Reported are the findings of a national survey on the present state of public education for the gifted. A foreword, statement of purpose, procedural information, and findings are given for each of the major survey areas—definitions of the gifted child, identification and instruments for gifted children, educational programs for the gifted, and teacher training programs for the education of the gifted, with particular emphasis on programs in New Jersey. The educational programs section, which makes up the bulk of the document, includes general information (such as location, address, and contact person) on gifted programs which were not evaluated and more detailed information (such as sample forms, identification methods, curriculum, and program characteristics) on programs which were studied and some visited. Listed among conclusion in the final section are that teacher recommendation is the most popular form of identification used and that there is almost a total absence of formal training programs for teachers of the gifted offered by New Jersey State Colleges. Appended are a list of the programs surveyed, a list of program objectives; a preliminary program record survey form; sample letters; a program record and visit form; a list of contributors; and charts showing the objectives for each program, instruments for identifying the gifted, program content areas by grade, and characteristics of New Jersey programs. (SBH)
THE WHAT AND WHERE OF GIFTED PROGRAMS:

A report to the New Jersey Gifted Consortium

By

Theodore J. Gourley, Project Director
Educational Improvement Center
Pitman, New Jersey 08071

Patricia A. Breyley, Researcher
Educational Improvement Center
Pitman, New Jersey 08071

Theresa Di Feterici, Teacher
Winslow Township Public Schools
Blue Anchor, New Jersey 08037

Enid Morhalce, Teacher
Gloucester Township Public Schools
Blackwood, New Jersey 08012

Roslyn Oberson, Teacher
Linwood Public Schools
Linwood, New Jersey 08221

A product of the Educational Improvement Center,
Pitman, New Jersey 08071 — Dr. Paul B. Winkler, Acting Executive Director

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INTRODUCTION

With the intention of providing a groundwork for New Jersey educators who are interested in developing programs for gifted children, this project conducted a national survey of gifted programs. Over fifteen hundred persons, schools, school districts and programs were surveyed across the nation and Canada (only one response was received from Canada). To the extent that those contacted responded (40% in New Jersey, 35% in the nation), this handbook reflects the present state of public education for gifted. Some, of course, reported having no program.

This handbook is useful to school districts developing programs and to those reassessing their programs. It contains information on program objectives, student identification instruments and options in the areas of curriculum content and program arrangement. It will assist users by stimulating and helping to focus their thinking regarding educational provisions for the gifted. Those users who wish to visit programs will be assisted in locating and selecting them.

It is important to note that it was not the purpose of this survey to either establish criteria for gifted programs, nor to evaluate them. In addition, the project was hampered by such problems as the return, in some cases, of incomplete, insufficient and/or outdated information. Nevertheless, to our knowledge, this is a first attempt at a comprehensive, detailed survey of gifted programs in the United States.

How To Use This Handbook

In addition to the information provided in the Table of Contents, the user will find certain other features helpful. An index of programs in New Jersey can be found on page 125. An index to all programs surveyed outside New Jersey is found in the appendix.

All of the matrices or figures in the appendix apply to programs outside New Jersey with the exception of number 7 in the matrix entitled "Program Content Areas, by Grade" the numbers in each cell are those programs which provide a curriculum for the gifted in that subject area.

The reader interested in establishing a program is able to 1) match his program objectives with those in the objectives matrix and record the appropriate program numbers; 2) note the curricular content and program arrangements for those programs via the appropriate matrices; 3) consider these programs in the light of local needs.

Each response sent to the project was assigned a program number. However, in several cases it was later determined that there was not a genuine program and these were eliminated. Thus, the user will note several program numbers missing; in addition, the last numbered program in the Educational Programs does not indicate the total number of programs for that section.

The reader may note the absence of Illinois programs; this absence is due to legal problems concerning publication of their material.
DEFINITIONS OF THE GIFTED CHILD

Foreword

For the purposes of this project the term "gifted" means "outstanding or exceptional ability" but does not refer to a specific type of ability. The abilities included under gifted in this paper are (1) intellectual, (2) creative, (3) leadership, (4) psycho-motor and (5) talent in fine and performing arts.

Purpose

The purpose of the definition section of the project is to provide local school districts with an analysis of a variety of definitions of gifted students. These definitions would then be useful to a school district in developing a definition of the gifted for use in their district.

Procedure

All 50 state departments of education were contacted and asked to send a copy of their definition of the gifted. Individual districts, associations interested in the education of the gifted, colleges, textbooks, curriculum guides and journal articles were used as sources for definitions of the gifted. Each definition was analyzed for specific characteristics which it attributed to the gifted. All characteristics were placed on a matrix along with the source of the characteristics. The characteristics were placed on a matrix according to the gifted ability to which the researcher felt they most likely belonged. However, because the placement of a characteristic under a specific ability often represents subjective judgement on the part of researcher, the reader is advised to consult the actual definitions and matrix available at the Educational Improvement Center in Pitman, New Jersey.

Findings

1. Positive characteristics were obtained from 52 separate definitions.
2. Negative characteristics were obtained from 5 separate definitions.
3. Thirty-three characteristics were attributed to intellectually gifted students. The frequency with which the characteristics are used by the 52 definitions range from 1-22. The characteristic "exhibits outstanding intellectual performance consistently superior to peer group" was most frequently used, appearing in 20 definitions. The following definition is a composite of those characteristics of intellectually gifted students which appeared in at least one-third of the 52 definitions.
   The intellectually gifted student is one who "exhibits outstanding intellectual performance consistently superior to peer group . . ." " . . . maintains longer concentration periods — independence in work . . ." has " . . . intellectual curiosity, inquisitive behavior, questioning attitude . . ." is " . . . self-initiating, self-motivating . . ."
4. Thirteen characteristics were attributed to leadership-socially gifted students. The frequency with which the characteristics are used by the 52 definitions ranges from 1-9. The most frequently used characteristic was "possesses outstanding leadership qualities superior to peers."
5. Twelve characteristics were attributed to the psycho-motor gifted students. The frequency with which the characteristics are used by the definitions, ranges from 1-6. The most frequently used characteristic and the only one which was used by at least one-third of the definitions is "the high physical energy level, more energy."
6. Six characteristics were attributed to students with gifted abilities in fine and performing arts. The frequency with which the characteristics are used ranges from 1-4. The most frequently used characteristic was "outstanding musically." The following definition is a composite of those characteristics of students with gifted abilities in fine and performing arts appears in at least one-third of the definitions.
   The student who is gifted in fine and performing arts is one who is outstanding in "graphic arts, sculpture, music and . . ."
7. Eighteen characteristics were attributed to the creatively gifted student. The frequency with which these characteristics were used by the definitions ranged from 1-11. The most frequently used characteristic was " . . . flair for language; displays superior vocabulary and word usage; elaborates well, highly verbal." The following definition is a composite of those characteristics of creatively gifted students which appeared in at least one-third of the definitions.
   The creatively gifted student is one with " . . . outstanding abilities in creativity that are superior to peers . . . reveals originality in oral expression . . . [has] a flair for language . . . keenly observant [with] keen perception . . . [and] creative productive thinking."
8. Five definitions contained what could be considered negative characteristics of the gifted. Thirty-four negative characteristics were attributed to the gifted. No attempt was made to match these characteristics with specific gifted abilities. The frequency with which these characteristics are used ranges from 1-5. Two characteristics were used by all five definitions, i.e., "tendency to be over-critical" and "impatience with routine assignments and drill." The following definition is a composite of those negative characteristics of the gifted which appear in at least 3 definitions.
   The gifted student is one who "has a tendency to be over critical . . . to question and challenge . . . work careless and sloppy . . . impatience with routine assignments and drill . . . invent own system, sometimes conflicting . . . lack home or school stimulation . . . need for specialized reading vocabulary, escape into verbosity . . . resistance to interruption . . . need for success and recognition, sensitivity to criticism, vulnerability to peer group rejection . . . frustration with inactivity and absence of progress . . . hyper-active, much energy . . ."
IDENTIFICATION INSTRUMENTS FOR GIFTED CHILDREN
IDENTIFICATION INSTRUMENTS FOR GIFTED CHILDREN

Foreword

To a great extent, the definition of gifted selected for use by a program determines which identification instruments will be used for selection of students.

Purpose

The purpose of this section is to acquaint local school districts with the procedures and tests used in the selection of students for existing programs. School districts wishing to establish a program for the gifted are thus provided with information on alternative identification instruments.

Procedure

All information received concerning individual programs was reviewed, and every identification instrument used was noted. A matrix was constructed, and frequency counts were taken to determine which instruments were relied upon most often.

Because of the way in which New Jersey programs were reported, they are not included in the frequency counts.

It should be noted that the instruments utilized by each program are used in various combinations. Some instruments are used as initial screening devices, others as final determinants. Some programs use all the instruments which they report, while others select for use only a few of those which they report. Some programs adhere strictly to predetermined criterion scores; still others are flexible and permit exceptions, in the case of minority or disadvantaged candidates, for instance.

Findings

The matrix indicates twenty frequently used instruments or identification methods. Additional methods used are listed by program in the addendum.

A total of 113 programs were reported in the United States and Canada, outside New Jersey. On the basis of the 20 identification instruments reported on the matrix, the mean number of instruments used by each program for identification of gifted students was 2.6. Since use of 158 additional instruments is reported in the addendum, the mean should be higher (4.0).

A brief abstract of the more frequently used instruments follows.

Standardized Tests Used to Identify the Gifted

Slosson Intelligence Test — An individual intelligence test which is quick to administer and score. It can be given by relatively untrained examiners as well as professionals. The scoring procedure is objective, and the test itself consists of items adapted from the Stanford-Binet. It has a lower base and a higher ceiling than the Stanford-Binet. Validity studies show a wide range of correlations between the SIT and others such as the Wechsler and the Stanford-Binet; Richard L. Slosson; Slosson Educ. Publications — Dublin, N.H. 03444.

Otis-Lennon Mental Ability Test — the formulation and construction of the Otis-Lennon is thorough and sophisticated. Its goal is to tap the "verbal-educational" aspect of Spearman's g. This group intelligence test is easy to administer and score, but caution is advised by the manual in using this test with children who do not have normal backgrounds or motivation. Studies indicate high reliability and good validity. The test includes two forms and six levels from primary to advanced. Roger Lennon, Harcourt-Brace Jovanovich, Inc.

Stanford-Binet Intelligence Scale, 3rd Revision — the pioneer in intelligence assessment; this individual intelligence test has largely been superseded by the Wechsler. Lewis M. Terman and Maud A. Merrill, Houghton Mifflin Co., 2 Park Street, Boston, Mass. 02107.

Lorge-Thorndike — A group intelligence test which was re-standardized in 1963, and has a new multi-level format. Initially the administration may appear confusing, but adjustment is relatively easy. Students should experience no consequent difficulty. The Lorge-Thorndike verbal and nonverbal tests exhibit high correlations with achievement tests. The test appears to measure traits somewhat different from other intelligence tests; nevertheless, Lorge-Thorndike IQ's correlate moderately to well with school achievement and other IQ measures. Lorge, Thorndike, Hagen, Houghton Mifflin Co.

WISC — an individual test of intelligence which includes the subtests: verbal (information, comprehension, arithmetic, similarities, vocabulary, digit span), performance (picture completion, picture arrangement, block design, object assembly, mazes, coding). Generally regarded as the best available individually administered technique which attempts to measure intelligence. The test is considered a "stable, useful and valid" measure which correlates well with other tests of intelligence. David Wechsler, Psychological Corp.

Gates-MacGintie Reading Tests: Readiness Skills — an individually administered test which includes eight subtests: listening comprehension, auditory discrimination, visual discrimination, following directions, letter-recognition, visual-motor coordination, auditory-blending and word recognition. The length of the test, 120 minutes, is quite demanding on the kindergarten and first-grade subjects. The purpose of the test, whether general school readiness, reading readiness, formal reading instruction readiness or diagnosis is not truly clear. Correlation of test results with first grade reading achievement is low and positive. Teachers College Press, Columbus U., 525 W. 120th St., N.Y., N.Y. 10027.

Metropolitan Readiness Test — an individual test of reading readiness for kindergarten and first graders, consisting of 7 or 8 scores. Included are sub-tests of word meaning, listening, matching, alphabet, numbers, copying, total, draw-a-man. Scoring is relatively easy, and the manual provides important assistance in score interpretation. Reliability is high. The test requires 60 minutes of the subject. Harcourt-Brace Jovanovich, Inc., 757 3rd Ave., N.Y.C., N.Y. 10017.

Findings

A brief abstract of the more frequently used instruments follows.

Standardized Tests Used to Identify the Gifted

Slosson Intelligence Test — An individual intelligence test which is quick to administer and score. It can be given by relatively untrained examiners as well as professionals. The scoring procedure is objective, and the test itself consists of items adapted from the Stanford-Binet. It has a lower base and a higher ceiling than the Stanford-Binet. Validity studies show a wide range of correlations between the SIT and others such as the Wechsler and the Stanford-Binet; Richard L. Slosson; Slosson Educ. Publications — Dublin, N.H. 03444.
California Test of Mental Maturity - A group intelligence test which attempts to assess abilities believed fundamental to learning, problem solving and ability to respond to new situations. Reliability is adequate, but validity is not reported. There is a Short Form which requires less time to administer, and is equally useful. Scores include logical reasoning, spatial relations, numerical reasoning, verbal concepts, memory, language total, non-language total, and total. No attempt has apparently been made to reduce cultural bias. CTB/McGraw-Hill Book Co., 330 W. 42nd St., N.Y.C., N.Y. 10036.

Peabody Picture Vocabulary Test - An individual intelligence test which requires no reading by the examinee. American Guidance Service, Circle Pines, Minn. 55014.

Unspecified Intelligence Test - The program reports using one or more standardized intelligence or aptitude tests, but does not indicate which ones.

Unspecified Achievement Tests - The program reports using one or more standardized achievement tests but does not specifically name them.

Parent recommendation/consent - The parent either nominates his child for the program, or agrees to his placement as a gifted student.

Screening committee - A board consisting of various combinations of teacher, principal, administration, guidance staff, psychologist, teacher of the gifted, and occasionally experts from the community, make a collective determination of the student's eligibility for the gifted program.

Teacher Checklist - The teacher is provided with an original list of behaviors to observe in the program candidate; one popular instrument is by John C. Gowan.

Renzulli-Hartman Scale for Rating Behavioral Characteristics of Superior Students - An instrument based on research literature on the gifted, designed to yield a teacher's assessment of a student's characteristics in the area of learning, motivation, creativity, and leadership.

Academic Achievement - An assessment of the candidate's success in academic courses.

The identification instruments relied upon fall into five general categories: standardized intelligence tests; standardized achievement tests; recommendations, a miscellaneous category, made up of (for purposes here), teacher checklist (original or unspecified), the Torrance Test of Creativity, the Renzi-Hartman Scale; the fifth category is academic achievement.

Across all categories, the instrument most often relied upon is teacher recommendation (46) unspecified intelligence tests (36), and academic achievement (36). Of all specified intelligence tests, the WISC is most often used (19).

Among specified achievement tests, the Iowa Test of Basic Skills (5) and the Differential Aptitude Test (5) are most frequently relied upon.

Teacher recommendation is relied upon more than any other recommendation, and more than any other instrument (46). It is followed by parent recommendation (20).

The instrument category of recommendation is more popular than any other type of instrument (99), followed by standardized intelligence tests (91).

ADDENDUM - ADDITIONAL INSTRUMENTS FOR IDENTIFICATION OF GIFTED STUDENTS

Program
1. "A Modified California Case Study"
2. Interest, anecdotes
3. Leiter International Performance Scale (132+), WAIS (131+), WPPSI (131+), California Test of Mental Maturity, Henmon Nelson Test of Mental Ability, Kuhlman-Anderson (132+), CAT, CTBS (98% ile), Iowa Test of Educational Development
4. CTBS, Kuhlman-Anderson (115+)
5. Additional unspecified tests, administrative recommendation, the Dade County Scale
6. CTBS, administrative recommendation, Gifted Teacher, Exceptional Child Co-ordinator recommendations
7. High potential, socio-emotional maturity, talent, motivation, originality, creativity, pupil desire
8. Test of music/art aptitude
10. Dade County Scale, Stanford Achievement Test, California Test of Mental Maturity
11. French teacher's recommendation, art teacher, administrative recommendation, Iowa Test of Educational Development, PSAT, faculty recommendation, self-nomination
18. Peabody Picture Vocabulary Test; self-nomination
19. Unspecified Creativity Test; unspecified recommendations
20. Recommendations of psychologist, gifted teacher
21. Motivation, interest, competitiveness, +2 gr. levels in reading achievement
22. WPPSI (20+) talent in academics or areas such as music, art, etc.
23. Creativity and peer nomination
24. SSAT/PSAT/SAT
25. CTBS 95% ile, +2 grade levels, Williams' "How do you really feel about yourself?"
26. Potential, interest
27. California Test of Mental Maturity; unspecified test of reading readiness; Otis Quick Scoring Mental Ability Test, or Otis-Lennon; Delaware County/Metropolitan Reading Readiness Test, Stanford Achievement Test
28. Writing/art samples; gifted teacher observation
29. Scholarship awarded by Pennsylvania Intermediate Units
30. Peabody Picture Vocabulary Test
31. BTTH; experimental tests from France; multi-criterion referenced tests; peer nomination
32. Interest
33. Peer nomination
34. 90th % ile on State test; +2 grade levels in reading; unspecified creativity test
35. Unspecified music/art aptitude tests
36. Colorado Mental Maturity Test; PiAT; Raven Abstract Reasoning
37. Aptitude, creativity, commitment, resourcefulness, determination, sustained interest
38. Metropolitan Achievement Test; IPAT, math and English grade point average
39. Unspecified tests
40. An unspecified test of Cognitive Abilities
41. +2 grade levels in reading
42. Aptitude and abilities test scores
43. California Achievement Test (125+; 95% ile)
44. Metropolitan Achievement Test; psychologists' recommendation
45. Talent/creativity, motivation
46. Stanford Achievement Test, self-nomination
47. Gates-McGinty/Reading comprehension
48. Involvement in extra-curricular activities
49. CTB, Learning Environmental Involvement, California Test of Personality, Remote Associates Test, student interest
50. Metropolitan Reading Readiness and Math; Iowa Composite; original story
51. Consulting teacher recommendation
52. California Test of Mental Maturity
53. Unspecified standardized tests, gifted teacher, staff recommendations
54. Peer, expert, administrative recommendations, self-nomination; achievement outside school
55. California Test of Mental Maturity (125+)
56. Administrative, special supervisory personnel recommendation
57. Socio-emotional stability, psychological testing (unspecified), interest
58. Resource teacher, staff recommendation
59. Unspecified additional tests
60. SAT Math Achievement Level I (M-I) (550+)
61. Unspecified standardized tests
62. Stanford Achievement Test, Academic Promise Test; Peer nomination, interviews by school psychologist, guidance counselor
63. High level of performance, exceptional creativity, productive or innovative thinking, exceptional leadership ability, unusual psychomotor ability.
64. SRA Achievement Package (130+); Creative-Binet Social Acceptance Scale, teacher questionnaire, interviews
65. Unspecified recommendations
66. Two teachers' recommendations; review of independent study programs; interviews
EDUCATIONAL PROGRAMS FOR THE GIFTED
In the information received, the programs were evaluated to their apparent effectiveness. The programs were evaluated with respect to (1) the quality of the program based on written information submitted; (2) the degree of match between the written report of the program and the program visited; and (3) the program's effectiveness.

