ED 028 548

CITATION: 1967, 149 pp.

TITLE: California Project Talent

AUTHOR: Plowman, Paul D., Comp. and Rice, Joseph P., Comp.

ABSTRACT: A compilation of presentations on programs for the gifted includes the following: increasing opportunities for education, notes on Project Talent, talent development and national goals, talent identification in California, programs and recommendations in the area of the talented, innovations in talent development, issues and problems in modern education, influencing educational change, the California state organization for programs for the gifted, the development of Project Talent, a summer school program for the gifted in elementary schools, a counseling instructional program for the gifted, and special classes for the gifted. Also discussed are technology and program development, utilization of community resources, Project Discovery, Project Prometheus, an accelerated primary program, student response systems, and the design of an automated counseling system.

ED 034 353

CITATION: 1968, 185 pp.

TITLE: California Project Talent: Acceleration Programs for Intellectually Gifted Pupils

AUTHOR: Robeck, Mildred C.

ABSTRACT: A description of Project Talent includes discussions of preceding research indicating that acceleration was effective and beneficial and outlines provisions utilized for acceleration (early admission, ungraded primary and elementary, individual and advanced placement, grade skipping, combination grades, and time compression). Detailed are the administrative procedures involving the advantages and problems of the program and the establishment of new programs, and the identification and placement of pupils in connection with the role of psychologists, counselors, and psychometrists, plus the counseling of pupils, parents, and teachers. The curriculum for the grade 3 summer session, with its goals, content, organization, and evaluation is provided. Functions and selections of case studies as used in the process of identification, and the study of intellectual development of the accelerate are discussed along with counseling methods. Evaluations are presented of the California Project Talent program, Pasadena's acceleration program, the Ravenswood program, and the placement of individuals in the California program. Also included are eight recommendations for the future, research suggestions, appendixes, and tables of results.

JOURNAL CITATIONS:

G & T 18

CITATION: National Elementary Principal, February 1972, pp. 81-88.

TITLE: Flight from Mediocrity

AUTHOR: Nissen, Myra H.

ABSTRACT: An overview of selected gifted programs throughout the United States is presented. The intent of this article is to generate new ideas and serve as a catalyst for gifted programs. Programs in California, Georgia and Illinois are highlighted.

E. PROGRAM EVALUATION

DOCUMENT ABSTRACTS:

ED 039 656

CITATION: 1968, 176 pp.

TITLE: Training Materials for Gifted Evaluation Institute

AUTHOR: Cooperative Educational Research Lab., Inc., Northfield, Illinois;
Illinois University, Urbana

ABSTRACT: Consisting of materials presented to the institute on evaluation of the Illinois gifted program, the document presents papers of educational evaluation and the evaluator's role in education. Also, the development of evaluation designs is considered and four evaluation plans are detailed. Questions regarding evaluation are listed; also listed and/or explained are workshop activities, exercises, and videotapes. Evaluative instruments discussed are rating and attitude scales and interview and observation schedules. Participant achievement tests, opinion surveys, and critiques are included; also included are materials on statistical computation, terminology, and references. A detailed text describing the 2-week institute in which the training package was tested by the Gifted Evaluation staff is available as ED 039 657.

ED 043 990

CITATION: August 1970, 62 pp.

TITLE: Instructional Climate in Illinois Gifted Classes

AUTHOR: Steele, Joe Milan and others

ABSTRACT: In order to evaluate the Illinois program for the gifted, a study was conducted in which the Class Activities Questionnaire (CAQ) was administered to 3,138 students in Reimbursement Gifted Classes, Demonstration Gifted Classes and Average (Non Gifted) Classes (grades 6 through 12). The CAQ, which assesses both the cognitive domain (levels of thinking needed in class activities) and the affective domain (social and emotional conditions existing in the classroom), contained 30 items evaluating the dimensions of lower thought processes, higher thought processes, classroom focus, classroom climate, and student opinions. The CAQ was found to reveal clear variations in emphasis in both cognitive and affective domains. Results showed significant differences between Average and Gifted classes in the degree of emphasis on higher thought processes, classroom focus, and classroom climate. Significant differences were also noted between Average and Gifted classes on the statistical factors of application, synthesis, enthusiasm, independence, memory, and test/grade stress.

ED 056 442

CITATION: February 1971, 16 pp.

