We Are Each Like the Unicorn, Unique and Rare: Human Individual Potentialities.


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Creative Ability; Creative Thinking; Educational Philosophy; Educational Programs; Elementary Education; Exceptional Child Education; *Gifted; *Program Descriptions; *Talent Identification

Elementary Secondary Education Act Title III; ESEA Title III

The proposed gifted and talented program for grades K-8 of the Kyrene School District (Tempe, Arizona) is described. It is explained that the program is based on a philosophy emphasizing human individual potentialities. The curriculum is said to be personalized, utilizing a seminar-resource center approach. Characteristics of exceptionally talented and gifted pupils are reviewed, and multidimensional screening procedures are suggested. Considered are additional program components, such as enrichment in the regular classes, a centralized resource center, and special counseling for students and their parents. Essential teacher characteristics are listed, as are myths and reality statements concerning talented and gifted students. (CL)
A Program for the Talented and Gifted

Human Intelligence Potentials

An IDEA Title III Project

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What Are Each Like the Unicorn

Are Each
Kyrene District #28 has been awarded a Title III Grant through the Elementary and Secondary Education Act, to develop an innovative program for the talented and gifted students identified in grades K - 8. The project is a three-year experimental program. Any plans spelled out at this early time in the project's development may be altered if the changes seem relevant and necessary. For two more years we will experiment, then pick and choose what seems the best program for the talented and gifted children in the Kyrene District. Meanwhile, this is the format we will attend to during a pilot study for 1975-76.
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HUMAN INDIVIDUAL POTENTIALITIES

John Hersey

Intelligence, Choice and Consent

There are no rigid standards, no fixed norms, no definite categories among our young.
Every human being is unique and constantly changing.
Every child can be said to have potential talent of some degree and kind.
The value of each individual to democracy lies precisely in his uniqueness, and in the extent to which he chooses to use, and is helped to use, his special talent, and in the extent to which he chooses to use, those traits and abilities that make him unique.
It is the task of educators in a democracy to discover, release, and foster in each individual the special talent or small talent latent in him, and to give him the desire to put them to work in his own special way for the good of all.

John Hersey

Intelligence, Choice and Consent
We believe that each human being has unique talents and gifts which need to be developed.

That talented and gifted children are the greatest natural resources.

That education is a broadening process which requires the opening of doors, the opportunity to choose doors to enter and to partake of the fare therein and a recognition that there are many doors beyond our present awareness.

That education can assist in the development of each individual's uniqueness by emphasizing children's strengths and abilities and not their weaknesses.

That the teacher is the most vitally concerned person in the education process--it is the learner who must learn.

That education must shift from a preoccupation with identifying and imparting a pre-determined substance to passive vessels, toward a "looking-within" of individual human beings.

That the learner is the most vitally concerned person in the education process--it is the learner who must know that he is unique and develop or actualize his unique, never-recurring potentialities.

That it is the duty of every person to know that he is unique and to actualize or develop his unique, never-recurring potentialities.

That the development of each individual is important both for his contribution to his culture and for his own self-realization.

And finally, that in the small society of the classroom, each child prepares for his place in the larger society, the community.
Human Individual Potentialities -- What It's All About

"Good teaching is not solely the business of instructing; it is also the art of influencing another. Primarily, it is the job of uncovering and enlarging native gifts of insight, feeling and thinking. A thousand talents await recognition:"

Hugh Mearns

Creative Power

The Human Individual Potentialities project is seeking to identify students in the Kyrene District who show "consistently remarkable performance in any worthwhile endeavor."

Pupils who excel in intellectual and academic pursuits will be identified and encouraged. They will be identified by use of traditional tests predicting intelligence, creativity and potential in traditional educational settings are of great concern. But concern with individual potentialities is much more -- areas not usually identified and encouraged in traditional educational settings are of great concern. Interest, the abilities we are seeking then, either potential or demonstrated, are:

- General intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Psychomotor ability
- Ability in visual and performing arts
- Leadership ability
- Socially significant talent

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"Good teaching is not solely the business of instructing; it is also the art of influencing another. Primarily, it is the job of uncovering and enlarging native gifts of insight, feeling and thinking. A thousand talents await recognition:"
Students with gifts and talents lie in the creative, kinesthetic or psychomotor areas are rare. Identified or encouraged to develop those abilities in an educational system or in life. These children, as well as those identified as academically and intellectually gifted, must be encouraged, prodded, motivated to develop to the limits of their potentiality and not be allowed to drift into meaningless obscurity and failure.