This is not an exhaustive list of programs for the gifted for several reasons. First, many of the programs contacted did not respond to our requests for information. Second, the project staff cannot be certain that all programs responding to our requests supplied all pertinent information. Finally, the project staff was unable to visit all programs that merit further investigation through a visit. For these reasons a list of all sources the project has, has been included to provide the reader access to all potentially useful sources.

Purpose

The purpose of this section of the project is to provide schools with specific information needed to develop and implement a potentially effective program for their gifted students.

Procedure

A list of programs for the gifted was developed by contacting all fifty state departments of education, receiving is of federally funded programs, consulting professional journals, especially Exceptional Children and The Gifted Child Quarterly, The Education of the Gifted Child, 65-1971, an Annotated Bibliography, and abstracts of funded programs prepared by the Council for Exceptional Children. All programs were contacted and requested to submit information. Programs which did not respond were visited at least once. Programs which sent nil information were recontacted and asked to elaborate on specific questions.

All program materials were read and categorized according to type of program organization, grade level served, and subject areas offered. The programs were divided into programs with evaluated objectives and those without. Those programs which included evaluated objectives were re-read, and apparently superior programs were selected for visits. The decision to visit the program was partly based on (1) the novelty of the program in terms of years (programs in operation more than two years regarded as more likely to be problems ironed out); (2) diversity of offerings within the program; (3) distinctiveness of program; and (4) the results of any previous program evaluation. The programs selected for visits were contacted by telephone and/or letter supply any vague or missing information in the materials received by the project. Time constraints placed on the project were then considered, and decisions made concerning the feasibility of visits. As many visits as were reasonably possible were then made to the selected programs. Persons interested in any project listed below may contact Educational Improvement Center, Pitman, New Jersey.)

#26
Name of Program: Pittsburgh Scholars Program
Location: Pittsburgh, Pa.
Phone: 412-622-3500
Address: The Board of Public Education, Administrative Building, 341 S. Bellefield Ave., Pittsburgh, Pa. 15213
Type of Program: Special courses
Grade Level and Subject: Grades 8-12, English, Social Studies, Math, Science, foreign language
Contact Person: Mary T. Walsh, Program Specialist

#27
Name of Program: Program for the Gifted
Location: Vero Beach, Fla.
Phone: 305-567-7165
Address: Indian River County School Board, Vero Beach, Fla.
Type of Program: enrichment, individualized projects
Grade Level and Subject: Grades 3-6
Contact Person: William H. McClure, Supt.

#28
Name of Program: Program for the Gifted
Location: Allentown, Pa.
Phone: 215-432-2063
Address: 31 South Penn Street, Allentown, Pa. 18105
Type of Program: enrichment
Grade Level and Subject: 4-8: language arts, foreign language, math, science; 9-12: English, social studies, math, science, foreign language
Contact Person: Dorothy E. Filer, Director of Pupil Services

#29
Name of Program: Program for the Gifted
Location: Monticello, Fla.
Phone: 904-997-2022
Address: P.O. Box 499, Monticello, Fla.
Type of Program: enrichment
Grade Level and Subject: 5-14 years of age; selected topics
Contact Person: Handley A. Olson, Director of Special Programs

#31
Name of Program: Simons Rock, Early Admission
Location: Simons Rock, Great Barrington, Mass.
Phone: not given
Address: Simons Rock, Great Barrington, Mass.
Type of Program: early admission to college
Grade Level and Subject: high school grade 10
Contact Person: Admissions Office

#33
Name of Program: Program for the Gifted
Location: Cheboygan, Mich.
Phone: not given
Address: Cheboygan Area School District, Cheboygan, Mich.
Type of Program: Individualized child-centered learning experiences
Grade Level and Subject: 1-3 grades; 4-6 grades, all topics
Contact Person: not given

#34
Name of Program: "Section 47"
Location: Thurston Elementary School
Phone: 313-482-2114
Address: Willow Run Public Schools, 181 Oregon Ave., Ypsilanti, Mich.
Type of Program: Independent study, "Discovery Center Model"
Grade Level and Subject: Grades 4-12, subject area or project elected by student, 9-12 has math only
Contact Person: Janet L. Schwarze

#35
Name of Program: Program for the Gifted
Location: Flint, Michigan
Phone: not given
Address: Flint Public Schools, Flint, Mich.
Type of Program: Study in selected topics
Grade Level and Subject: research and communication skills, community work experience, Grades 4-6
Contact Person: not given

#38
Name of Program: Program for the Gifted, A.I.S.
Location: Niles, Michigan
Phone: not given
Address: Niles Community Schools, Niles, Mich.
Type of Program: accelerated college preparatory courses, elective, enrichment options
Grade Level and Subject: grades 9-12, courses selected by student
Contact Person: not given

#41
Name of Program: Exploring Low Cost Techniques for Stimulating Creativity in G/T Students
Location: McComb Municipal Separate School District
Phone: not given
Address: P.O. Box 868, McComb, Miss. 39648
Type of Program: resource room and teachers
Grade Level and Subject: 1-8, independent study, mini-courses, creative writing, performing arts
Contact Person: not given

#42
Name of Program: Pennsylvania Governor's School for the Arts at Bucknell University
Location: Lewisburg, Pa.
Phone: 717-524-1434
Address: P.O. Box 213, Lewisburg, Pa.
Type of Program: independent study
Grade Level and Subject: 9-12; art, music, dance, theater, photographic arts
Contact Person: Arthur Gatty

#46
Name of Program: M.G.M. Program
Location: Pasadena, Calif.
Phone: 213-795-6981
Address: Pasadena Unified School District, 351 S. Hudson Ave., Pasadena, Calif.
Type of Program: Cluster, Advanced classes, Independent Study, College classes, Tutorial Experience Program, Enrichment
Grade Level and Subject: 1-12; subjects selected from all curriculum
Contact Person: Elizabeth I. Kearney

#56
Name of Program: Program for the Gifted
Location: Palatka, Fla.
Phone: 904-328-1456
Address: Putnam County District School Board, P.O. Box 797, Palatka, Fla. 32077
Type of Program: enrichment
Grade Level and Subject: grade not given; all curricular areas
Contact Person: Sidney H. Dunn, Director, Educational Services

#59
Name of Program: Program for the Gifted
Location: Bleckley County Schools
Phone: 912-934-2821
Address: Cochran, Georgia 31014
Type of Program: for academically talented only, resource teacher for individual students and teachers
Grade Level and Subject: independent study, all subject areas
Contact Person: Thomas W. Dykes, Superintendent

#60
Name of Program: High School of Music and Art
Location: New York, New York
Phone: not given
Address: Convent Ave. at 135th St., Manhattan, N.Y. 10031
Type of Program: special school based on ability in art and music
Grade Level and Subject: 9-12, fine arts and music
Contact Person: Principal, High School of Music and Art

#68
Name of Program: Colorado Caravan
Location: University of Colorado
Phone: not given
Address: Dept. of Theatre and Dance, University of Colorado, Boulder, Colorado 80302
Type of Program: enrichment
Grade Level and Subject: all grade levels; art, music, drama
Contact Person: Dr. Albert H. Nadean

#70
Name of Program: Value Development Through Creative Activity
Location: Mooresville, N.C.
Phone: not given
Address: Mooreville City Schools, P.O. Box 119, Mooreville, N.C. 28115
Type of Program: Resource Center for Creativity through Art, Music & Drama
Grade Level and Subject: 5 & 6, Art, music, drama
Contact Person: Mr. Robert O. Klepfer

#74
Name of Program: West Central Minnesota Institute for Creative Study
Location: University of Minnesota
Phone: 612-589-1464
Address: Division of Education, University of Minnesota, Morris, Minn. 56267
Type of Program: 3 week Summer Institute
Grade Level and Subject: Grades 7-11; ecology, psychology, physical science, computers, classical literature, art theatre, creative writing
Contact Person: Dr. Arnold Henjum

#75
Name of Program: Independent Study
Location: Buford, Georgia
Phone: not given
Address: Buford City Schools, Buford, Ga. 30518
Type of Program: independent study, resource room
Grade Level and Subject: 1-12, selected projects and problem solving
Contact Person: Mrs. Avis Fox

#76
Name of Program: Enrichment Program for Gifted/Talented
Location: Moorhead, Minnesota
Phone: not given
Address: Independent School District #152, Box 100, Administrative Bldg., 810 Fourth Ave., S., Moorhead, Minn. 56560

#78
Name of Program: Academically Talented
Location: Des Moines, Iowa
Phone: not given
Address: Des Moines Public Schools, 1800 Grand Avenue, Des Moines, Iowa 50307
Type of Program: Resource Teacher to help teachers and students, main-streaming of gifted
Grade Level and Subject: K-12, English, Social Studies, Math
Contact Person: Ruth E. Blome, Supervisor of Academically Talented

#81
Name of Program: Academic Interest Center
Location: Stephen Partington Education Center
Phone: 517-485-8161, ext. 335
Address: 500 West Lenawee St., Lansing, Mich. 48933
Type of Program: Specialized courses for Secondary Students
Grade Level and Subject: 9-12, Secondary school – educational, social, cultural
Contact Person: Dr. William Helder

#82
Name of Program: Elementary Academically Talented Program
Location: Lansing, Michigan
Phone: not given
Address: Education Center, 519 W. Kalamazoo St., Lansing, Mich. 48933
Type of Program: Reading, math, science, language arts, scientific process
Grade Level and Subject: K-6
Contact Person: Dr. I. Carl Candoli or Dr. William Helder

#83
Name of Program: Field Science Program
Location: North Mason School District #403
Phone: Crestview 5-2881
Address: Belfair, Washington 98528
Type of Program: Weekend outings for “out of classroom experiences”
Grade Level and Subject: 8 and 9, Science
Contact Person: Jon D. Esarey

#87
Name of Program: OASIS
Location: Charleston, South Carolina
Phone: 803-722-8461
Address: Charleston County School District, Division of Instructional Services, 3 Chisolm St., Charleston, S.C. 29401
Type of Program: Summer program
Grade Level and Subject: 4-9, problem solving in consumer research
Contact Person: Preston M. Blanton

#89
Name of Program: Gifted Program
Location: Ottawa, Canada
Phone: not given
Address: The Ottawa Board of Education, 330 Gilmour St., Ottawa, Canada K2P0P9
Type of Program: self-contained
Grade Level and Subject: 5-8; all curriculum areas
Contact Person: Hazel A. Bowen

#91
Name of Program: Program for the Gifted
Location: Atlanta, Georgia
Phone: 761-5411, ext. 291 (404)
Address: Instructional Division, Atlanta Public Schools, 2930 Forrest Hill Dr., S.W., Atlanta, Ga. 30315
Type of Program: resource rooms, independent study, consultants for teachers, college courses, community interning
Grade Level and Subject: K-12; selected topics, uses resource rooms in grades K-7
Contact Person: Dr. Jean Fant, Coordinator for Gifted

#98
Name of Program: Program for Gifted Elementary School Children in Pasco County, Fla.
Location: Pasco County, Fla.
Phone: not given
Address: West Pasco Learning Center, c/o Richey Elementary School, 800 Madison St., New Port Richey, Fls. 33552
Type of Program: enrichment activities
Grade Level and Subject: K-7, biology, ecology, botany, filmmaking, ceramics, French, geometry, mythology, sociology, government, chemistry, creative writing
Contact Person: Jennifer L. Ghisclen and Christine L. Taylor

#108
Name of Program: Downtown Learning Center
Location: School District of Kershaw County
Phone: not given
Address: Kershaw County Educational Building, DuBose Court, Camden, S.C.
Type of Program: independent research in career areas – "Quest" inquiry groups
Grade Level and Subject: 11, 12 – independent research in career areas; interest groups
Contact Person: Mary B. Du Val (Mrs.), Director, Federal Programs

#110
Name of Program: Enriched Educational Program for Gifted and Superior Children
Location: Catawissa, Pa.
Phone: 717-356-3911; 672-2983
Address: Southern Columbia Area Elem. Schools, R.D. 2, Catawissa, Pa. 17820
Type of Program: enrichment
Grade Level and Subject: Grades 5, 6; variety of enrichment projects
Contact Person: Mr. Albert J. Glennon

#111
Name of Program: Talented Students Individual Learning Experiences
Location: Sioux Falls High School
Phone: not given
Address: Sioux Falls Independent S.D. #1, 201 E. 38th St., Sioux Falls, S.D. 57102
Type of Program: individual programs of enrichment
Grade Level and Subject: 9-12 individual programs of enrichment
Contact Person: Mr. Floyd Heinping

#113
Name of Program: Elementary Enrichment Program Academically Talented Class
Phone: not given
Address: Dickey School, S. Fairview St., Lock Haven, Pa. 17745
Type of Program: enrichment, self-contained class
Grade Level and Subject: 2-6, math, science, social studies, reading
Contact Person: Neal Gallagher, Elementary Supervisor

#114
Name of Program: North Mason Field Science Program
Location: North Mason School District #403
Phone: Cr 5-2881
Address: Belfair, Washington 98528
Type of Program: weekend science program
Grade Level and Subject: 8, 9, science
Contact Person: Jon D. Esarey

#115
Name of Program: Education of Gifted
Location: Northwest Tri-County I.U. #5

Phone: not given
Address: 252 Waterford St., Edinboro, Pa. 16412
Type of Program: primary enrichment, science classes, itinerant teacher, summer science
Grade Level and Subject: 1-6; 4-6 summer science, math; 1-3 itinerant teacher works through classroom teacher
Contact Person: not given

#116
Name of Program: Project CHALLENGE
Location: Cedar Falls, Iowa
Phone: not given
Address: Cedar Falls Community Schools, 903 Washington St., Cedar Falls, Iowa
Type of Program: enrichment within the classroom
Grade Level and Subject: K-6, parallels curriculum
Contact Person: Richard Nystuen

#117
Name of Program: The Seminar
Location: Adams, Franklin, York Counties
Phone: not given
Address: Lincoln Intermediate Unit #12, 11 E. Baltimore St., Greencastle, Pa. 17225
Type of Program: seminar plus independent study
Grade Level and Subject: elem., intermediate 4, 5, 6
"Man: A Course of Study" 10, 11, 12 grade, "The Environ. Ethic Lab"
Contact Person: Barbara J. Mosher, Coordinator

#118
Name of Program: Intermediate Unit Enrichment Program
Phone: 215-759-7600; 717-992-4145
Address: 299 Industrial Park Rd., Nazareth, Pa. 18064
Type of Program: acceleration
Grade Level and Subject: Grades 1-6; 2nd grade accelerated enrichment, independent study
Contact Person: Carl E. Thorton, Program Advisor

#119
Name of Program: Gifted Children's Program
Location: German Central Elementary School
Phone: 412-737-5424
Address: R.D. #1, McClellandtown, Pa. 15458
Type of Program: special classes
Grade Level and Subject: Ages 6-10; creative writing, art, movement and drama, games, simulation and role playing, bio. science
Contact Person: Dr. Carmen A. Guappone

#120
Name of Program: Gifted Student Program
Location: Brevard County Schools
Phone: not given
Address: 705 Avocado Ave., Cocoa, Fla. 32922
Type of Program: use of resource teacher
Grade Level and Subject: 1-6; selected curriculum areas
Contact Person: J. Howard Hinesley, Director

#122
Name of Program: Farmington Group Counseling Program for Gifted and Talented Students
2. Based on the information supplied to this project, the following is a list of programs which have evaluated objectives. Time was not available to visit these programs. No judgment of the appropriateness of the evaluation design is implied here.