TITLE: Patterns of Cognitive and Affective Emphasis in Gifted and Average Classes

AUTHOR: House, Ernest R. and others

ABSTRACT: Data from a Class Activities Questionnaire was used in the evaluation of the state gifted program in Illinois to determine patterns of cognitive and affective emphasis in gifted and average classes. Significant differences were found in the degree of emphasis on higher thought processes, classroom focus, and classroom climate. Significant differences were also found between average and gifted classes on two statistical factors: application, synthesis, enthusiasm, and independence; and memory and test/grade stress. Differences were: average classes emphasized two or less thought processes, while gifted classes emphasized three or more; average classes emphasized only one higher thought process, while gifted classes emphasized two or more; average classes emphasized three of seven levels of thinking, while gifted classes emphasized six of seven; average classes had a higher amount of teacher talk; average classes had little chance for discussion, while gifted classes had much; test/grade stress was characteristic of average classes and not characteristic of gifted classes; average classes revealed an absence of enthusiasm, while gifted classes revealed an abundance; and average classes allowed independence in a fourth of the classes, while gifted classes allowed independence most of the time.

ED 091 910

CITATION: 1974, 258 pp.

TITLE: Annual Gifted Program: Evaluation Report 1972-1973

AUTHOR: Illinois State Office of the Superintendent of Public Instruction,
Springfield, Illinois

ABSTRACT: The 1972-73 report provides evaluative perspectives on a variety of aspects of the Illinois public school program for gifted children. Sections provide an overview of the development of the Illinois programs; a review of independent evaluations of Gifted Area Service Centers; a summary of the first statewide survey of Area Service Center clientele; a sketch of the reimbursement component of the Illinois program; a synopsis of findings of the monitoring of 15 experimental projects funded by the Illinois program; judgmental portrayals of university-based training projects for educators of the gifted; five sketches representing the various facets of Illinois program activities; and a set of conclusions presented as an ecology of vital interrelationships of the Illinois Gifted Program. Findings related to the Area Service Centers of the Illinois Gifted Program indicate that these institutions are an effective inservice agent in Illinois education. Findings in regard to the administration of state-funded experimental projects are seen to indicate that the quality of research activity conducted in school districts varies in the amount of time project directors allocate to the project. Findings related to the training projects supported by funds of the Illinois Gifted Program, are reported to indicate that training which incorporates direct contact with gifted children is desirable.

ED 100 072

CITATION: January 1961, 287 pp.

TITLE: Educational Programs for Gifted Pupils: A Report to the California Legislature Prepared Pursuant to Section 2 of Chapter 2385, Statutes of 1957

AUTHOR: California State Department of Education, Sacramento, California

ABSTRACT: Presented is the final report of the California State Department of Education on the involvement of 929 gifted children (grades 1-12) in 17 experimental educational programs during the 1958-59 school year. The experimental programs evaluated are divided into three categories: special groupings, acceleration, and enrichment in the regular class. A summary of the final report is followed by five chapters describing the study's origin, development, research design, participating teachers and sponsors, and programs. Subsequent chapters deal with the following topics: identification of pupils; evaluation of pupil achievement; characteristics of the population (including talents and skills reported by parents, and student attitudes revealed in essays); evaluation of pupils by parents, teachers, and selves; and evaluation of the programs by teachers, pupils, and parents. Examined in Chapters 14-19 are reactions to specific programs by pupils, parents, and teachers; evaluation of Ss social relationships and emotional maturity; administrative operation of programs; evaluation of specific programs (by teachers, consultants, and effects on academic achievement); costs of programs; and supplementary studies in five school districts. Various forms used to gather data are appended. Summarized findings indicate that the participating pupils made striking gains in achievement with accompanying personal and social benefits.

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BIBLIOGRAPHY
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BIBLIOGRAPHY OF RESOURCES

****INDIVIDUAL SOURCES MUST BE CONTACTED FOR THE ITEMS LISTED BELOW****

Delp, Jeanne, and Martinson, Ruth A. The Gifted and Talented: A Handbook for Parents. Ventura County Superintendent of Schools, County Office Building, Ventura, California 93001, 1975, \$3.45.

Identification, cause of neglect of gifted children, and parents' organizations for the gifted and talented are some of the topics in this 83-page book. "The Parents Speak" and "Typical Questions and Brief Answers" are two helpful chapters, as is an eight-page resource list. The book contains illustrations by Rita Malone.

Educational Research and Service Bureau, University of Pennsylvania. Improving Programs for the Gifted. The Interstate Printers and Publishers, Inc., N. Jackson Street, Danville, Illinois 61832, 1965, \$3.00.

This book is a report of a cooperative project conducted by the Philadelphia Suburban School Study Council. It is especially valuable for its open discussion of practical problems and possible solutions.

Fitzgerald, Ellen J. and others. The First National Conference on the Disadvantaged Gifted. Ventura County Superintendent of Schools, County Office Building, Ventura, California 93001, \$4.95.