What Will The Approach Be?

Any program for the talented and gifted must take into account the special needs and types of talent and giftedness.

Traditionally, academic giftedness and talent were related to academic grades or assessment on intelligence quotient measures. The new trend incorporates many different kinds of concepts besides academic, the talented, creative, psychosocial, and kinesthetic. A new emphasis has also developed which recognizes the many aspects of talent and giftedness in the context of their own culture. These many aspects of talent and giftedness must be recognized and attended to in any program. And these many aspects of talent and giftedness, as well as those identified as academically and intellectually gifted, must be encouraged, prodded, motivated to develop to their limits. These children, as well as those identified in educational areas are rare. Identified or encouraged to develop those abilities in an educational system or in life. These children, as well as those identified as academically and intellectually gifted, must be encouraged, prodded, motivated to develop to the limits of their potentiality and not be allowed to drift into meaningless obscurity and failure.

Tentative Project Goals

- To identify students from Kindergarten through 8th grade in the Kyrene District who perform at a consistently high level in any worthwhile endeavor.
- To understand the abilities, interests, needs, strengths, weaknesses and modes of operation of each identified child.
- To provide a personalized curriculum which will stimulate and enable each child to develop his potentialities to the fullest.
- To expose each student to a wider choice of intellectual and creative horizons.
- To develop this potentiality to the fullest.
- To enable each gifted and talented student to gain a positive concept of self through recognition of areas of strengths and needed improvements to develop to their potentialities.
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- To understand the abilities, interests, needs, strengths, weaknesses and modes of each identified child.
- To identify students from Kindergarten through 8th grade in the Kyrene District who perform at a consistently high level in any worthwhile endeavor.
- To develop within each student a desire for excellence and a sense of individual responsibility to the school, community and changing society.

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The greatest challenge facing education today is to provide every child with the opportunity to develop his potentialities to the fullest. Our hope, then, is to develop a unique curriculum for each identified talented or gifted child that allows for his or her own specific needs. The children at the upper end of the talented and gifted continuum cannot receive such personalized learning in a regular classroom. To expose them to a special educational program they will be withdrawn from the regular classroom for 2½-hour periods of work in a Special Interest Center. During the 2½-hour seminar the student will operate as a self-motivated learner and the teacher as a guide.
In designing a program for the talented and gifted, we intend to develop a unique PERSONALIZED CURRICULUM for each student. The program will consider:

- Cultural background
- Academic level of achievement
- Individual interests
- Individual orientation and modes of thinking
- Individual giftedness and talent
- Concept of the self and others
- Career education
- Open or traditional functioning
- Psychomotor development
- Concept of the self and others
- Achievement and talent
- Intellectual Giftedness and Talent
- Individualization of the self and others
- Intellectual interests
- Intellectual achievement
- Cultural background
- Concept of the self and others

Structured experiences in creativity, needs

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The program will consider:

PERSONALIZED CURRICULUM for each student. In designing a program for the talented and gifted, we intend to develop a unique curriculum.
Additional Activities

A veritable kaleidoscope of alternative learning experiences will be incorporated in the program for the gifted and talented.
The basic premise for including such a variety of activities in the Human Individual Potentialities Program is that it will:

**Student Involvement**

- provide different student instructional modes;
- provide material for basic research;
- assure student and parent employment and responsibility for the class;
- facilitate projects that further special aptitudes and interests;
- provide an opportunity for leadership roles;
- encourage respect for high standards while participating;
- assure an opportunity for creative pursuits.

**Potentialities Program is that it will**

- assure individual and small group projects;
- extend experiences in the arts;
- encourage pre-planning and self-evaluation;
- provide for individual and small group projects;
- provide cross-age tutoring and student learning centers;
- provide use of special media-learning kits, materials, and equipment;
- present participate with problem-solving activities in the areas of human values;
- enable participation in community and local college specialists workshops;
- provide career education choices and experiences;
- provide an opportunity for leadership roles;
- provide an opportunity for creative pursuits;
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**Purposes of Activities**

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- assure an opportunity for creative pursuits.
Some of the characteristics of exceptionally talented and gifted students include:

- High ability, unique physical skills
- Special awareness
- Outstanding achievement
- Independent self-direction
- Comprehension
- Ideals and abstract understanding
- Unusual creative power
- Exceptional powers of human knowledge, wide Fund of knowledge
- Advanced intellectual powers of observation, visualization, intuition
- Unusual verbal, mathematical, logical reasoning
- Curiosity, restless mind, tenacity, determination
- Advanced awareness and appreciation
- Easy and automatic acquisition
- Exceptional energy
- Exceptional social and organizational skills
- Exceptional talents
- Exceptional leadership