1. Name of Program: Creating Opportunities for Gifted Children
   Location: Richland, Washington
   Phone: 509-946-6106
   Address: 615 Snow Avenue, Richland, Wash. 99352
   Type of Program: independent study-resource center
   Grade Level and Subject: K-6; topics selected by individual students
   Contact Person: De Wayne Boyd, Administrative Assistant

2. Name of Program: Programs for the Gifted
   Location: San Francisco, Calif.
   Phone: 863-4680, ext. 469
   Address: S.F. Unified School Dist., 135 Van Ness Ave.,
   San Francisco, Calif. 94102
   Type of Program: enrichment-self-directed learning
   Grade Level and Subject: 
   Contact Person: William B. Cummings, Supervisor,
   Gifted Programs

4. Name of Program: Major Work-Honors-Advanced Placement
   Program
   Location: Cleveland, Ohio
   Phone: not given
   Address: Cleveland Public Schools, Cleveland, Ohio 44101
   Type of Program: Enrichment, Advanced Placement, Research
   Center, Honors Classes
   Grade Level and Subject: Junior and Senior High School;
   all curriculum areas
   Contact Person: not given

5. Name of Program: Program for the Gifted
   Location: Stuart, Florida
   Phone: 287-6400
   Address: Martin County Schools, Instructional Center,
   500 East Ocean Blvd., Stuart, Florida 33494
   Type of Program: Advanced Placement, Honors Classes,
   College Classes, Early Entrance, Resource Teacher
   Grade Level and Subject: K-5; all curriculum areas
   Contact Person: Felix A. Williams, Director, Exceptional
   Child Education

6. Name of Program: Expansion of Interest
   Location: Richmond County
   Phone: not given
   Address: 3146 Lake Forrest Drive, Augusta, Ga. 30904
   Type of Program: Independent study
   Grade Level and Subject: independent study 8-12; expanding
   of interest 5-7, thinking and research skills
   Contact Person: Mrs. Carlene Brown

8. Name of Program: Program for the Gifted
   Location: Central Dauphin S. District
   Phone: not given
   Address: Administrative Offices, 600 Rutherford Rd.,
   Harrisburg, Pa. 17109
   Type of Program: independent study
   Grade Level and Subject: grades 1-12; topics selected
   by students
   Contact Person: Robert J. Connerly, Coordinator of Special
   Education
Name of Program: Personalization of Classroom Educational Program
Location: Central Kitsap School District, Silverdale, Wa.
Phone: 206-692-5555
Address: P.O. Box 8, Silverdale, Wash. 98383
Type of Program: enrichment, community involvement, learning center, resource teacher
Grade Level and Subject: 7-8; topics selected by the individual student
Contact Person: Douglas F. Gorton, Special Projects Director

#14
Name of Program: Exceptionally Talented Program
Location: Governors School, Raleigh, N.C.
Phone: not given
Address: State Department of Public Instruction, Raleigh, N.C. 27602
Type of Program: enrichment
Grade Level and Subject: Grades 1-12, all curriculum areas
Contact Person: Cornelia Tongue, Coordinator

#15
Name of Program: Program for the Gifted
Location: Osceola County, Florida
Phone: 305-847-3147
Address: 401 Church St., P.O. Box 370, Kissimmee, Fla. 32741
Type of Program: special classes
Grade Level and Subject: Grades 3-8; community contact, research, great people, art, science, music, literature, creativity
Contact Person: W.E. Patterson, Director, Special Education

#16
Name of Program: not given
Location: Brookfield Center, Brookfield, Ct.
Phone: 203-775-1251
Address: Town School Office, Brookfield Center, Connecticut 06805
Type of Program: special classes
Grade Level and Subject: Grades 4-6; French, arts and crafts, humanities I and II
Contact Person: Robert Schoonmaker

#17
Name of Program: not given
Location: Southington County Schools, Southington, Ct.
Phone: not given
Address: Board of Education, 49 Beecher St., Southington, Conn. 06489
Type of Program: small group projects, field trips
Grade Level and Subject: grades 8, 9; topics chosen by individual students
Contact Person: Alfred T. Lederman, Director of Secondary Education

#23
Name of Program: MGM
Location: Garden Grove, Calif.
Phone: 714-638-6000
Address: 10331 Stanford Avc., Garden Grove, Calif. 92640
Type of Program: not given
Grade Level and Subject: not given
Contact Person: David Moorhouse, Supervisor, MGM Program

#37
Name of Program: Instructional Program for Academically Talented
Location: Livonia Public Schools
Phone: 313-422-1200
Address: 15125 Farmington Rd., Livonia, Mich. 48154
Type of Program: enrichment center, resource teacher, independent study, individual scheduling, early graduation, minicourses
Grade Level and Subject: grades 1-6 independent study; 7-8 individual scheduling; 9-12, early graduation, minicourses
Contact Person: Paul E. Johnston, Deputy Superintendent

#45
Name of Program: Program for Mentally Gifted Minors
Location: Lulare, Calif.
Phone: 209-688-2021
Address: Lulare Union H.S. District, 3981 South "K" St., Lulare, Calif. 93274
Type of Program: College classes for H.S. students, enrichment activities, special classes
Grade Level and Subject: 9-12; selected courses
Contact Person: Ned F. Kehrli, Program Director or Paul Plowman, Consultant

#47
Name of Program: Academically Talented
Phone: 215-EV7-1337
Type of Program: Acceleration, enrichment, resource tutoring, independent study
Grade Level and Subject: Grades 1-12; extra-curricular subjects, foreign languages, architecture, psychology, plus regular subject areas.
Contact Person: Nora Cohn

#50
Name of Program: Plan for the Provision of Programs for Exceptional Children and Youth
Location: Panama City, Fla.
Phone: not given
Address: Bay County Public Schools, Panama City, Florida 32401
Type of Program: Learning Center, enrichment program
Grade Level and Subject: Elem. & Junior H.S., K-12, math, arts, language arts, sciences
Contact Person: Mr. Curtis E. Jackson, Superintendent

#52
Name of Program: Stony Brook Program
Location: Dix Hills, New York
Phone: 549-4900, ext. 217
Address: 507 Deer Park Road, Dix Hills, N.Y. 11746
Type of Program: cluster, research projects
Grade Level and Subject: 11 & 12; topics selected by students on individual basis
Contact Person: Arthur D. Sullivan, Director, Planning & Evaluation

#53
Name of Program: Development of Total Talent (DOTT)
Location: Stevens Point, Wisconsin
Phone: 715-346-3153
Address: Cooperative Educational Service Agency No. 7, Route 5, Box 280-B, Stevens Point, Wisconsin 54481
Type of Program: Research, Honors Program, Student Seminar enrichment, independent study, acceleration
Grade Level and Subject: 7-12, selected courses
Contact Person: Mr. Henry Phillip, Agency Coordinator

Name of Program: Program for the Mentally Superior Student
Location: Calhoun, Georgia
Phone: not given
Address: Instructional Center, c/o Liberty School, Route 6, Calhoun, Ga. 30701
Type of Program: independent study, research, field trips, mini-courses, enrichment
Grade Level and Subject: 2-12; reference, vocabulary, creative art, reading, critical thinking, mini-courses, research, Future Shock
Contact Person: Miss Betty Hunt - Resource Teacher: or Gordon County Dept. of Ed., P.O. Box 491, Calhoun, Ga. 30701

Name of Program: Gifted Program
Location: La Orange, Georgia
Phone: not given
Address: La Orange Board of Education, 115 Cannon St., La Orange, Ga. 30240
Type of Program: Independent Study
Grade Level and Subject: 9-12; selected topics
Contact Person: Patricia K. Freeman, Teacher of the Gifted

Name of Program: Program for the Gifted
Location: Valdosta Public Schools
Phone: not given
Address: 1215 North Slater St., P.O. Box 1085, Valdosta, Ga. 31601
Type of Program: 1-5 resource room program, resource teachers
Grade Level and Subject: 1-8 humanities
Contact Person: Mrs. Cuba S. McKay, Coordinator, Program for Gifted

Name of Program: S.P.A.R.K.L.E.
Location: Norwich Public Schools
Phone: 203-887-9157
Address: Court House, Norwich, Conn. 06360
Type of Program: Resource Room (Studio) Resource Teacher, enrichment, mini courses, individual study
Grade Level and Subject: 4-8; creativity through art and drama
Contact Person: Felice Kaufmann

Name of Program: Art Studio Study Center for Creatively Talented Students
Location: Yakima, Washington
Phone: not given
Address: 501 S. 7th St., Yakima, Wash. 98901
Type of Program: Resource Room (Studio) Resource Teacher, enrichment, mini courses, individual study
Grade Level and Subject: 4-8; creativity through art and drama
Contact Person: Mr. Richard S. Williams

Name of Program: TAPS
Location: West Hartford, Ct.
Phone: 203-233-8281
Address: West Hartford Board of Education, 7 Whiting Lane, West Hartford, Ct. 06101
Type of Program: career exploration through television, arts productions by and for students
Grade Level and Subject: career education curriculum programs, grades 9-12, conducted in community
Contact Person: Dr. Ira J. Singer
Name of Program: Project ACT
Location: Bridgeport, Ct.
Phone: 203-333-8551, ext. 768, 769
Address: John Winthrop Middle School, 85 Eckart St.,
Bridgeport, Ct. 06606
Type of Program: special classes
Grade Level and Subject: math, science, art, music, theater
arts, grades 6-8
Contact Person: Israel Rubin, Director

Name of Program: Center for Exceptionally Gifted and
Talented Elementary School Children
Location: Federal Way, Washington
Phone: 206-941-0100
Address: 31455 28th Ave., So., Federal Way, Wash. 98002
Type of Program: Learning Center
Grade Level and Subject: 5-6; independent study, field trips
Contact Person: Donald E. Fowler

3. Based on the information supplied to this project, the
following is a list of programs which have evaluated ob-
jectives, or objectives capable of being evaluated, and
probably warrant a visit. Again, due to project limita-
tions of time, funds and personnel, visits to these pro-
grams were not possible.

Name of Program: Enrichment Program
Location: Susquehanna I.U., Pa.
Phone: not given
Address: P.O. Box 213, Lewisburg, Pa. 17837
Type of Program: enrichment, summer arts sessions
Grade Level and Subject: Grades 2-5, 11, 12; language arts,
problem solving, simulations, Man: A Course of Study,
film production, psychology, technology
Contact Person: John Martz, Supervisor of Special Education
This program offers a diversity of activities, and aims to
promote higher levels of conceptualizing and thinking.
Creativity-fostering activities are an integral part of the
program. A program evaluation procedure is included.

Name of Program: Project Alert
Location: Columbia, S.C.
Phone: not given
Address: 6831 Brookfield Road, Columbia, S.C. 29206
Type of Program: resource center
Grade Level and Subject: grades 4-12; logic, games, math,
group dynamic activities, astronomy, oceanography,
psychology and other selected topics
Contact Person: Dr. Herbert Tyler
This program is well researched and well formulated.
The objectives are persuasive. In addition, it has a proce-
dure for determining its success.

Name of Program: Program for the Education of the
Academically Gifted
Phone: not given
Address: 386 Wyoming Avenue, Kingston, Pa. 18704
Type of Program: enrichment
Grade Level and Subject: Grades 1-12; all subjects
Contact Person: Dr. William J. Smodiac
In the academically gifted program, students are able to
pursue their own areas of interest, through a very flexible
course selection procedure. An evaluation procedure is pro-
vided.

Name of Program: G.A.T.E.
Location: Allegheny I.U., Pittsburgh, Pa.
Phone: 412-321-5700
Address: Suite 1300, Two Allegheny Center, Pittsburgh,
Pa. 15212
Type of Program: individualized program of instruction
Grade Level and Subject: grades K-6; subject depends on
students' interests
Contact Person: Roberta Feldman, Supervisor
This program’s objectives are well formulated; the curric-
ulum content is characterized by flexibility, and a program
evaluation procedure is provided.

Name of Program: The Creativity Project
Location: Oregon Consolidated Schools
Phone: not given
Address: 200 North Main St., Oregon, Wi. 53575
Type of Program: to foster creativity via open classroom
Grade Level and Subject: all curriculum areas
Contact Person: Russell S. Way
A space utilization approach is used in this program as
an indicator of more flexible learning patterns. An evalua-
tion procedure for the program is provided.

Name of Program: Learning Center
Location: Citrus County, Florida
Phone: not given
Address: 1507 West Main Street, Inverness, Florida 32650
Type of Program: learning center
Grade Level and Subject: grades 3-8; creative activities,
research, career education, independent study
Contact Person: Elizabeth Joyner, Coordinator of the Gifted
The program content includes a wide variety of crea-
tivity fostering activities. The development of such traits as
initiative, motivation and a good self-image are encouraged.
A procedure is provided for evaluating the success of the
program.

Name of Program: Program for Gifted Students
Location: Indiana, Pa.
Phone: not given
Address: Courthouse, Indiana, Pa. 15701
Type of Program: enrichment
Grade Level and Subject: Grades 1-12, language arts,
communications, humanities, fine arts, and other
selected topics
Contact Person: Max C. Harwick, Supt.
This program has selected innovative content areas, such
as the frontiers of fields of study, cultural diversity, and
in-depth study of selected topics. Evaluation for the pro-
gram is provided for.
Phone: 717-287-9681
Address: Special Education Department, 368 Tioga Ave.,
Kingston, Pa. 18704
Type of Program: college classes
Grade Level and Subject: Grade 12; college course selected
by student
Contact Person: Mrs. Marcella Vinovrski, Program Specialist,
Gifted Program
In this program high school students are permitted to
take college courses of their own choice, and receive credit
for them. Counseling services are provided. A procedure for
determining the success of the program has been set up.

#39
Name of Program: The Academically Talented Program
Location: Marple Newtown School District
Address: Newtown Square, Pa. 19073
Type of Program: Special research projects, individual
instruction, local and visiting resource individuals,
language laboratory
Grade Level and Subject: K-12; topics chosen by individual
students
Contact Person: Thomas J. Patty, Director
Social and scientific experiments are an integral part of
the curriculum, as well as experience with two foreign lan-
guages. This program is 16 years old, and has a procedure
for evaluating its success.

#40
Name of Program: Houston County Gifted Program
Location: Houston County, Ga.
Address: 305 Watson Blvd., Warner Robins, Ga. 31093
Type of Program: independent study, advanced courses,
resource units
Grade Level and Subject: 1-12; art, music, humanities, crafts
Contact Person: Gervase W. Perdue, Coordinator, Gifted
Program, Houston County
Program goals are well formulated. Program content is
appropriate to its goals; no program evaluation procedure is
provided.

#64
Name of Program: Pursuit of Excellence
Location: Toledo Public Schools
Phone: 419-729-5111, ext. 322
Address: Office of Gifted and Talented Programs, Toledo
Public Schools, Manhattan Blvd. & Elm Sts.,
Toledo, Ohio 43608
Type of Program: advanced placement, independent study,
acceleration, seminar, exploratory language
Grade Level and Subject: K-12; all curriculum areas
Contact Person: Joyce Van Tassel, Coordinator of Programs
for Gifted/Talented
Elementary section of program is open and flexible;
offers a diversity of content areas. Special counseling is
provided.

#65
Name of Program: Academically Talented Program
Location: McKeesport Area School District
Phone: 412-672-9731
Address: Shaw Ave. & Locust St., McKeesport, Pa. 15132
Type of Program: Independent Study in a central resource
center; workshops
Grade Level and Subject: 4-6 environmental education and
other selected topics
Contact Person: Louise Roslund
Curriculum provides for in-depth study in selected top-
ical areas by the group.

#67
Name of Program: Creative Learning Classes
Location: Cheboygan, Michigan
Phone: 616-627-4436
Address: Cheboygan Area Schools, P.O. Box 100, Cheboygan,
Mich. 49721
Type of Program: Self-contained classes
Grade Level and Subject: K-5; all subject areas
Contact Person: Cynthia Scott
The program's design is well developed and organized; its
rationale is persuasive.

#79
Name of Program: Huntingdon Enrichment Program
Location: Huntingdon, Pa.
Phone: not given
Address: 2500 Cassady Ave., Huntingdon, Pa. 16652
Type of Program: enrichment, minicourses, seminars,
independent study, college courses, self-contained
at elementary level
Grade Level and Subject: 3-12 — social studies, language
arts, science, math, reading, spelling, foreign
language
Contact Person: Mrs. Judith Rossi
Program offers a diversity of seminars on selected topics
which provide impetus to research. Gifted students are per-
mitted to arrange their own schedules.

#92
Name of Program: Fostering Outstanding Abilities
Location: St. Paul, Minnesota
Phone: 612-227-5914
Address: Webster School, 67 N. St. Albans, St. Paul,
Minn. 55104
Type of Program: individual projects, also organized
classes
Grade Level and Subject: grades 4-6; topics chosen by the
individual student; communications and media,
health sciences, mechanics, & electronics
Contact Person: Dorothy Sarafolean, Project Director
One goal of this career-oriented program is to integrate
acquired subject matter and skills with actual experience.

#93
Name of Program: Twin City Institute for Talented Youth
Location: St. Paul, Minn.
Phone: not given
Address: 1600 Grand Avenue, Saint Paul, Minn. 55105
Type of Program: Summer courses
Grade Level and Subject: Grades 7-11; public/private; fine
arts, physical science, math, social sciences,
foreign languages, journalism, wilderness science,
peer teaching, Europe today
Contact Person: Charles A. Caruson, Director
Meaningful learning experiences are provided through
contact with community members of various careers or in-
terests. The child's self-concept is believed to be enhanced.
1. **Overview** — general information on program including type of students (creative, intellectual), type of program (self-contained, enrichment, resource room), grade levels, number of students served, program cost and source of funding, type of facility used. (Also see program matrix.)

2. **Identification** — the procedures and instruments used to identify the gifted (also see project report on Identification Instruments).

3. **Criteria for Selecting Personnel** — formal procedure for selection and/or informal opinion on characteristics of a good teacher of the gifted.

4. **Curriculum** — the subjects taught in the gifted program, (also see subject matrix).

5. **Other Resources Used** — additional personnel and/or facilities either as aides or paid consultants as part of the program for the gifted.

6. **Instructional Materials** — a list of commercially prepared materials used by the program. Often the materials used are basically teacher made.

7. **Inservice** — type of inservice offered to teacher of the gifted, regular teachers, district administrators by and for the gifted program.

8. **Written Information** — additional written materials on the project which are available at the Educational Improvement Center, Pitman, New Jersey 08071.

9. **Program Characteristics Appropriate for Gifted** — those characteristics of the program which are designed to develop the unique abilities of the gifted child. These are characteristics which have been identified by the district personnel and not the personnel of this research project. In some cases it was the feeling of the district personnel that students other than the gifted could benefit from the program.

10. **Basic Need for Program** — some programs were developed to satisfy a need of the gifted children of a specific district. In other cases these programs admittedly were not designed to develop the unique characteristics of the district's gifted population.

11. **Program Objectives** — the learner and/or program objectives for the gifted students of a specific school and/or district.

12. **Evaluation Procedures** — the evaluation design and instruments used to evaluate the program's objectives.

13. **Program Outcomes** — as a result of the evaluation, whether the program's objectives were met.

14. **Exportability** — to what extent another district could duplicate this program and expect similar results.

15. **Specific Programs** — some districts had more than one program for the gifted. A short description of the various programs observed are presented.