Presentations from the Disadvantaged Gifted Conference, sponsored by N/S-LTI-G/T, Ventura County Superintendent of Schools and Association of School Administrators, have been summarized in this 65-page book, including pictures of some of the speakers. The material covers Identification, Programs and Evaluation of Programs for the Disadvantaged Gifted, defined as economically deprived, culturally different, female and/or rural.

Labuder, Michael, Editor. Creative Reading for Gifted Learners: A Design for Excellence. International Reading Association, 800 Barksdale Road, Newark, Delaware 19711, 1974, \$4.50.

This volume indicates both the nature of children who possess traits of giftedness and creativity and the comprehensive educational procedures required to meet their needs. Part One attends to two elements: the characteristics of gifted and creative children and an explication of the meaning of a creative reading program. Part Two covers important aspects of creativity and creative reading to be considered as teachers implement their instructional programs. Part Three proposes specific materials and resources that have fostered reading growth for pupils in grades K-12.

Martinson, Ruth A. The Identification of the Gifted and Talented. Ventura County Superintendent of Schools, County Office Building, Ventura, California 93001, 1974, \$6.05.

This is an instructional syllabus for the education of the gifted and the talented which presents a rationale for the identification of these students. This 145-page book suggests appropriate identification procedures and gives examples of materials used by various school districts.

Olivero, James L. and Sato, Irving S. PAB Conference Report and Follow-Up (Brief No. 1). Ventura County Superintendent of Schools, County Office Building, Ventura, California 93001, \$2.00.

A three-part report of the Parents-Administrators-Board Members Conferences, this book summarizes the concepts of the Howard County, Maryland; and San Diego, California conferences; reflects on the effectiveness of the conference format; and suggests action recommended for local-site personnel. This would be a useful publication for PAB Conference planners.

Plowman, P., Rice, J., and Sato, I. Education of Mentally Gifted Minors. California State Department of Education, Sacramento, California 95814, 1971, \$1.00.

Legislation for the gifted has been available in California for over a decade, and this publication shows the gains in sophistication that have been made with the base of minimal state support. Contributions and program suggestions in the California program are listed.

Sato, Irving S. and others. Promising Practices: Teaching the Disadvantaged Gifted. Ventura County Superintendent of Schools, County Office Building, Ventura, California 93001, \$2.70.

Certain practices, in use in special situations in teaching the disadvantaged gifted, are presented through a compilation of articles from the Disadvantaged Institutes in Atlanta and Los Angeles. The 57-page handbook covers accentuating cultural strengths in programs, balancing the cognitive and affective domains, recognizing different human values and self-concepts, understanding and developing aspirations, exploring new teaching and learning styles, involving the community, and encouraging interest in special gifted programs.

Wallach, M., and Wing, C. W. The Talented Student: A Validation of the Creativity-Intelligence Distinction. Holt, Rinehart and Winston, 383 Madison Avenue, New York, New York 10017, 1969, \$5.00.

A detailed discussion of the proposed distinction between high IQ students and high creativity students. Brings a balanced perspective to an issue too often characterized by the substitution of rhetoric for data and sound research methods.

Williams, Frank E. Classroom Ideas for Encouraging Thinking and Feeling. Dissemination of Knowledge, Inc., 71 Radcliffe Road, Buffalo, New York 14214, 1970, \$7.50.

A practical compilation of strategies that can be easily implemented in a classroom to result in higher level thinking skills.

****THE FOLLOWING ITEMS MAY BE OBTAINED FROM INFORMS****

Check desired item on Retrieval Request

Harold C. Lyon, Jr. The Other Minority--A Preliminary Report on USOE's Effort to Help Our Most Promising Children, U.S. Office of Education, Washington, D.C.

William G. Vassar Designing, Developing and Implementing a Program for the Gifted and Talented, Bureau of Pupil Personnel and Special Educational Services, Connecticut State Department of Education, Hartford, Connecticut.

"Iowa Plan of Action for Gifted and Talented Students", 1975.

Robert D. Benton "Because of Us or In Spite of Us.", Iowa Department of Public Instruction, Des Moines, Iowa 50319.

ED 102 774

CITATION: 1973, 13 pp.

TITLE: A Selective Bibliography and Recommended Materials for Teachers of Gifted and Talented Students

AUTHOR: Broome, Elizabeth, Comp.; Fisher, Mary Henri, Comp.

ABSTRACT: The selective bibliography lists approximately 70 books and materials for teachers of gifted and talented students. Arranged alphabetically by author are 32 "practical" books (containing teaching suggestions and activities), 9 "humanistic" books (dealing with psychology and mental health), and 12 "theory" books (on topics such as creativity and intelligence). Also listed are four magazines and 11 other resources such as student book clubs and enrichment games. Entries usually include author's name, publisher's name and address, date, and a brief description. Prices are noted for some entries.