Intensive screening of Kyrene's students for the highly talented and gifted is now occurring. Such screening and administrative support will be constantly vigilant, searching for unidentified exceptionally talented and gifted students. Teachers, therapists, counselors, and administrators will be constantly vigilant, searching for unidentified exceptionally talented and gifted students. They may be recognized as:

- Exceptionally talented and gifted
- Average talents and gifted
- Exceptional talents and gifted
- Exceptionally talented and gifted

Screening will continue as an ongoing process, for a child who does not display an exceptionally high degree of giftedness one year may do so the next. Likewise, a child who is identified one year but seems to be unable to "get it all together" another year will receive special teaching and help to develop and stimulate his skills and interests. Teachers can begin before kindergarten by identifying children who may be at risk. Hopefully, screening of Kyrene's children can begin before they enter kindergarten, enabling identification of each child's strengths and needs so that an exact personalized curriculum can be prescribed for them.

Some of the characteristics by which they may be recognized are:

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- Special awareness
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Ways to Identify Talented and Gifted

Multi-dimensional screening of all Kyrene students will take place during the Spring of 1975 and Fall of 1976. Some of the measuring devices used will be:

- Vowels
- Trigraphs
- Phonics
- Participation in class discussions
- Creative writing
- Art displays
- Science projects
- Math problems

Testing will be conducted by the HIP Coordinator. Each student's placement will be reviewed by a screening committee composed of the child's teacher, the principal, the coordinating counselor and the HIP Coordinator. The screening committee will review all case history data, existing special

After testing, parents will be informed of the results and identified children who so desire will participate in the Human Individual Potentialities Program. Each student's placement will be recommended by a screening committee.

At meetings with the parents, an explanation of the program, recommendations for at-home help, recommendations for emotional maturity and social adjustment, and meeting suggestions will be made.

The screening committee will recommend all case history data, existing special
Enrichment In The Reek

During regular classroom time the talented and gifted may participate using supplementary materials in the form of mini-units, learning centers, advanced materials, team learning, additional subjects or independent study. They will receive special help from parent aides and HIP personnel. Teachers will also be able to make any necessary adaptations. Teachers will be able to make any necessary adaptations. Teachers will be provided with materials and learning centers and teams for all teachers will be available. A curriculum center for the talented and gifted program will be placed in a classroom.

Resource Centers

The Resource Centers at each school will be open and available before and after school as well as during the school day for interested Kyrene School students. During school hours only identified talented and gifted students may report for seminars or independent work. After school and during the school day, any interested student may report to the Resource Center. The Resource Center schedule will be two sessions per day, lasting for two and a half hours each, with selection of activities based on individual interests and needs. Staff members will be available to consult with teachers or conferences of classrooms.

Curriculum Center

A curriculum center for the talented and gifted program will be placed in a central location. Materials and prepared units for all teachers will be available. In addition to receiving mini-units and learning center materials, teachers will be able to make any necessary adaptations. Teachers will be able to make any necessary adaptations. Teachers will be provided with materials and learning centers and teams for all teachers will be available. A curriculum center for the talented and gifted program will be placed in a classroom.
Both will receive Coordinating Counselor much counseling and instruction from Coordinating Counselor. The gifted will receive remedial and enrichment instruction for the gifted as well as guidance activities for individuals, small groups, and of the gifted. The Coordinating Counselor will conduct remedial and enrichment instruction for the gifted as well as guidance activities for individuals, small groups, and of the gifted.

Eikettizijaitip_14r Classrooms

Cluster grouping meets various needs of the talented and gifted. Materials for mini-units and learning centers will be available for small groups in the regular classroom. A small cluster of identified talented and gifted can be an addition to a regular classroom where they may be placed. It is expected, however, that as in the normal exchange of daily living, they will receive from their experience with others as much as they may give.

Underachieving Gifted and Talented

Of great concern to HIP personnel are children with identified high potential ability who have learning difficulties which keep them from achieving at or above grade level or exhibit debilitating social emotional disturbances. Special classroom techniques will be offered these children who are not achieving at or above grade level or exhibit debilitating social emotional disturbances.

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The basic concern of this classroom program will be to reduce the gap between the child's potential and actual level of achievement. And for the child, concept of development of a positive self-concept, become motivated toward self-improvement of academic potential, develop proper behavioral responses to the social and academic experiences which previously elicited feelings of failure and depletion of attention.