Not all programs visited had information in all of the above areas. The only information contained in the report is information for which the project personnel received evidence during the visit. Based on the original written information supplied, the decision was made to visit some projects for specific information for which actual evidence did not exist.

#3

Name of Program: Gifted Programs
Location: San Diego, California
Phone: 714-298-4681
Address: Education Center, 4100 Normal St., San Diego, Calif. 92103
Contact Person: Dr. David P. Hermanson
I. General Information

A. Overview

The programs at San Diego offer a variety of different educational activities to over 6,500 K-12 gifted students. The program has been in existence for over 30 years and is one of the oldest in the country. The district receives approximately $60-70 per pupil state funding for each of the intellectually gifted students in the program. The programs for the gifted include cluster classes in grades 3-12, seminar classes for the highly gifted in grades 3-9, seminar classes for the highly gifted in grades 3-9, independent study in grades 10-12, early college admissions, educationally handicapped classes for underachieving and emotionally disturbed gifted and summer enrichment classes at all levels. Of the Programs visited, this probably has the greatest amount of written material on all aspects of its various programs.

B. Identification

The students are identified by individual intelligence test scores (usually a Stanford-Binet of 132+) by staff psychologists and through the use of some group intelligence tests at the secondary level. Some students who it is felt do have a potential I.Q. of 132+ and would profit from the program are admitted through use of a special committee.

C. Curriculum

Programs are offered in most if not all curricula areas.

D. Inservice

The program offers considerable inservice for their teachers. An annual conference for the gifted has been sponsored by the San Diego schools for the past four years. The conference is a day-long series of workshops designed for teachers of the gifted. Monthly various programs are offered to teachers, administrators and other persons interested in the gifted programs.

E. Written Information

The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071, Phone 609-589-3410.

1. Handbook for Principals and Teachers of Elementary Programs for the Gifted
2. Handbook for Principals and Teachers of Secondary Programs for the Gifted
3. Programs for the Gifted Bulletin
4. Inservice Education and Teaching in the Secondary Gifted Program
5. Suggestions for Teaching Mathematics to Academically Talented Students in cluster classes, Grade 6
6. Overview of Programs for the Gifted
7. Evaluation of program
8. Reflections on La Jolla (student produced)
9. Program for the Gifted — Site Management
10. List of additional available guides

II. Program Objectives, Evaluation, Outcomes

Objectives are developed in somewhat broad terms at the district level then made more specific as part of the written plan for each school or program.

A. Objective (example: leadership)

To develop leadership qualities in gifted students.

School Level — at the local school level the objective was made specific "...15% of the elective student government offices will be filled by gifted students."

Outcome — 6 of 16 elective officers were gifted students; the objective was met.

B. Objective (example: Academic Achievement)

To increase academic achievement as measured by stanine scores on the California Test of Basic Skills.

Local School — 80% or more of the students working at or above the seventh stanine in the three areas of arithmetic.

Evaluation — all students tested in spring.

Outcome — objective not met, only in one area did 80% achieve above the 7th stanine.

Objectives are developed and evaluated each year in areas such as leadership, creativity, academic achievement, career assessment, social adjustment, and use of community resources.

III. Specific Programs

It was not possible at the time to visit the various specific programs of the district. In addition to those briefly mentioned in the "overview" the following is a list of innovative projects for the 1974-75 school year.

Innovative Projects School Year 1974-1975

Multi-media productions and workshops
Humanities Fair and Student Conference
Internships and Career Awareness
Oceanographic surveys and studies
Monographs and books on the community and its leaders
Renovation of traditional classrooms
Student opera; written, produced and directed
Weekend retreat, seminars at Cuyamaca
Two-day expansion day program
Summer college tours and visitations
Balboa Park and Museum of Man utilization
Computer program
World Exploratory Scholarships
TV teaching and production
Renaissance Faire
Summer trips (Europe, etc.)
Outdoor Science Lab (Garden and Pond)
Filming the ecology of a community

#7
Name of Program: Project EXPLORE
Location: Stamford, Connecticut
Phone: 203-348-5841
Address: Newfield School, Stamford
Contact Person: Dr. Margaret Toner

I. General Information

A. Overview

This is a resource room program serving 5th and 6th grade creative and intellectually gifted students. This serves 150 students per week and receives two-thirds of the program costs from the state. Students from various schools in the district are transported to the center where they meet for two days per week.
The program is conducted by three teachers who each serve all students in classes of 25 each. The program is located in one of the city's elementary schools and uses three standard classrooms.

B. Identification
The teachers in the program meet with 4th and 5th grade teachers in March and April to discuss the characteristics of the gifted. The teachers then recommend students from their class to be tested for entrance into the program. Students are then tested on a Lordge-Thorndike and Stanford-Binet intelligence tests. Students are also tested for creativity on the Torrance Test of Creativity. Students are admitted to the program on the basis of both intelligence and creativity.

C. Curriculum
The program is designed to promote creativity, critical thinking and self-concept. The students participate in activities in science, math, art and language arts. These activities are developed by the teachers and often involve learning centers.

D. Other Resources Used
The program makes use of parents as aids to the classroom instruction.

E. Inservice
No formal in-service in the area of education of the gifted was developed in the district. The program's teachers attended regional TAG Conferences. Wednesdays were reserved as days for the Project EXPLORE teachers to work with the regular classroom teachers.

F. Written Information
The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071, phone 609-589-3410.

1. Original description of program when established.
2. Evaluation Report, Stage I, Project EXPLORE.

G. Program Characteristics Appropriate for Gifted
Unlike the regular class curriculum which is designed to teach skills and specific knowledge, this program is process orientated in developing more complex thinking and problem solving abilities. It tries to develop the ability to think critically rather than learn specifics.

H. Program Exportability
The program has specific procedures and elements which are defined. These elements, such as scheduling, class organization, pupil identification seem very exportable. However, the program exists in only one class organization, pupil identification seem very exportable.

II. Objectives, Evaluation, Outcomes
Objectives:
The original program had seven behavioral objectives including the instruments on which they were to be measured. However, the objectives were not specific as to the degree to which a behavior was to be changed. Since that time the objectives have been rewritten to include degree of behavioral change. The new objectives were not available for release to the public at the time of this writing. The new objectives will probably be dealing with similar behaviors as the original objectives. The original objectives are as follows:

A. At the completion of a 30-week program, at least 75% of the fifth and sixth grade students in Project EXPLORE will improve their creative thinking abilities as measured by the Torrance Test of Creativity.

B. At the completion of a 30-week program, at least 75% of the fifth and sixth grade students in Project EXPLORE will increase their self-concept as measured by the Coopersmith Self-Esteem Inventory.

C. At the completion of a 30-week program, at least 75% of the fifth and sixth grade students in Project EXPLORE will increase their communication skills as measured by a five point Likert scale instrument, developed by the program.

D. At the completion of a 30-week program, at least 75% of the fifth and sixth grade students in Project EXPLORE will improve their attitude toward school as measured by the Junior Index of Motivation.

E. At the completion of a 30-week program, at least 75% of the fifth and sixth grade students in Project EXPLORE will improve their attitude toward any vocation as measured by the Purdue Vocational Attitude Scale.

F. At the completion of a 30-week program, at least 75% of the fifth and sixth grade students in Project EXPLORE will become more open-minded as measured by the Rokeach Dogmatism Scale.

G. At the completion of a 30-week program, at least 75% of the fifth and sixth grade students in Project EXPLORE will increase their inquiry thinking abilities as evidenced by testing in specific content programs (for example, SCIS - Science Activities).

Evaluation:
The original objectives called for an evaluation design which proved to be involved, in terms of time, to implement. Currently, the project is being evaluated at three levels. First, is the written project proposal logical and consistent? Secondly, is the program consistent with its written description in the proposal? Finally, has the project's objectives been met? Thus far the project has met the first two levels of its evaluation. The final evaluation will take place in the spring of 1975.

#19
Name of Program: Gifted Programs
Location: Chicago, Illinois
Phone: 312-641-4500
Address: 228 N. LaSalle St., Chicago, Ill. 60601
Contact Person: Richard Ronvik

I. General Information
A. Overview
Chicago, now in its 11th year of offering programs for the gifted, has over 300 separately funded programs. All of the programs are designed by the local school building and/or district to provide a different type of educational program for a specific type of gifted child. The programs meet at least 150 minutes a week usually in a regular classroom with a normal size class of approximately 25-30 students. The state funds part of the cost of the program and these funds may be used to pay for instructional materials, consultants, administration and inservice costs. The local school must pay the teacher's salary and purchase any
special equipment needed from its own building budget. Each school submits a mini-proposal to the Chicago gifted office once a year for program funding. The proposal includes (1) identification procedures, (2) objectives, (3) activities, (4) evaluation procedures, and (5) budget.

B. Identification

The identification procedures vary from program to program depending upon the specific ability for which the program is designed. The guidelines state that "the gifted student is one whose mental ability is accelerated to the extent that he can profit from special educational services." The criteria for selecting the students must (1) be established before selection is begun, (2) use a minimum of three factors, (3) one-third of the criteria must be based on objective data, (4) have a direct relationship to the type of program being provided.

C. Criteria for Selecting Personnel

1. Willingness to work extra time (many of the gifted programs represent an extra load for the teachers)
2. Ability to plan a program as evidenced by writing a proposal for a program.

D. Curriculum

All areas are served; however, most programs only serve one area at a time. Thus, a school may have a gifted program only for those gifted in math or art or science or music or humanities, etc.

E. Other Resources Used

This program makes extensive use of the resources of its city. It uses professional personnel on a regular basis as paid consultants to help teach art, music, writing, science, history, etc. It uses the city museums as regularly scheduled classrooms for specific students. It uses the walls of buildings for murals for its gifted art classes.

F. Inservice

Inservice programs are offered to teachers in specific subjects such as math, science, creative writing, etc. These programs usually involve many hours of class time over a period of several weeks. They are often equal in length to a graduate course.

G. Written Information

The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071, phone 609-589-3410.
1. Programs and Services for the Gifted — a list and description of all programs and inservice programs.
2. Field Evaluation Forms
3. Gifted Program Guidelines (for proposals)
4. Budget and material ordering information

H. Instructional Materials

The attached list of materials has been found valuable to the various programs in one of the three areas of the city. The list was compiled by Mr. Yossel Naiman, Staff Assistant for Gifted Programs, Area C. (See attached 1.1)
3. music which makes use of the director of the Chicago Children's Choir as part-time consultant teacher
4. art, using professional artists as consultant teachers.

Contact Person: Erwin Pollack, Director
Additional written material is available at the Educational Improvement Center. Box 426, Pitman, N.J. 08071, phone 609-589-3410.

G. Kenwood High School
This high school offers a program in both music and photography. As part of the music program the composition of electronic music is taught by a consultant, Mr. Babcock, from a local university.

TEACHING RESOURCE & MATERIALS SECTION

ART HISTORY & APPRECIATION
THREE HIGHLY USEFUL COMMERCIAL CATALOGS AVAILABLE FROM THE VENDOR AT NO COST:
American Library Color Slide Co., Inc.
P.O. Box No. 5810, Grand Central Station
New York, New York 10017
COMMENT: CONTAINS THE MOST COMPLETE LIST OF COLOR ART SLIDES AVAILABLE.
Harry N. Abrams, Inc.
110 East 59th Street
New York, New York 10022
COMMENT: LEADING PUBLISHER OF ILLUSTRATED ART APPRECIATION BOOKS IN THE NATION.
Alva Museum Replicas, Inc.
30-30 Northern Blvd.
Long Island City, New York 11101
COMMENT: THE COMPANY REPLICATES STATUARY FROM GREAT MUSEUMS AROUND THE WORLD.

GENERAL INTELLECTUAL DEVELOPMENT
Creative Analysis (Paperback)
by Albert Upton & Richard W. Samson
E.P. Dutton & Co.
201 Park Avenue South
New York, New York 10003
Price: $6.50
Level: Intermediate and up.
Availability: Kroch & Brentano
Comment: Contains a series of graded exercises designed to promote improved ability at analyzing, analogizing, defining, categorizing, and other intellectual functions.
536 Puzzles and Curious Problems (Paperback)
by H.E. Dudney; Edited by Martin Gardner
Mathematical Games Dept. of Scientific American.
Charles Scribner's Sons
Emblem Editions
Price: $2.95
Level: Intermediate and higher.
Availability: Kroch & Brentano
Comment: Contains every conceivable kind of puzzle except those requiring advanced mathematics. Many of the problems are tests of logic, categorization, and the perception of extended relationships.

Level: Intermediate & Upper Grade Availability: Kroch & Brentano
Comment: Many puzzles feature use of alternative symbols in mathematics.

Games for the Superintelligent (Paperback)
by James F. Fixx
Popular Library
600 Third Avenue
New York, New York 10016
Price: 75c
Level: Intermediate & Upper Grade
Availability: Kroch & Brentano
Comment: Contains puzzles and riddles which can be solved by simple arithmetic and simple logic.

101 Brain Puzzlers (Paperback)
by E.R. Emmet
Barnes & Noble Books
Division of Harper & Row
Price: $1.75
Level: Upper Grade & High School
Availability: Kroch & Brentano
Comment: Particular value of this listing is that it contains cross number puzzles which reinforce mathematical concepts.

Puzzles, Games, and Individual Activities
(A book of spirit gum masters)
by Orville & Evelyn Rudolph
Hayes School Publishing Co., Inc.
Wilkinsburg, Pennsylvania
Price: $3.50
Availability: Teacher's Store, 324 S. Wabash Ave., Chicago, Illinois 60604
Level: Primary
Comment: Contains simple crossword puzzles for primary children.

LANGUAGE ARTS
Games to Improve Your Child's English
(Paperback-Exercises Teacher Resource)
by Hurwitz & Goddard
Simon & Schuster (Fireside Book)
Price: $2.95
Level: All Elementary
Availability: Simon & Schuster
Comment: Contains "games approach" to learning grammar, spelling and vocabulary building at all elementary grade levels.
Making It Strange  
(Series of 4 workbooks, plus teacher's manual)  
Prepared by Synectics, Inc.  
Harper & Row  
Price: $1.35 per workbook $1.35 per teacher's manual  
Level: Intermediate  
Availability: Harper & Row  
Comment: Excellent for stimulation of creative work.

New Directions in Creativity  
(Series) (Books of Spirit Gum Masters)  
Mark I  
Mark II  
Mark III  
by Dr. Joseph Renzulli  
Harper & Row  
Price: $12.00 per book  
Level: Intermediate  
Availability: Harper & Row  
Comment: Each book contains a series of creative language arts activities. Only one of each book is necessary because the pages of each book consist of spirit gum masters. The activities in the book are constructed around Guildor's "Structure of the Intellect" model.

SOI Workbooks (Five Workbooks and a Teacher's Manual)  
Memory Work book (Bound)  
Divergent Production Workbook (Bound)  
Cognition Workbook (Bound)  
Evaluation Workbook (Bound)  
Convergent Production Workbook (Bound)  
A Manual for Teachers  
by Mary Nacol Meeker  
Institute for Applied SOI Studies  
1800 Highland Avenue  
Manhattan Beach, California  
Price: Convergent Production Workbook $3.50  
all other workbooks $6.50  
Manual for Teaching Teachers $5.00  
Availability: Institute for Applied SOI Studies  
Level: Primary and Lower Intermediate  
Comment: These materials were developed from Guilford's "Structure of the Intellect" theoretical model. It is advised that before ordering any of the materials in quantity, the teacher review them for specific program suitability. Copies of these materials can be seen at the Area C Gifted Office.

Word Play (Paperback)  
by Maxwell Nurnberg  
Dell Publishing Company  
750 Third Avenue  
New York, New York 10017  
Price: 75c  
Level: Upper Grade & High School  
Availability: Kroch & Brentano  
Comment: Contains a series of exercises and games useful in vocabulary building, and reinforcing grammar and punctuation.

Write On! (Student & Teacher Activity Cards)  
by Paulette Condos  
Educational Insights, Inc.  
211 South Hindry  
Inglewood, California 90301  
Price: $5.95  
Level: Intermediate  
Availability: Teacher's Store  
324 South Wabash  
Chicago, Illinois 60604  
Comment: Contains 50 Student Creative Writing Ideas and 70 Teacher Activities for creative writing.

MATHEMATICS  
The Math Entertainer (Paperback) Title No. HW7049  
by Phillip Heafford  
Harrow Books Division, Harper & Row  
Price: 95c  
Level: High School  
Availability: Kroch & Brentano  
Comment: Contains puzzles and riddles requiring the application of Algebra, Geometry, Trigonometry, and Calculus.

Mathematical Puzzles for the Connoisseur (Paperback) Title No. A-316  
by Kendall and Thomas  
Thomas I. Crowell Company 1962 (Apollo Editions)  
201 Park Avenue South  
New York, New York 10003  
Price: $1.95  
Level: High School  
Availability: Kroch & Brentano  
Comment: Contains puzzles and riddles requiring the application of Solid Geometry, Trigonometry, and Algebra.

Mathematical Puzzles for Beginners & Enthusiasts  
by Geoffrey Mott-Smith  
Dover Publications, Inc.  
180 Varick Street  
New York, New York 10014  
Price: $1.75  
Level: Very Bright Intermediate - Upper Grade  
Availability: Kroch & Brentano  
Comment: Contains mathematical puzzles and riddles requiring application of arithmetic, elementary algebra, and some plane geometry.

Mathematical Teasers (Paperback)  
Title No. 230 Barnes & Noble Everyday Handbooks  
by Julio A. Mira  
Barnes & Noble Books  
Division of Harper & Row  
Price: $1.75  
Level: Intermediate and Upper Grade  
Availability: Kroch & Brentano  
Comment: Contains word problems and puzzles requiring the application of arithmetic.

SCIENCE  
Safe and Simple Electrical Experiments (Paperback)  
by Rudolf F. Graf  
Dover Publications, Inc.  
180 Varick Street  
New York, New York 10014  
Price: $2.50  
Level: Intermediate and Upper Grade  
Availability: Kroch & Brentano
Comment: The book contains 101 entertaining electrical experiments and projects in three major categories: static electricity (38 experiments), magnetism (32 experiments), and current electricity and electromagnetism (31 experiments). The work is simply written and lends itself well to independent study activities. It is profusely illustrated and employs inexpensive materials usually found around the home.

#30
Name of Program: Horizons Unlimited (grades 4-6)
Sky is the Limit (grades 7-12)
Location: Avon, Connecticut
Phone: 203-677-1359
Address: Talcott Mountain Science Center, Montevideo Rd., Avon, Conn. 06001
Contact Person: Donald LaSalle

I. General Information
A. Overview
Talcott Mountain Science Center is a private nonprofit corporation which conducts science education programs for various school districts throughout Connecticut. The center conducts Saturday programs for intellectually gifted students with a high interest and ability in science. The students are placed in the program by the surrounding public and private elementary and secondary schools. Not over 400 students are enrolled in the program at a time in groups with a maximum pupil-teacher ratio of 10 to 1. The program cost is $200 per student per semester of which two-thirds are reimbursed by the state to the local school district. Because the center does not receive any public financial support, it must charge for all of its services.

B. Identification
Done by the local school district (see attached 1.1 student nomination form).

C. Criteria for Selecting Personnel
Scientific training, ability to develop rapport with very intelligent children, enthusiasm.

D. Curriculum
Through individual study the students develop projects in the area of Astronomy, Ecology, Chronobiology, Geology, Meteorology, Radio Electronics, and Seismology.

E. Other Resources Used
The program makes use of scientists within the community and other educational facilities such as university science departments and projects. The program also makes use of its older gifted students as aides to the younger students. These older students selected to serve as aides receive payment in terms of free tuition and use of the facilities.

F. Written Information
The following additional information is available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071. Phone 609-589-3410.
Program descriptions including general information on the Center and its other services.

G. Program Characteristics Appropriate for Gifted
This is a program with a high level of independent research in which the students have an opportunity to participate. This is a high level science program. The center is a converted Nike Base on top of a mountain. The personnel are all scientists. This is a non-textbook, totally involved science program. The students are involved in scientific research.

H. Program Materials
The following is a list of some of the materials available in the various courses:

Astronomy:
Ten telescopes, ranging in aperture from 6 to 12½ inches. A radio telescope (20-foot diameter dish). Solar astronomy adapters for day-time work. Assorted optical equipment. Completely equipped photographic darkroom.

Meteorology:

Geology:

Ecology:
Field collecting equipment. Water and soil analysis materials. Dissecting equipment. Aquaria, microscopes, etc.

Chronobiology:

Other Tools:
Complete Photographic Laboratory, including cameras, developing and printing materials. Digital computer services.

I. Program Exportability
The program is highly exportable given equal facilities, personnel and equipment.

II. Program Objectives, Evaluation and Outcomes
The program does not seem to have specific written behavioral objectives or an evaluation design. However, it appeared to the project personnel upon visiting Talcott Mountain that the objective was to develop the students' ability to conduct scientific investigation and that this program is probably very effective in developing this ability.
NOMINATION APPLICATION

"HORIZONS UNLIMITED" (grades 4-6) & "THE SKY IS THE LIMIT" (grades 7-12)

Courses in Independent Scientific Investigation for
Very High Ability Elementary, Junior and Senior High Students
Sponsored by the Avon Public Schools and held at
Talcott Mountain Science Center for Student Involvement

<table>
<thead>
<tr>
<th>NAME</th>
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<tr>
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<td>SEX</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>GRADE</td>
<td>PARENTS NAME</td>
</tr>
</tbody>
</table>

RECOMMENDATION OF PRINCIPAL:

SCIENCE DEPARTMENT CHAIRMAN OR SCIENCE TEACHER'S RECOMMENDATION: Please describe how this student has demonstrated very superior ability in Science. (Use reverse side.)

Note: A statement written by the student telling why he/she desires to attend, is helpful, but not required.

*GUIDANCE DEPARTMENT: (student's grades and test scores must be included).

<table>
<thead>
<tr>
<th>I.Q.</th>
<th>Standardized Test Scores (S.A.T., etc.)</th>
<th>Science Grades</th>
<th>Math Grades</th>
</tr>
</thead>
</table>

Student has been interviewed, is interested and has no conflicting commitments during the time this program meets:

_____ Yes   _____ No. If no, explain on an attached sheet.

Student's desired subject of study at the center, (if known):

Student's parents have been notified and are aware of the goals of the program, transportation requirements, etc. _____ Yes   _____ No.

Student is taking course for High School credit _____ Yes   _____ No.

I am informed of _______________________ nomination and understand that nomination does not ensure selection. The tuition costs and procedure for reimbursement are also understood and I hereby endorse this application.

Superintendent of Schools

*Nominees must meet the minimum requirements of scoring at least two standard deviations above the norm on any standardized test (approximately upper 3%).

For additional comments, please use back of page.

Application not valid unless signed by superintendent of schools.

Application for:  Fall Semester _____  Spring Semester _____  Both Semesters _____
# Name of Program: Pine View Program
## Location: Sarasota, Florida
### Phone: 813-955-5733
## Address: 2525 Tami Sola, Sarasota, Florida 33577
### Contact Person: John D. Woolever, Principal

## General Information
### Overview
Pine View is a county-wide program which serves students in grades four through twelve. It has a campus approach encompassing courses at several other schools in addition to those offered on the Pine View Campus.

The program was begun in 1968 under Public Law 89-10, Elementary and Secondary Education Act, and supported financially for three years (including staff, materials, buildings and equipment) by ESEA or by the National Defense Education Act. The Program, which has been in operation for five years, serves 439 intellectually gifted students.

### Identification
Students are tested at their local schools while in the third grade. The Otis-Lennon, Stanford-Binet, Wechsler and Slosson intelligence tests are used. The identification process also includes recommendation by teacher, parent, principal and school psychologist.

### Criteria for Selecting Personnel
Teachers in the Pine View Program must possess a Master’s Degree or its equivalent in the subject area in which they teach. They should also have experience in teaching in a gifted program. (See section 1.1.)

### Curriculum
The program serves the basic curriculum areas: language arts, social studies, mathematics and science as well as art, music and physical education.

### Other Resources Used
The program makes extensive use of parents as volunteer aides and resource specialists. Parents act as aides not only in carrying out clerical duties, but also in maximizing individual progress by assisting in small skill groups, tutoring in areas of competence, chaperoning activities and providing financial support through their parent organization. Other community members and educational resources are utilized, such as the local forestry service, Department of Agriculture and various hospitals and laboratories.

### Inservice
Inservice training is provided to teachers of the gifted. The training, in the past, has dealt with such topics as “identification and evaluation of current approaches to human problem solving” and applying “effective human relation skills to a series of reality based school situations.” The programs vary as to length and content.

### Written Information
The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071, phone 609-589-3410.

1. Program objectives
2. Student Progress Report
3. Teacher observation checklist

## Program Objectives

### Program Exportability
The program is fair in exportability, with certain modifications. The program depends a great deal on the “campus style school for the gifted” approach.

Teachers must be flexible, democratic, tolerant and understanding. They must be creative and professionally oriented. They must have a constructive, positive attitude. This includes reading recent literature and actively seeking new ideas, methods and new teaching practices. They must understand the overall educational picture and philosophy of the project and not be limited to their own subject matter and immediate short term goals. They must be flexible enough to change their own established patterns to allow for the plans of other teachers and to break away from their own routines, even if it does shake up and interrupt the original calendar they had planned.

They should expect the unexpected, in fact plan on it. The teacher should expect the children to ask unexpected questions and, perhaps, in a manner which they may not expect. A teacher can develop an intolerance for very inquisitive children. He may also lose some of his own academic security when he discovers many of the children may already know more about certain subjects than he does, or will make a point of it in a brief period of time. Teachers must learn to understand and work with the gifted child. It rarely “comes naturally.” They must also face the possibility that the child may have more ability or a higher measured IQ than the teacher. Many characteristics and behavior patterns of gifted children pose a threat to certain classical teachers. A teacher’s unconscious responses affect the children and the program directly, without the teacher being aware of it.
If legally possible, anyone employed or being considered for future employment with the project should be required to take certain courses beforehand. The teacher’s professional attitude and philosophy is very important. It is important that the teacher feel that he is a teacher of gifted children and considers himself an expert and a professional in this field, rather than being an instructor who teaches the children who are gifted. He must identify himself with this particular field of education rather than considering himself to be an elementary or secondary teacher, or to be a Spanish, social studies or physical education teacher who is assigned to a certain school, without taking an interest and really studying the peculiarities of the children he is responsible to every day.

The teacher’s self-image and identification is quite important. A teacher with an apathetic approach or indifference can be easily identified by parents and his fellow workers. It affects the morale and efficiency of the entire staff and the children.

#43
Name of Program: Extended Learning Program
Location: Cupertino, California
Phone: 408-252-3000
Address: 10301 Vista Drive, Cupertino, California 95014
Contact Person: Paul Sheckler, Coordinator

I. General Information

A. Overview
Cupertino is a K-8 school district serving approximately 20,000 students of which approximately 3,000 are in one of four programs for the gifted. The program has been in operation for eleven years. The program, which is designed for the intellectually gifted, receives approximately $70 per pupil state funding which is used to pay for additional classroom materials, program administration, inservice for teachers and some salaries. One’s general impression is that the program is well organized, simple and straightforward, yet has within its four types of programs enough options to cover a variety of individual and local school needs.

B. Identification
Students are pre-tested at the local school on the Slossen Intelligence Test or Peabody Picture Vocabulary Test. From this screening, students are selected for further testing by the school psychologist on a Stanford Binet L-M, or W.I.S.C. The identification process also includes teacher recommendations on the basis of a specific screening checklist. (See attached Cupertino No. 1.1, 1.2.)

C. Criteria for Selecting Personnel
The teachers for programs are usually selected from the experienced teaching staff on the basis of their creative ability in teaching, ability to organize, enthusiasm, sense of humor, and flexibility. (See attached Cupertino No. 2.1.)

D. Curriculum
All four programs serve the following basic curriculum areas: language arts, social studies, mathematics, and science.

E. Other Resources Used
All programs make extensive use of parents and members of the community as volunteer aids or resource specialists. The parents are used to help with clerical duties, supervision on class trips, etc. The members of the community, including the parents, are used as resources for enrichment activities in which the community member has a particular specialty.

F. Inservice
Inservice training is provided to all teachers of the gifted through the use of regularly scheduled meetings. The programs at these meetings may include characteristics of the gifted, methods and materials for the gifted. One program, designed to stimulate the teacher’s imagination, presented the movie Future Shock.

Inservice is also offered to regular class teachers, who have gifted students in their classes, on activities which they can do with these students. (See attached Cupertino No. 3.1, 3.2.)

G. Written Information
The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071, phone 609-589-3410.
1. program descriptions
2. program evaluation results
3. program objectives
4. program curricula
5. program report cards
6. research on value of traditional grading

H. Program Characteristics Appropriate for Gifted
While these programs cover a similar curriculum as the curriculum used with regular classes, the information of the curriculum is taught and evaluated differently. The programs stress higher levels of thinking (analysis, synthesis and evaluation) when dealing with particular subjects. Thus students are not given more of the same as the regular students but are required to deal with similar information in a different manner. The students are also given extensive opportunities to satisfy their overactive curiosities through a great variety of enrichment and additional project activities.

II. Program Objectives, Evaluation, Outcomes
There are nine learner objectives for the district program. Specific district programs and/or classes may have more specific objectives or additional objectives as written objectives and evaluation procedures are written on both a district and individual classroom level.
Objective — 80% of students to demonstrate growth in academic skills, enabling them to move at least one year beyond grade level norms and to perform at a level commensurate with their ability.
Evaluation Procedure — S.R.A. achievement tests given to all students in the district each spring. The mean score for students in gifted programs are then compared with the mean score for regular students in the areas of math, language and reading.
Objective — 80% of students use the higher cognitive levels of Bloom’s Taxonomy, specifically analysis, synthesis, and evaluation, in their instructional program with materials, methods, and processes developed and evaluated to the satisfaction of the teacher.
Evaluation Procedure — Intellectual opportunities depend upon student-prepared or teacher-prepared narrative type responses and expectations evolved by company establishing program, as in the cases of the Great Books and the hand calculator pilot program with S.R.A. and Texas Instruments.

Objective — 90% of students to demonstrate the use of creativity in at least one area of interest.

Evaluation Procedure — Some creative works published or performed. Specially made films shown on TV or to various audiences. Teacher rating of activity or product.

Objective — 80% of students to develop and demonstrate leadership ability by effecting a plan of action in classroom, school, or community activities.

Evaluation Procedure — Keep a list of activities in which students participated and/or a copy of the plan developed for organized activity showing purpose, participants, delegation of responsibilities, anticipated outcome, culmination. The student states succinctly the leadership function he has performed and presents a thorough rating of his leadership contribution.

Objective — 60% of students to receive program and/or counseling in the area of career awareness.

Evaluation Procedure — Questionnaires which enable students to make choices in areas of career interest. Choices aid students in planning appropriate educational programs.

Objective — 80% of students to develop increased skill in solving problems in appropriately selected materials and activities which lend themselves towards investigation and resolution. Such materials and activities would be either selected by the peer group or the teacher.

Evaluation Procedure — Teacher-made tests . . . observation . . . products developed using problem-solving techniques.

Objective — 80% of students to participate in various learning activities which involve progressive development beginning with the acquisition of information through critical evaluation and finally to a value judgment. This activity is to be guided by the teacher, evaluated by the student, and hopefully the insights gained by the students shared with his peers.

Evaluation Procedure — Narrative-type responses of students from teacher-made instruments which require critical thinking. The Watson-Glaser “Critical Thinking Appraisal” test will be made available for use in the classroom.

Objective — 80% of students to participate in activities which will allow unstressed yet rich opportunities for personal growth. 80% of students to be involved in self-enhancing experiences which will enable them to appreciate their giftedness and face the responsibilities it poses.

Evaluation Procedure — Record keeping of students . . . Teacher’s records showing improvement in time use and self-concept . . . Surveys by students and by teachers . . . Dr. Sears’ survey . . . Ongoing evaluation through teacher-student and student-student contact.

Objective — 80% of students to demonstrate growth in understanding others and in developing constructive attitudes toward others.

Evaluation Procedure — Periodic surveys or check lists by student, teachers, and parents and/or evaluation as it happens in the particular setting.

Outcomes

Based on the results of those objectives which could be measured by objective tests, questionnaires or opinionnaires, the program appears to be meeting its objectives. (Evaluation results are available at E.I.C.)

III. Specific Programs

A. Cluster Classes — There are about 56 self-contained classes for the gifted grades 1-6. These classes are approximately 60% gifted and 40% high achievers. Some of the classes are grouped on traditional grade level patterns, others are grouped as combination grade levels. These classes use a standard classroom for their building where approximately 30 students are served by one teacher. The students study the basic curriculum used by their peers with the use of individualized materials whenever possible. The students are offered a variety of additional enrichment activities through the use of interest and learning centers and community resource people.

Program Exportability — This program seems highly exportable. The program has written guidelines, objectives, and some written curriculum. It has been in existence for a number of years and is in use in several schools and classes within the district.

Materials — The following list of materials represents a composite of suggestions from several classes visited. It is not intended that one conclude that there is any direct relationship between the materials listed below and the success of a program, for many teachers prefer to make their own materials.

1. Random House Reading Program, Random House, N.J.
3. Junior Great Books
4. List of Educational Games (see attached No. 4.1).
5. Man, a Course of Study

B. Exploration Center — Some of the identified gifted students remain in the regular class. In addition to the inservice training given to the teachers of these classes, these students have the opportunity of attending the Exploration Center for a half day per week. The Exploration Center is a means whereby the students are given a qualitatively different program through enrichment activities in a resource center.

The Center began in 1972. It utilizes a large open space area created by knocking out parts of the walls of four adjoining classrooms.

Four resource teachers and two aides teach approximately 700 students a week in the Center. The students are transported by their parents from schools throughout the district. The four teachers not only manage, plan for and guide the children while they are in the Center but also spend half their time working with the students’ teachers in their home schools.

The Center is divided into interest centers in which the students work. Primary students rotate through eight areas during a four-week period. Intermediate students select two areas in which to work for six-week periods. Parents and other members of the community are used as resources to the interest centers.
The interest centers usually fall into one of eight categories:

1. Arts and Crafts
2. Animal observation
3. Audio-Visual
4. Linguistics
5. Social studies
6. Music and listening
7. Science
8. Mathematics

Program Exportability — The program is fairly exportable. It has written guidelines, has had one change in personnel and follows a standard procedure. However, the program exists in only one center, thus it relies very strongly on one resource team.

Materials — Most of the materials used by the center are teacher-made. The following list of materials is based upon observation of and discussions with the center's teacher. It is not intended that one conclude that there is any direct relationship between the materials listed below and the success of the program.

1. A variety of animals — rabbits, rats, snakes, etc.
2. Animal cages
4. Homestead, Pioneers, Council, Trade and other simulations by Interact, Box 262, Lakeside, Calif.
5. Video Tape Equipment

C. Advanced Placement Program — Approximately 350 sixth graders with I.Q.'s over 137 on a Binet are placed in special classes adjoining a junior high school. Through such placement, these advanced students are able to make use of the junior high school facilities, i.e., science laboratories, library, arts and crafts classes, etc., a year earlier in their educational experiences.

Program Exportability — This program seems highly exportable. It involves several teachers and schools as well as specific guidelines.

D. Underachieving Gifted Program — This program is designed for gifted children who are at least 2 years below grade level in their academic subjects. The cause of this underachievement is usually related to a learning disability and/or emotional problem. The program serves 15 such students in a 3-4 multi-grade level classroom. The teacher uses individualized teaching material and constant ego reinforcement. Much activity is involved in the development of the child's self-concept. The results of the program over the past years seem to indicate that it is achieving success. The majority of the students have been successfully returned to the district's other gifted programs within a two year period.