Identified talented and gifted may help by teaming, tutoring, and teaching mini-lessons in the regular classroom milieu. Underachieving gifted and talented may help by tutoring, instruction, and teaching.

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Teachers of the talented and gifted must possess a wide range of abilities and skills themselves. Picking teachers for such a program is a difficult task. Characteristics of such teachers should include the following:

- Those who have vitality, energy, stimulating personalities, strong intellectual and cultural backgrounds, and are rigorous in their demands for learning.
- Those who like to come early to school and often work through the lunch hour: creative, introceptive people with minds of their own.
- Those who have close contacts with books and libraries, equipment and laboratories.
- Those who give evidence of professional eminence, who carry on educational activities outside of school, such as speaking or writing.
- Those whose rooms could be better described as "stimulating" than "neat."
- Those who tend to volunteer for work with the gifted or talented and have been active in educational activities outside of school, such as speaking or writing.
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A RECOMMENDED PROCESS FOR SETTING UP PROGRAMS FOR THE TALENTED AND THE GIFTED

Irving S. Sato, Director, National/State Leadership Training Institute on the Gifted and the Talented

The progress chart below indicates the gradual steps for organizing a program for the talented and gifted.

The first year of the program, 1974-75, was a research and planning year.

The second year, 1975-76, curriculum is being developed for grades 5-8 and a pilot research class for talented and gifted is occurring. (Research and planning year.)

By Spring of 1977, the Human Individualities Program will be a pilot program for grades 5-8 in the Kyrene District.

The process chart below indicates the gradual steps for organizing a program for the talented and the gifted.
Erroneous myths about the talented and gifted have developed over the years. Despite these myths, which imply that all is well for the talented and gifted, some four million children in this country who are either talented or gifted have been grossly neglected. Some of the major myths related to the education of the talented and gifted are:
Gifted and talented students need no special help—they are smart enough to make it on their own.

Great talent and intelligence often come at a price. In educational settings designed for the average student, gifted and talented children may struggle. They may feel different, strange, and unaccepted—often this is because they do things differently than others. Gifted and talented students often hide their innate abilities to conceptualize at a higher level, to do things differently than others. Their differences can make them feel excluded from their peers, which can be a handicap in an educational setting.

1. Great talent can paradoxically be a handicap in an educational setting designed for the average student.
2. All gifted and talented students are not successful in school—only 12% of the gifted and talented graduate from high school.
3. Only 1% of the gifted and talented have reading disabilities—15% of identified gifted students drop out of high school.
4. Gifted and talented students often feel different, strange, and unaccepted—this is why they often hide their abilities in order to gain acceptance. They are the outliers in their educational setting. Gifted and talented students represent an upper middle class elite.

Giftedness and talent comes from all cultural, educational, and socio-economic levels.
In those states, effective programs are concentrated and tailored to the time person trained for the gifted education. In the U.S., have a full-time, ten State departments of special education teachers are being adequately trained for the gifted and talented. Only 57% of all school administrators surveyed stated they had no graduate programs in gifted and talented. Only 12 universities in the U.S. have graduate programs in gifted and talented education. 10. Only 12% of all State departments of education in the U.S. have a time person hired for the gifted and talented. 89% of the gifted and talented are treated for the gifted and talented. 16. Most teachers can easily take care of the gifted and talented students. 5. Educators are aware of the needs of gifted and talented students. 4. Teachers cannot meet the needs of gifted and talented students. 3. Teachers are treated with hostility. 2. Board of Education--Report to Congress, 1973. 1. Only 12% of the U.S. school districts admit gifted and talented in their classes. 7. Gifted and talented students are often a threat to teachers and administration. In fact, gifted and talented children are often treated in regular classrooms. 8. State education departments recognize the neglect of the talented and gifted children in our society and are eager to amend the situation. 9. Special teachers are being adequately treated for the gifted and talented.
THE GIFT

I had a gift but no one ever told me --
I would have thought of ribbons if they did--

Binets the teacher gave us must have shown me
brighter than some, an overaverage kid--
skipped half a grade, then skipped half another
and seemed to be shrinking smaller and smaller and smaller.

"Everyone's older," I cried to my busy mother
and she said, "But your spinach and you'll get taller."

I didn't, however -- not in junior high
or in junior higher, I cried to my busy mother
and she said, "Get your spinach and you'll get taller."

skipped half a grade, then skipped half another

I had a gift but no one ever told me --