Program Exportability — The program is poor to fair in exportability. There are less written guidelines on this program than the others. (The observer found it similar to many special classes for the learning disabled or emotionally disturbed.) There is only one such class in the district, thus its effectiveness relies heavily on one person.
# SCREENING AND NOMINATION FORM

**Child's Name** ___________________________  **School** ___________________________

**Address** ___________________________  **Grade** ___________________________

**Parents** ___________________________  **Date** ___________________________

**Phone** ___________________________  **Teacher** ___________________________

## Test Results:

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Results</th>
<th>Grade</th>
<th>Date</th>
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</table>

**Recommendations:** In view of the following case study record, check which type(s) of program(s) would be most appropriate for this pupil:

1. Enrichment in regular classes
2. Special tutoring
3. Advanced classes (acceleration)
4. Special counseling or instruction outside of regular classes
5. Cluster or Extended Learning Class organized for gifted pupils
6. Under Achieving Gifted Class

Date ___________________________  Signature ___________________________

*Form ELP 18*
In academic performance, disregarding test results, would you rank this pupil in the upper five percent of his class? In your opinion, is this child "mentally gifted?" Is classroom performance consistent with results of standardized tests?

<table>
<thead>
<tr>
<th></th>
<th>Upper five percent?</th>
<th>&quot;Mentally gifted?&quot; (by State Criteria)</th>
<th>Performance consistent with tests?</th>
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<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
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<td></td>
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<td>Yes</td>
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<td></td>
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<td>No</td>
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</tbody>
</table>

**Intellectual Functioning**

Check the column which best describes the child's intellectual functioning. These items include a range of possible characteristics or objectives. A child is not expected to be high in all of them.

<table>
<thead>
<tr>
<th>Item</th>
<th>Little 1</th>
<th>Moderate 3</th>
<th>Much 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Knowledge and Skills.</td>
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<tr>
<td>Possesses a comfortable knowledge of basic skills and factual information.</td>
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<tr>
<td>(2) Concentration.</td>
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<tr>
<td>Has ability to concentrate; is not easily distracted.</td>
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<tr>
<td>(3) Enjoyment of School.</td>
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<tr>
<td>Enjoys academic pursuits and assignments; likes school.</td>
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<td>(4) Persistence.</td>
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<tr>
<td>Ability and desire to follow through on work; concern with completion; ability to see a problem through.</td>
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<td>In own interests</td>
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<tr>
<td>In assigned tasks</td>
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<tr>
<td>(5) Responsiveness.</td>
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<tr>
<td>Is easily motivated; responsive to adult suggestions and questions.</td>
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<tr>
<td>(6) Intellectual Curiosity.</td>
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<tr>
<td>Pursues interests primarily to understand or satisfy curiosity; questions the common ordinary, or the unusual; wants to know \textit{how} and \textit{why}; generates questions of his own (in connection with personal interests or group concerns).</td>
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<tr>
<td>(7) Challenge.</td>
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<tr>
<td>Enjoys the challenge of difficult problems, assignments, issues, materials.</td>
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<tr>
<td>(8) Perceptiveness.</td>
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<tr>
<td>Is alert, perceptive, and observant beyond his years; aware of many stimuli.</td>
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<tr>
<td>(9) Verbal Facility.</td>
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<tr>
<td>Shows marked facility with language; uses many words easily and accurately.</td>
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<tr>
<td>(10) Fluency.</td>
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<tr>
<td>Produces a large number of ideas or products, often very quickly.</td>
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<tr>
<td>(11) Flexibility.</td>
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<tr>
<td>Able to approach ideas and problems from a number of perspectives; adaptable; able to find alternate ways of solving problems.</td>
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<tr>
<td>(12) Sensitivity to Problems.</td>
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<tr>
<td>Perceives and is aware of problems that others may not see; is ready to question or change existing situations and suggest improvements.</td>
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<tr>
<td>(13) Originality.</td>
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<tr>
<td>Often uses original methods of solving problems, is able to combine ideas and materials in a number of ways, or creates products of unusual character or quality.</td>
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<td></td>
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<td>Little</td>
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<tr>
<td>(14) Imagination.</td>
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<tr>
<td>Can freely respond to stimuli with the production of mental images; may &quot;play&quot; with ideas or produce remote, fanciful associations or insights.</td>
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<tr>
<td>(15) Reasoning.</td>
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<tr>
<td>Is logical, often generalizes or applies understanding in new situations, expands concepts into broader relationships, or sees parts in relation to the whole.</td>
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<tr>
<td>(16) Scientific Method.</td>
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<tr>
<td>Can define problems, formulate hypotheses, test ideas, and arrive at valid conclusions.</td>
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<tr>
<td>(17) Independence in Thought.</td>
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<tr>
<td>Inclines to follow his own organization and ideas rather than the structuring of others.</td>
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<tr>
<td>(18) Independence in Action.</td>
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<tr>
<td>Able to plan and organize activities, direct action, and evaluate results.</td>
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<td>(19) Independence in Work Habits.</td>
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<tr>
<td>Requires a minimum of adult direction and attention; possesses research skills to facilitate independent work.</td>
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<td>(20) Wandering.</td>
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<tr>
<td>Child often is out of his seat, either wandering without apparent purpose, or engaged with materials or people in another part of the room.</td>
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<tr>
<td>(21) Daydreaming.</td>
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<tr>
<td>Child seems to be preoccupied with own thoughts, perhaps staring into space or out the window.</td>
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</tbody>
</table>

(22) Describe any learning characteristics which seem outstanding or would especially facilitate this child's progress in a challenging educational program.

(23) Describe any learning difficulties the child might have in particular areas which could hinder progress in such a program.

The following list of subjects and activities is to be checked for (1) the child's apparent interest, judged by your observations of classroom behavior; (2) performance, judged either by grades or quality of products or actions; and (3) the grade level at which the child seems capable of functioning.
<table>
<thead>
<tr>
<th>Category</th>
<th>Interest</th>
<th>Performance</th>
<th>Capability</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Little</td>
<td>Moderate</td>
<td>Much</td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Construction or Manipulation</td>
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<tr>
<td>Dramatic Expression</td>
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<tr>
<td>Language Arts</td>
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<tr>
<td>Handwriting</td>
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<tr>
<td>Oral Expression</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Reading</td>
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<tr>
<td>Written Expression</td>
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<tr>
<td>Mathematics</td>
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<td>Music</td>
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<tr>
<td>Physical Activities</td>
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<tr>
<td>Science</td>
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<tr>
<td>Social Studies</td>
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</table>

### Physical Development

<table>
<thead>
<tr>
<th>Description</th>
<th>Little</th>
<th>Moderate</th>
<th>Much</th>
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</thead>
<tbody>
<tr>
<td>(1) Indicates that physical activities are a comfortable, enjoyable area for self-expression.</td>
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<tr>
<td>(2) Co-ordination, timing, agility, and ability to satisfactorily participate in organized games.</td>
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</tbody>
</table>

Check the space which best describes the child's physical build as compared with the rest of the class.

- Small stature
- Medium build
- More physically developed than most

Describe any important aspect of the pupil's health or physical development which might affect participation in a challenging educational program.
Social Development

Check the column which best describes this child’s social development.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Little</th>
<th>Moderate</th>
<th>Much</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
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<td>4</td>
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</tbody>
</table>

(1) **Popularity.**
Others seem to enjoy and want to be with this child; frequently seen interacting with others in a social, friendly manner.

(2) **Acceptance of Others.**
Relates to others with genuine interest and concern; enjoys others; seeks them out; shows warmth.

(3) **Status.**
Assumes public roles and leadership positions or enjoys considerable status in peer group.

(4) **Social Maturity.**
Able and willing to work with others; can "give and take;" is sensitive to the needs and feelings of others; shows consideration; observes rules of social conduct.

(5) **Sense of Humor.**
Ability to laugh at himself (if necessary); gets enjoyment and pleasure from lighter moments in school day; laughs easily and comfortably.

(6) **Happy Qualities.**
Seems self-confident, happy, and comfortable in most situations; usually has a cheerful, pleased, or satisfied look on his face; does not seem to worry too much.

(7) **Rapport with Teacher.**
Two-way communication which seems to bring enjoyment to both child and teacher; relatively open, relaxed, in personal relationship.

Describe any characteristic of social behavior which you feel could interfere with this child's educational progress.
Emotional Development

Check the column which best describes this child's emotional development. Please note that a high score may not be desirable on all of the items which follow.

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<td>1</td>
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<td>4</td>
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</table>

(1) **Emotional Stability.**
Is able to cope with normal frustrations of living; adjusts to change with minimum of difficulty.

(2) **Openness to Experience.**
Appears to be receptive to new tasks or experiences; seems able to take reasonable risks; can respond naturally to unusual or unexpected stimuli.

(3) **Enthusiasm.**
Appears enthusiastic about life; enters into most activities with eagerness and whole-hearted participation.

(4) **Self-Acceptance.**
Seems to understand and accept self; able to view self in terms of both limitations and abilities.

(5) **Independence.**
Behavior usually is dictated by his own set of values; is concerned with the freedom to express ideas and feelings.

(6) **Conformity.**
Behavior is influenced by expectancies and desires of others.

(7) **Anxiety over Achievement.**
Seems anxious about achievement; worried or concerned about school work, or the impression any performance makes on others.

(8) **Competitiveness.**
Has high standards for performance, usually desiring to do as well or better than peers.

Describe any emotional immaturity or other personality characteristics which could hinder this child's development.
REQUEST FOR INDIVIDUAL I.Q. TESTING FOR E.L.P.

Pupil's Name ___________________________ Birthdate ___________________________ Date ___________________________

School ___________________________ Grade ___________________________ Teacher ___________________________ Room ___________________________

Address ___________________________ City ___________________________ Phone ___________________________

Parents' Name ___________________________ Grade(s) Accelerated ___________________________

Group or Individual Intelligence Test Results:

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<th>Date</th>
<th>Grade</th>
<th>Name and Form of Test</th>
<th>Verbal</th>
<th>Non Verbal</th>
<th>Total</th>
<th>Percentile</th>
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Group or Individual Achievement Test Results:

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Evidences of Giftedness, Creativity, Uniqueness, or Problems:

__________________________
Name of Person Making Referral
### Personal History

Personality Traits (Checked by teacher each year)

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</tbody>
</table>

1. Is alert beyond his years ............................................
2. Has keen powers of observation .......................................
3. Has a high degree of curiosity ......................................
4. Is highly imaginative ...................................................
5. Prefers challenge of difficult problems ...........................
6. Fulfills assigned responsibilities ....................................
7. Sets own high standards ..............................................
8. Uses logical reasoning ................................................
9. Quickly adjusts to change ............................................
10. Not easily distracted ..................................................
11. Has deep and varied interests .....................................
12. Chooses original methods ..........................................  
13. Shows keen sense of humor ...........................................
14. Is sensitive to feelings of others .................................
15. Other (state) ..................................................................
PERSONAL HISTORY

Adjustment Status (Descriptive terms to be filled in by teacher each year)

<table>
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<tr>
<th>GRADE</th>
<th>PERSONAL</th>
<th>SOCIAL</th>
<th>ACADEMIC PERFORMANCE</th>
<th>SPECIAL INTERESTS OR HOBBIES</th>
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</table>

CUPERTINO 2.1

CRITERIA FOR SELECTION OF EXTENDED LEARNING PROGRAM TEACHERS

... Creative in
... Thought
... Classroom organization
... Production

... Teaching methods
... Experiences planned
... Materials

... Well organized
... Deliberately advancing aspects of creativity and mental giftedness
... Using teaching methods, developing experiences, and employing methods of evaluation that are
  1(1) Consistent with general and specific program goals and specific purposes, needs, and interests of individual children.
  2(2) Based upon a philosophy of education, principles of learning, a knowledge of social conditions, and awareness of relevant facets of personal, intellectual, and social development of each student.
... Enthusiastic — by example, instills a joy of learning, discovering, "self-starting," and sense of "mission" for personal growth and for improving society.
... Endowed with a sense of humor, empathy, and personal warmth that encourages gifted pupils to talk about, to think about, and reflect upon the things that are most important to them.
... Knowledgeable — possessing broad knowledge, including superior knowledge in one field, an understanding of related fields, and insight into how knowledge from various fields may be applied in analyzing and in arriving at solutions to problems.
... Flexible
... In recreating and restructuring the physical environment
... In using materials and equipment
... In structuring and restructuring interest — learning — personality — developing groups and classroom experiences
... In planning lessons and in modifying lessons to capitalize on a "moment of" or opportunity for learning
... Aware of the capabilities and needs of gifted students.
... Resourceful in searching for and obtaining special materials, and in becoming acquainted with and using resource persons, as well as in locating out-of-school places where children and youth may have worthwhile educational experiences.
... Providing special educational opportunities for each gifted pupil.
CUPERTINO 3.1

IDEAS FOR EXTENDED LEARNING PROGRAMS IN GRADES K-6 WHEN CHILDREN ARE NOT CLUSTERED

1. Enrichment at a resource center located within the school district, where students work with uniquely appropriate center-type activities taught by certificated teachers and aides. Students are transported from the home school to the center for part of the school day. This is in addition to enrichment provided at the home school. (Wilson Exploration Center.)

2. Enrichment within the classroom combined with special projects outside the classroom taught by resource people, volunteer aides, or teachers.

3. An extra certificated teacher hired to instruct identified students one day per week, assisted by parent volunteers who teach or assist and college students who teach a foreign language. This is in addition to enrichment within the classroom.

4. Enrichment in specific subject areas.

5. Enrichment within the classroom and mini center, handled by parents or aides and assisted by the E.L.P. resource staff.

6. Enrichment within the classroom plus programs taught by a paid aide during the school day.

7. Enrichment within the classroom plus activities handled by teachers or parents outside the school day.

8. Dual Program — all identified students at the intermediate level come early two days a week. Teachers are freed to work with all students the last hour. The early segment is handled by three teachers who take turns instructing. Parents follow up in special areas connected with the topic taught by the teacher during school hours. This is combined with enrichment within the classroom and special activities taught by parent volunteers outside school hours.

9. A substitute is paid to release a regular teacher to coordinate the program or to teach. This is in addition to classroom enrichment.

10. A combination of all the above with the exception of a paid aide. A science learning center and a separate media center are incorporated in the program.

CUPERTINO 3.2

IDEAS FOR EXTENDED LEARNING PROGRAMS IN GRADES 7 AND 8

CLUSTER GROUPING:
A group of gifted students is scheduled within one class for an enrichment program. The cluster group would be large enough for an interchange of ideas. Cluster grouping facilitates the use of special advanced materials, books, and equipment. There are often several clusters within a grade level. (English, social studies, science, math.)

CROSS-GRADED CLUSTER GROUPING:
Particularly in schools with low gifted identification, this pattern of cross-graded clustering in a special interest class allows for good use of teacher planning and maximum student involvement in both individualized and cluster grouped activities.

CROSS-GRADED SPECIAL PROJECTS:
Students meet weekly with the particular purpose of designing and completing a special project. Projects are individually selected under the guidance of an instructor and each student states goals, means, and expected outcomes in individual contract. In addition, using a career exploration theme, students select speakers and visitations to be scheduled throughout the year.

INDEPENDENT STUDY:
Independent study is a study in depth of a particular subject or area which is not available to the student in the regular curriculum. The organization of the study is based on a contractual agreement between the student and a teacher who is competent in the specific area. The contract will state pre-arranged objectives and learning outcomes which are expected to result from completed, self-designed assignments. Student-teacher conferences will be utilized for instruction, for guidance, and for mutually agreeable evaluation methods. Students who are accepted for independent study must be strongly motivated and must have demonstrated ability for self-direction and responsibility.

SEMINARS:
Through discussion of selected issues, students have the opportunity to integrate concepts and information from various sources to aid them in formulating their own personal philosophy. The precise curriculum for the semester is chosen on the basis of student interest and concerns. Emphasis is on discussion based on independent and creative thought and on student reflection of individually pursued topics.

COUNSELING:
Although most of the guidance procedures involved in individual or group counseling are applicable to gifted children, the gifted and creative youngsters often present special problems to counselors which these weekly counseling sessions take into account. Major counseling issues presented by the highly creative student are likely to center around his isolation and estrangement from his peers and teachers, what appear to be "unrealistic" career choices, divergent values and attitudes, and a discrepancy between ability and achievement.
### LIST OF EDUCATIONAL GAMES

<table>
<thead>
<tr>
<th>GAME</th>
<th>SUPPLIER AND/OR CO.</th>
<th>APPROX. COST</th>
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<tr>
<td>Ad Lib</td>
<td>T Tch. — E.S. Lowe</td>
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<td>Animal Kingdom</td>
<td>Tch — Ideal</td>
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<td>Products of Behavioral Sciences</td>
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<td>Arithmetic Inst. Activities</td>
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<td>Attribute Games</td>
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<td>Careers</td>
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<td>Cards</td>
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<td>Head to Head</td>
<td>T. Tchr — Creative Publications</td>
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<tr>
<td>Heads Up</td>
<td>Tch — Milton Bradley</td>
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<td>Homonym Poster Cards</td>
<td>T — Adult Game Sec. — Regina Co.</td>
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<td>Husker Do?</td>
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<td>I Win</td>
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<td>Creative Publications</td>
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<tr>
<td>Fraction Brothers Circus</td>
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**SUPPLIER AND/OR CO.**
- T Tch. — E.S. Lowe
- Tch — Ideal
- Tch — Milton Bradley
- Products of Behavioral Sciences
- Love — Publishing Co.
- Creative Publications
- T — Parker Bros.
- Contemporary Ideas
- McGraw — Hill Book Co.
- McGraw — Hill Book Co.
- Creative Publications
- J.C. Penney — Milton Bradley
- Macmillan Co.
- Scott Foresman Co.
- Creative Publications
- Creative Tch. Assn. or Creative Publ.
- Maries — Ideal
- T — Parker Bros.
- T — Selchow and Richter
- T — Selchow and Richter
- Tch — Milton Bradley
- Creative Publications
- Creative Publications
- T — Holiday Games
- Supply Room
- Tch — Milton Bradley
- Tchr — Ideal
- Creative Publications
- Teaching Concepts, Inc.
- Searching Concepts, Inc.
I. General Information

A. Overview

Pinellas County is a K through 12 school district with two percent of their total enrollment in the Enhanced Learning Program. The E.L.P. has been in operation for five years and serves 1800 intellectually and creatively gifted students in grades K through 8. The program receives approximately $50 per pupil based on statewide Full Time Equivalency Funding which is used to pay for classroom materials, salaries, and program administration. The county's eleventh and twelfth grade students participate in the nationwide "Executive Intern Program."

B. Identification

Referral for screening takes place in grades first through eighth in Pinellas County Schools. Students are nominated by teachers, parents, principal, counselor, concerned lay person or by self-referral. This is a continuous process with all staff using the Renzulli-Hartman Scale for Rating Behavioral Characteristics as a checklist against which students are periodically rated. Students are pre-tested on the Otis-Lennon or Stanford-Binet. From this screening, students are selected for further testing on the Slosson and the Torrance Test of Creativity. In addition, "A student that exhibits other characteristics in Academics, the Arts or Social Leadership to such a high degree that it is determined his normal class cannot effectively meet his needs, is accepted." Students with high stanines or other high achievement scores are identified as potentially gifted. Under achievers that have been identified by the Torrance Test of Creativity or other psychological scales may also be accepted by the program.

A case study is compiled for each student identified using the following:

1. Student self-inventory and interest based on Frank Williams "How Do You Really Feel About Yourself" (See attached 1.1)
2. Meekers "A Rating Scale for Identifying Creative Potential" by the classroom teacher.
3. Personal case study by parents devised by Pinellas County Teachers of Gifted based on Joe Rice's Parent Inventory Creativity Test using some items selected from Torrance's or Guilford's Test of Creativity.
4. Observations of the candidate by the teacher of the gifted at the time of testing and in informal conversation.

C. Criteria for Selecting Personnel

There are twenty-two teachers employed to serve the gifted program. The teachers, who must either hold a Master's Degree in Gifted Education or have a minimum of sixteen hours in that field, are selected from a group of teachers who have applied for the position. Creative, energetic and self-confident are several characteristics stressed for teachers of the gifted. (See 1.2.)
D. Curriculum
   The program serves all curriculum areas, including: language arts, social studies, mathematics and science as well as the humanities and the fine and performing arts.

E. Other Resources Used
   The program makes use of community members and various educational resources available in the area including demonstrations, field trips and the assistance of artists.

F. Inservice
   Inservice programs are provided for all teachers in the E.L.P. The programs often make use of the services of the University of Southern Florida.
   Meetings are conducted by a helping teacher one half day every other Friday at which time curriculum, resources, new teaching techniques, evaluations and various problems are discussed. Resource persons and experts in various fields are brought in to introduce teachers to new techniques in creative teaching methods.

G. Written Information
   The following written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071, phone 609-589-3410.
   1. Program goals
   2. Program objectives
   3. Program evaluation procedure
   4. Program evaluation results (after February, 1975)
   5. Teacher evaluation for Enhanced Learning Students

H. Program Characteristics Appropriate for the Gifted
   The E.L.P. does not attempt to replace established teaching, practices nor does it attempt merely to add to the curriculum. The Enhanced Learning Program expands the environment of the gifted and provides opportunities commensurate with their abilities. The program also seeks to develop skills and creative ability. It emphasizes continuity, integration and flexibility of subject matter. Teachers in the program direct educational experiences based on the individual needs and interests of the pupils. The educational experiences provided are often those areas not normally covered by the classroom teacher, and are highly challenging to the gifted student. The teachers of the gifted utilize many community resources and a large variety of teacher made materials.

II. Types of Programs
A. Special Grouping
   Students are grouped in special classes according to grade level; primary grades one through three, and upper elementary, fourth through sixth. Where there is a large gifted population, these groups may be divided into areas of interest rather than grade level. Classes meet twice each week in two hour sessions.

B. Enrichment in the Classroom
   The program provides the opportunity for independent study to develop research skills and to study areas of interest in depth. The teacher of the gifted relays material to the classroom teacher dealing with curriculum areas on a high conceptual level. The gifted student then becomes a resource person and provides additional information for the class in the areas being studied.

C. Program Exportability — Both types of programs are highly exportable. They involve many teachers and schools throughout the county and follow standard guidelines as handed down by the state of Florida.

III. Objectives and Evaluation
Elementary Goals and Objectives

Instructional Program

1. Program Goals and Objectives
   Gifted children need a differentiated educational program that takes their unusual abilities into account and provides them with greater challenges than the normal classroom could offer. It requires teachers trained to detect gifted children and provide programs designed to encourage them toward maximum growth and a greater understanding of their own capabilities.
   Goals
   a. To provide a program which maximizes opportunities for development of the gifted students' unique capacities, particularly in the areas of decision making, communicating, leadership, reasoning, creativity, and evaluating.
   b. To create greater awareness of the needs of the gifted on the part of parents, lay persons and educators.
   c. To encourage an open, intellectual atmosphere based on individual interests of the students and should include blocks of time for independent study and research.
   d. To help gifted students develop an awareness of the scientific and cultural opportunities in their own communities.
   e. To provide a humanistic classroom atmosphere that provides emotional support to reinforce confidence in the validity of their gifts and talents.
   f. To assist the county-wide parent organization in their efforts to provide for gifted children.
   g. To disseminate information to county schools on programs available for gifted and information about results of research in this area.
   h. To provide a framework for identification of gifted children.
   i. To engage in staff development components and workshops for continuing education of teachers of gifted and classroom teachers aspiring to improve general education curriculum.
   j. To establish research directed toward improvement of providing for intellectual growth.
   k. To utilize local facilities, and resource people.

2. Specific Objectives for Students
   a. Demonstrate proper research methods in exploring their interests.
   b. Demonstrate ability to fully utilize available materials.
   c. Demonstrate self-initiative by choosing their own courses of action and working independently.
   d. Demonstrate ability to work effectively within groups.
   e. Demonstrate the ability to make value judgments in specific situations.
Secondary Goals and Objectives
Instructional Program
1. Program Objectives and Curriculum
   Gifted children need a differentiated educational program that takes their unusual abilities into account and provides them with greater challenges than the normal classroom could offer. It requires teachers trained to detect gifted children and provide programs designed to encourage them toward maximum growth and a greater understanding of their own capabilities.
   Objectives
   a. To provide a program which maximizes opportunities for development of the gifted students' unique capacities, particularly in the areas of decision-making, communicating, leadership, reasoning, creativity and evaluating.
   b. Exposure to wide range and variety of subjects not normally available at grade level.
   c. Opportunity to study area of particular interest in depth.
   d. To help gifted students develop an awareness of the scientific and cultural opportunities in their own communities.
   e. To encourage an open, intellectual atmosphere based on individual interests of the students and should include blocks of time for independent study and research.
   f. To provide a humanistic classroom atmosphere that provides emotional support to reinforce confidence in the validity of their gifts and talents.
   g. Encourage and facilitate skill in abstraction, discovery and other higher levels of intellectual functioning.

Goals of Program
   a. To create greater awareness of the needs of the gifted on the part of parents, lay persons and educators.
   b. To assist the county-wide parent organization in their efforts to provide for gifted children.
   c. To disseminate information to county schools on programs available for gifted and information about results of research in this area.
   d. To provide a framework for identification of gifted children.
   e. To engage in staff development components and workshops for continuing education of teachers of gifted and classroom teachers aspiring to improve general education curriculum.
   f. To utilize local facilities, and resource people.

Goals
1. Develop self-awareness.
2. Develop self-initiative.
3. Develop a growing understanding of their own intellectual capabilities and major interests.
4. Stimulate creativity and the use of imagination.
5. Provide an atmosphere conducive to creative experience.
6. Develop an awareness of the cultural opportunities in their expanding community.
7. Broaden the range of experiences by introducing knowledge and activities not ordinarily encountered in the regular classroom.
8. Develop the ability of the individual to think logically, analytically, and critically.

Objectives
1. Demonstrate proper research methods in exploring their interests.
2. Demonstrate ability to fully utilize available materials.
3. Demonstrate self-initiative by choosing their own courses of action and working independently.
4. Demonstrate ability to work effectively within groups.
5. Demonstrate the ability to make value judgments in specific situations.
6. Demonstrate the acceptance of ideas other than their own as having more value.
7. Demonstrate the role (duties and responsibilities) of a leader.
8. Given the task of his choice, the student demonstrates the ability to complete it.
9. Recognize and demonstrate the ability to do more than average work in specific situations.
10. Demonstrate the ability to rationalize the purpose for specific activities.
11. Demonstrate economical use of time.
12. Demonstrate ability to evaluate own work effectively.

2. Program Evaluation
   a. One assessment each six week period by student using checklist of questions designed to self-evaluate progress.
   b. Ongoing assessment by ELP teacher by observation of behaviors, attitudes and progress in particular area.
   1. If ELP is an elective, a grade is given on the basis of progress using evaluations of student and teacher.
   2. If ELP is in conjunction with Language Arts or other area, a grade is given at six week intervals with the combined evaluations of the classroom and ELP teachers.
   c. Another evaluative method is the rap-session where, during group discussion, the teacher may examine attitudes and opinions expressed about the gifted program, its impact on student, classroom, etc.
   d. Yearly pre- and post-test inventories by students are used by teachers to gain insight into self-concept changes.
   e. Each teacher of gifted completes an evaluation of their program and recommendations for changes are made for the following year.
A. Overview

The Independent Study Program of Hamden-New Haven serves students in four separate high schools in the town of Hamden and the City of New Haven. The program originated in 1967 and is based on the philosophy of learning which maintains that gifted and talented students can learn best in an environment where individual guidance is provided when learning experiences are the result of each student’s needs and interests.

B. Identification and Selection

The identification, screening, and selection of students for the ISP is accomplished in the following steps:

1. Publicity is given to school personnel about the program.
2. Recommendations are requested from teachers, guidance personnel and administrators; students are recommended on the basis of extraordinary learning ability demonstrated by performance on relevant standardized measuring instruments, or on the basis of potential academic achievement or intellectual creativity commensurate with ability in the top five percent.
3. Data is collated on each nominee from tests, interest inventory, rating scale, and interviews. Names of nominees with this data will be presented to each school’s Pupil Personnel team for final selection.

C. Curriculum

This program deals mainly in the areas of math, science, foreign language, history and English. The instructional materials are teacher-prepared, or procured from area college libraries, school libraries, etc.

D. Written Information

The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071, Phone — 609-589-3410.
1. Course Catalog 1974 — Hamden High School
2. Evaluation of the program
4. The original application and description of program when it was established.

E. Program Exportability

The program is exportable as long as there is available space and additional staff employed.

II. Program Objectives, Evaluation, Outcomes

A. Program Objectives

1. to focus interests, goals and premises
2. to interpret critically
3. to extrapolate and synthesize
4. to foster creativity and originality
5. to help the student recognize that failures, frustrations, setbacks and successes are a part of the learning process
6. to develop humility and openmindedness to learning by instilling in the students the understanding that one question leads to more
7. to develop inventiveness in problem solving
8. to develop an ability of self-evaluation
9. to develop resourcefulness
10. to appreciate the emotional involvement in the learning process

Students selected for the program can take one or two subjects for credit in lieu of a regular course. Each student is assigned to a teacher who specializes in a particular content area. Together the student and teacher develop a proposal for study which serves as a guide in pursuing the independent study project.
II. Program Objectives, Evaluation, Outcomes

Each school is funded separately based on a proposal which includes objectives, strategies and evaluation design. Therefore, there are many objectives and levels of evaluation. The city also evaluates the overall effectiveness in meeting more general objectives common to most individual schools. The following is based on the city's overall objectives and evaluation design.

A. Objectives

Students will develop critical thinking ability.

Evaluation Procedure
Post test randomly selected students on Cornell Critical Thinking Test and compare results to expected results.

B. Objectives

Students will average at 87th percentile in scientific inquiry ability.

Evaluation Procedure
Post test randomly selected 4-6 grades on Test of Science Comprehension.

C. Objective

Students will develop above average basic study skills.

Evaluation Procedure
Post test randomly selected students (grades 4-6) on Comprehensive Tests of Basic Skills-Study Skills and compare with criteria of 87 percentile. Post test randomly selected students (grades 7-13) on California Study Methods Survey.

D. Objective

Students will develop above average language arts and arithmetic skills.

Evaluation Procedures
Post test randomly selected students (grades 4-6) on Comprehensive Test of Basic Skills — Language, Arithmetic, and compare to criteria of 87 percentile.

E. Objective

Students will, as an average, place in the upper 50% (when compared to Los Angeles Unified School District normative data) in self-concept.

Evaluation Procedures
Post test randomly selected students on Piers-Harris Self-Concept Scale.

III. Specific Programs

A. Enrichment Program — The Delevan Elementary School has an enrichment program for students in grades 1-6. The program serves a total of 50 students in groups of 15. Each student receives a 200 minute program per week from a part time teacher. The program has been in operation for 5 years during which
time one change has been to place less emphasis on the selection of 1st and 2nd grade students. The program uses a regular classroom divided into several interest centers. It is through these interest centers that different materials are offered to challenge the gifted student.

Materials — The following list of materials are some things which were used with this program. These materials were often adapted to the teacher's and students' own purposes and supplemented with teacher made materials. It is not intended that one conclude that there is any relationship between the success of a program and the use of these materials.

1. Creative Teaching Press, Inc., (a variety of materials) 514 Hermosa Vista Ave., Monterey Park, Calif. 91754
4. Enrichment Resources, Ideal, Oak Lawn, Illinois

B. Academic Enrichment Classes — For the past 6 years the Eagle Rock High School has operated a program for its 7-12 grade intellectually gifted students. The program presently serves 296 students through a variety of programs. These programs include academic classes, enrichment classes, honors classes, independent study, and advanced placement. (See attached 2.1, 2.2, 2.3.) The program's objectives are (1) to develop critical thinking, (2) to develop study skills, (3) to develop a positive self-concept and, (4) to arouse intellectual curiosity. The various objectives are developed through the variety of programs offered (see attached 2.4 for example). Examples of students' work in creative writing is available at the Educational Improvement Center.

C. Self-Contained Classes

The Eagle Rock Elementary school has had programs for the gifted for the past five years. There are three multi-grade classes, each with approximately 30 students. There is a 2-4 grade class, a 4-6 grade class and a 5-6 grade highly gifted class for students with an I.Q. of 150+ which draws upon students from several schools. The youngest class is structured very similarly to other elementary classes. The basic emphasis is on basic concepts and skills in language arts and math with some supplemental work and materials.

Supplemental Materials (grades 2-4)
1. Split Words — Holiday Games; P.O. Box 2565, Bell Gardens, Calif. 90201
2. Math Puzzles, Creative Teaching Assoc., P.O. Box 293, Fresno, Calif.
3. Individual Reading Books — Scholastic Book Services, N.Y., N.Y.
4. The Art Box, Educational Insights, Inc., 211 S. Hindry Ave., Inglewood, Calif. 90301

Both classes of older students (grades 4-6 and 5-6 highly gifted) made extensive use of learning centers. The students would pick a topic for investigation and would independently research this topic provided they maintained their academic performance in all other subjects. (It should be noted that not all gifted students are high academic achievers.) The materials in these classes were largely teacher and/or student made.
October 14, 1974

Dear Parent and/or Guardian:

Your son/daughter is enrolled as a Mentally Gifted Minor at Eagle Rock High School. In Junior High School the following are the classes especially provided for your son/daughter.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SUBJECT</th>
<th>TEACHER</th>
<th>PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>English</td>
<td>Miss Hart</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Mathematics</td>
<td>Miss Dappen</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Social Studies</td>
<td>Mrs. Skonieczki</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>English</td>
<td>Mrs. Kodama</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>Mathematics</td>
<td>Mr. Hancock</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Social Studies</td>
<td>Mr. Bengford</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Science</td>
<td>Mrs. Grubbs</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>English</td>
<td>Mr. Kaufman</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>Math/Algebra</td>
<td>Mr. Friedman</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Social Studies</td>
<td>Mrs. Olsen</td>
<td>3</td>
</tr>
</tbody>
</table>

In Senior High School the following are the gifted or academically enriched classes:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SUBJECT</th>
<th>TEACHER</th>
<th>PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>English</td>
<td>Mr. DiConti</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Biology</td>
<td>Mr. Clarke/Imperatrice</td>
<td>1,2,3</td>
</tr>
<tr>
<td>11</td>
<td>Advanced Placement History</td>
<td>Mr. Harland</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>American Literature/World History</td>
<td>Mrs. DeWitz</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Advanced Placement English</td>
<td>Mr. Schiller</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Trig/Math Analysis</td>
<td>Mr. Friedman</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>Government In Action (To be formed)</td>
<td>Mr. Wing</td>
<td>2,5</td>
</tr>
</tbody>
</table>

In addition to the above listed classes there are college preparation classes, i.e. physics, chemistry, power reading, physiology, advanced physiological science, etc.

The above mentioned classes in Junior and Senior High School have ordered extra materials to enrich the class. These materials are in the form of filmstrips, cassettes, resource books, etc.

Special field trips have also been arranged for many of the classes. One example is the trip to San Pedro for an excursion on the Vantuna. The Vantuna boat provides an investigation into the marine environment for the biology class. Another field trip that has already been planned is to the Getty Museum.

In addition to the gifted classes during the regular school day, enrichment classes before and after the regular school day are also available. Students were interviewed and as a result of their requests, the following “before-or-after” school enrichment classes are being offered. If you are interested in your son/daughter taking any of these classes, please fill in the enclosed request form and return it to Alta-Lee Avant, Assistant Principal.

Counseling will be provided for the underachieving gifted. If you are concerned, please call 254-6891 for an appointment with Ben Keeler, Head Counselor.
### Enrichment Classes:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photography</td>
<td>Mr. Born</td>
<td>Wednesday</td>
<td>3:00-4:00 pm</td>
</tr>
<tr>
<td>Photography</td>
<td>Mr. Born</td>
<td>Thursday</td>
<td>3:00-4:00 pm</td>
</tr>
<tr>
<td>Occidental College Tutor</td>
<td>Mr. Kaufman</td>
<td>(to be announced)</td>
<td>3:00-4:00 pm</td>
</tr>
<tr>
<td>Speed Reading</td>
<td>Miss Hart</td>
<td>Monday</td>
<td>3:00-4:00 pm</td>
</tr>
<tr>
<td>Theater trips</td>
<td>Mr. Kaufman</td>
<td>(to be arranged)</td>
<td>3:00-4:00 pm</td>
</tr>
<tr>
<td>Oceanography/Marine Biology</td>
<td>Mr. Wing/Mr. Imperatrice</td>
<td>Wednesday</td>
<td>3:00-4:00 pm</td>
</tr>
<tr>
<td>Cinematography</td>
<td>Mr. Schiller</td>
<td>(by special request)</td>
<td>3:00-4:00 pm</td>
</tr>
<tr>
<td>College Counseling</td>
<td>Mrs. Tirado</td>
<td>(to be announced)</td>
<td>3:00-4:00 pm</td>
</tr>
</tbody>
</table>

### Other Enrichment Activities:

1. **Theatre Series** — Mr. Kaufman
   - Enrichment trips to the Music Center/Schubert, etc.
2. **Creative Magazine** — Mr. Kaufman
   - A creative magazine will be published containing poetry, creative writing, photography, gourmet recipes, etc.
3. **Films** — (special bulletin announcement)
   - Special films will be presented that will enrich the curriculum in English and/or Social Studies classes.
4. **Speakers** — (by special request)
   - Outside speakers may be called upon to demonstrate special classroom activities.
5. **Film Making** — Mr. Schiller
   - A special creative film will be written, edited, produced, etc.
6. **Seventh Grade Newspaper** — Miss Hart
   - A special creative newspaper written, edited and produced by seventh grade gifted students.
7. **Eighth Grade Poetry Book** — Mrs. Kodama
   - A poetry book written, edited and produced by the eighth grade gifted students.

If you have any questions please feel free to call Alta-Lee Avant, Assistant Principal, 254-6891.

Most sincerely,

Alta Lee Avant
Assistant Principal
Dear Parents and/or Guardian:

Your son/daughter is enrolled as a Mentally Gifted Minor at Eagle Rock High School. As part of the program special programs will be presented to enrich the curriculum.

A series of exceptional motion pictures will be shown which will provide curricular enrichment in English, Social Studies, Science and other areas.

Listed below are the films, the dates on which each will be shown, the areas of interest, and supplementary reading that is particularly pertinent.

December 19-20, 1974 — 1776 (periods 5-6)

In keeping with the observance of our bi-centennial, this musical version of the early days of our nation is a light-hearted view of history in the making. Based on the successful Broadway musical of the same title, it provides a look at our founding fathers in a humorous light and gives clever insights into the early days of the colonies.

Area of interest: U.S. History, American Literature

Reading: Page, The Tree of Liberty
         Fast, Citizen Tom Paine
         Fast, April Morning
         Forbes, Johnny Tremain
         Plus many other biographies of Jefferson, Franklin, etc.

January 15, 1975 — The ANDROMEDA STRAIN (periods 1-2)

Based on the best seller by Michael Crichton, this science fiction thriller is the story of a group of scientists in a race with time to isolate deadly organisms from outer space that threaten to infect everything on earth.

Areas of interest: Science Vision, Science, Biology

Reading: Crichton, The Andromeda Strain
         Crichton, The TARADAL MAN
         Clarke, 2001
         Clarke, Childhood’s End
         Bradbury, The Martins Chronicles
         plus many other books in the Science Fiction Genre.

February 13, 1975 — THE TAMING OF THE SHREW (Periods 3-4)

Here are Richard Burton and Elizabeth Taylor in Shakespeare’s hilarious comedy of Petruchio, the husband, who tames the bad tempered, shrewish wife, Katherine. It is a wild and boisterous look at the war between the sexes.

Area of interest: English, History

Reading: Shakespeare, The Taming of the Shrew
         Lamb, Tales from Shakespeare
         plus the musical, Kiss Me, Kate, based on the above play.

Shown to gifted students during school following the related study.

March 19-20, 1975 — LAWRENCE OF ARABIA (periods 5-6 each day)

This winner of seven Academy Awards is the sweeping story of the controversial T.E. Lawrence who occupies a place in history but whose achievements are doubted by many. In this desert epic Peter O’Toole plays Lawrence under the expert direction of David Lean and the impact of the desert is felt by the viewer in every parched detail.

Areas of interest: World History, English, Geography

Reading: Lawrence, The Seven Pillars of Wisdom
         Plus other biographical studies of Lawrence

April 16, 1975 — ROMEO AND JULIET (periods 1-2) (tentative)

In this beautiful interpretation of Shakespeare’s play, two of the youngest performers ever to play the star-crossed lovers professionally enact the tragic love affair with brilliance. It is a story made new in interpretation with special appeal to adolescents themselves undergoing the excitement of first love. This is considered by many the best film adaptation of Shakespeare’s classic tragedy.

Areas of interest: English, World History

Reading: Shakespeare, Romeo and Juliet
         Lamb, Tales from Shakespeare
         Laurents, West Side Story (a contemporary approach to the same story)
Terms are often used to describe the differences: "in-depth" and "open-ended." Most teachers agree that "in-depth" means guiding the pupils to work at the higher levels of intellectual activity and that "open-ended" means structuring activities so that the pupils will be motivated to pursue further topics of interest. Teachers also report an emphasis on strategies that encourage a maximum of pupil participation.

This major precept should guide teachers as they develop their own strategies for working with gifted pupils: a mentally gifted minor should not be penalized for being gifted. How may he be penalized? These are some of the ways:

1. He may be ignored. Nothing is done to meet his specific needs and requirements.
2. He may be given long or meaningless homework assignments. The program then becomes one which is quantitatively different, not qualitatively different.
3. He may be subjected to unfair marking practices. An Honors class represents the top 4 percent of a school's population and the marking "curve" should take into consideration the entire school population.
4. He may be asked to pursue work for which he does not have the proper basic skills; therefore, the teacher must assess the talents and weaknesses of each pupil. Individual instruction may be necessary, or special help may be desirable where there are deficiencies.
5. He may be indulged. The pupil may be assigned vague, unstructured projects because he is "bright" and can "handle" himself under his own direction. Self-direction should be encouraged, but the gifted pupil needs - like all pupils - interaction with the teacher and other class members as well as reaction to stimulate and refine his learning activities.

**GRADIES 7-12**

**PROGRAM PLANNING**

In the Los Angeles City Schools at the 7th grade level, gifted pupils enter a departmentalized learning environment which provides extensive exploratory experiences and enrichment opportunities in academic areas, frequently incorporating fine and practical arts.

As pupils progress through the grade levels, they are assisted by in-school guidance and counseling staff to become more selective in their major study pursuits and enrichment electives as related to long-term goals.

At the time of graduation, they will have completed their basic requirements (State, local, and university) and their selective major sequence or sequences of study. To make possible the qualitatively different learning experiences for gifted pupils within this broad framework, a variety of organizational patterns which are in keeping with State standards are made available to secondary schools within which schools may select and develop program phases which best meet the needs of their pupils and school community.

Choice of program phases and planning for implementation involves teachers, department chairmen, librarians, counselors, school administrators, parents, advisory committees, Area staffs, and central staff whose prime responsibility is that of the Program for Gifted. At times, university and college personnel are involved.

Such cooperative planning makes possible a total "program" approach which better ensures appropriate pupil counseling and programming, parental understanding and support, teacher strength in the program, and provision of books, supplies, equipment, and innovative materials of instruction and facilities for instruction over a long range planning basis. Long range developmental planning is essential because funds for Programs for Gifted are limited.

Flexibility is further provided to schools within the program phases they may elect to utilize. In-depth and/or accelerated work in specific or combined subject fields may be scheduled. Enrichment programs may be developed. Grade levels may be combined. Innovative approaches are encouraged. Program phases may be combined.

**PROGRAM DESIGNS**

**7-12**

**HONORS CLASSES** — Pupils attend homogeneously grouped classes comprised of gifted pupils and other high achievers who have met the Los Angeles City Schools criteria by scoring at or above the 96th percentile of Stanine 9 on I.Q. or subject field tests. Classes may be offered in required academic subjects or advanced electives at any secondary level.

**ADVANCED PLACEMENT CLASSES** — Students in grades 11 and 12 who qualify on the basis of Honors criteria (see above) are enrolled in classes designed according to College Entrance Examination Board guidelines. Advanced standing credit and/or advanced college placement may be achieved by students who elect to take and are successful in the Advanced Placement examinations administered through the Educational Testing Bureau.

**ACADEMICALLY ENRICHED CLASSES** — A cluster of gifted pupils is grouped with other high achievers with special enrichment provided for the gifted pupils. Classes may be offered in required academic classes or advanced electives at any grade level.

**LOS ANGELES CITY SCHOOL CRITERIA FOR PUPIL PARTICIPATION IN HONORS CLASSES**

To participate in Honors Classes, pupils must qualify on the basis of Los Angeles City Secondary School Criteria for selection. Pupils are assigned to such classes on the basis of:

1. Recommendation of principal, counselors, and teachers, and
2. Demonstrated high competence and potential in the
subject field background necessary for participation

3. One of the following qualifications:
   a. Consistent measured achievement related to the
   subject field of placement equivalent to stanine 9,
   or the 96th percentile, or above, on the appropri-
   ate subject field test of a standardized test battery.
   Limitations of established stanine distributions
   should be considered in interpreting consistent
   measured achievement.
   b. An intelligence quotient determined by a group
   mental test, or from a psychological study, equiva-
   lent to stanine 9 for the test used.

LOS ANGELES UNIFIED SCHOOL DISTRICT
PROGRAMS FOR GIFTED

TIME REQUIREMENTS FOR
PARTICIPATING PUPILS

Senate Bill No. 143 has provided greater flexibility in
meeting program time requirements for mentally gifted
minors. A qualitatively different program may be designed
within the following time structures:

1. ONE OR TWO SEMESTERS OF PARTICIPATION
   WITH 200 MINUTES PER WEEK FOR 17 WEEKS
   OF EACH SEMESTER
   Pupils participate in a program that is provided 200
   minutes per week, 17 weeks of a semester.

2. ONE OR TWO SEMESTERS OF PARTICIPATION
   WITH 60 HOURS DURING EIGHT OR MORE
   WEEKS OF EACH SEMESTER
   Pupils participate in a program that is provided 60
   hours per semester during eight or more weeks of a
given semester.

3. ONE SEMESTER OF PARTICIPATION WITH 200
   MINUTES PER WEEK FOR 17 WEEKS THROUGH
   TWO SEMESTERS
   Pupils participate in a program which is provided for
   200 minutes per week for 17 weeks through two
   semesters (to be reported at the end of the second
   semester).

EAGLE ROCK HIGH SCHOOL
1750 Yosemite Drive
Los Angeles, California 90041

TÖ: Teachers of Mentally Gifted Minors
FROM: Alta-Lee Avant, Assistant Principal
SUBJECT: Mentally Gifted Minor Program
GOAL: To Develop Critical Thinking

CLASS OBJECTIVES:
7TH GRADE ENGLISH —
Regular —
To provide instruction in language, literature
and composition with extensive practice in lis-
tening, reading, speaking, writing, and related
thinking.

Qualitatively Different—
Special emphasis on panel discussions, news-
paper publication with mind probing activities
and drama presentations, with related attend-
cence to theater.

7TH GRADE SOCIAL STUDIES —
Regular —
To provide studies of economic and political
systems of map reading, outlining, analysis and
evaluating.

Qualitatively Different —
Special emphasis on creative individual proj-
ects utilizing scientific inquiry.

7TH GRADE MATHEMATICS —
Regular —
To provide studies of basic principles, math-
ematical relationships, generalizations, concerns
of size and shape and ideas of congruence.

Qualitatively Different —
Special emphasis in specialized thinking with
problem solving techniques and principles.

#97
Name of Program: Gifted
Location: Cranston, Rhode Island
Phone: 401-944-1241
Address: Oaklawn School, Cranston, Rhode Island
Contact Person: Ronald Deneault

1. General Information

A. Overview

This is a resource teacher program for gifted stu-
dents in grades 4-6. The program is located in three of
the district's elementary schools and serves approxi-
mately 100 students. Three teachers and three aides
serve the students. The students are in regular home-
rooms of 24 students where the resource teachers
work with the students in small groups in enrichment
activities related to their work in their homeroom.
The program originally began as a self-contained pro-
gram five years ago but during the past two years has
switched to its present program. The funding is en-
tirely local and costs approximately $60,000, the
majority of which is for salaries and pupil transporta-
tion.

B. Identification

The program uses a large variety of tests in pupil
identification. First, the entire district population of
3rd and 4th graders, over 1,000 students, take an
SRA Achievement Test. Students scoring above the
80 percentile are administered the Verbal Section of
the Lorge Thorndike Group Intelligence Test. Those
students who scored above 129 are then administered
a Stanford Binet Individual Intelligence Test and a
Wide Range Achievement Test. Teacher and principal
recommendations are also required. Final decision is
made by a selection committee which selects 20 stu-
dents to participate in the program.

C. Criteria for Selecting Personnel

The teachers must be able to work with their fel-
low teachers, be committed to individualized instruc-
tion, have a strong math background, and be willing
to work hard.
D. Curriculum
The curriculum developed for this program covers all the basic subject areas.

E. Instructional Materials
Much of the materials are either the same as that of the regular class or teacher developed. (See attached 2.1 for partial listing of materials.)

F. Written Information
The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071, phone 609-589-3410.
1. Curriculum Guide
2. Program Evaluation (as part of Project Gifted, ESEA Title III, 1973).
3. Examples of students' writings
4. Program description
5. Procedure for Selection of Students.

II. Project Objectives, Evaluation Outcomes
The only evaluation of this project was as a self-contained program as part of a Title III project. The program as it is now being implemented has no evaluation or evaluation design. The current objectives seem to be related to the various subject areas of the curriculum.

PROJECT GIFTED PARTIAL LIST OF RESOURCE MATERIALS
Overhead Projector
3 tape recorders
3 listening stations
Ampli-vox
Record player
Television set
Learning systems — Activity Sheets and Tapes (Math and Language)
Scholastic Reading books
Individualized Reading Kit from Scholastics
Skills Box — Language (Holt, Rinehart & Winston)
Building Reading Power — Charles E. Merrill
Jr. Reading for Understanding — SRA
Thinking Skills — Benefic Press
Organization and Reporting Skills — SRA
Graph and Picture Study Skills — SRA
Algebra Skills Kit — SRA
Dangerous Parallel — New Zenith
Holt Databank Systems — Holt, Rinehart
Xerox Science Units — Part E
Microscopes — Volcanoes — Weather Maps
Various Math Games — (Geoboard, Numble, Computers, Heads-Up, etc.)
Simulation Games and Mach Labs
Teacher Made Tapes
Photography Lab — (Mini-Equipment)
Typewriter
Newspapers (Daily Local and Wall Street Journal)
News of the Week
Globes
Slide Rules
Several Math Reference Books — (Polya’s “How to Solve It,” etc.)
Continuous Progress Learning Kit and Explora Tapes — EPC
Math Sets in Geometry and Measurement — W. J. GAGE, Ltd.
Activities in Mathematics — first and second course — Scott, Foresman

II. Program Objectives, Evaluation, Outcomes*
A. Objective
The students involved in the project would show significant growth in creative problem solving.

Evaluation Procedure — The students were pre- and post-tested with the Torrance Test of Creative Thinking.

Outcomes — results showed significant growth in the verbal area of creative problem solving.
B. Objective — The students involved in the project would show substantial growth in the development of skills and abilities in the areas of creative writing and the visual arts.

Evaluation Procedure — Based on a six point scale, persons with experience in art and creative writing rated random samples of the children's work.

Outcomes — The results of the evaluation showed 96.7% of the visual arts products scored above the midpoint on the scale. Similar results were obtained for the creative writing products. (No standardization data was presented on this evaluation instrument, thus it is impossible to evaluate these results).

* These results have been taken from An evaluation of Project Gifted 1972-73, Joseph S. Renzulli.

C. Exportability

This program is probably poor to fair in exportability because of its reliance on one person to design and teach the activities.

#107
Name of Program: Program for the Highly Gifted and Programs for the Gifted and Talented
Location: Anne Arundel County, Maryland
Phone: 301-760-4200
Address: 1st Avenue & A Street, Glen Burnie, Md. 21061
Contact Person: C. Thomas Subock, Coordinator

I. General Information

A. Overview

Anne Arundel is a K-12 county-wide school system which serves 425 students in suburban and rural areas. The Program for the Highly Gifted has been in operation for six years; Programs for the Gifted and Talented have been introduced in the last two years. These programs serve the intellectually gifted, and all funding is local. An annual allotment of approximately $48,000 covers salaries for teachers of the gifted, inservice and cost of materials, which is negligible, in the case of the Program for the Highly Gifted. Programs for the Gifted and Talented are financed through the use of the regular $600-$700 per pupil county allotment. The two programs were developed after in-depth research in the area of gifted children. The Program for the Highly Gifted is particularly distinctive, and appears to answer well the needs of gifted students.

B. Identification

Depending upon the student in question, one or more of the following standardized tests is used to identify the child for the gifted program: the Zigone-Thorndike Test of Intelligence, the California Test of Mental Maturity (a score of 125+), the Stanford Binet (a score of 140+), or the Slosson Intelligence Test; a score in the 95 percentile on the Iowa Test of Basic Skills is required of all candidates.

C. Criteria for Selecting Personnel

Teachers were interviewed and selected for the following characteristics: open-mindedness, flexibility, originality, creativity, a willingness to admit, "I don't know," and the use of inquiry and discovery techniques to develop high level reasoning and thinking skills. The candidate teacher prepared a sample lesson and was observed teaching it.

D. Curriculum

The curriculum in the case of the Program for the Highly Gifted for grades 4 through 6 is an original packet of materials made up of brain teasers and logic problems; the curriculum is continuously revised and supplemented, sometimes by the students themselves.

Materials for the Programs for the Gifted and Talented, which includes grades K-6, are individually selected by the teacher of each class. The classes include: genetics and heredity, musical composition, several levels of algebra and math, human interaction through the social studies, a project approach to math, poetry and prose, creative dramatics, aesthetic perception, creative and productive thinking in science. Average class size is ten pupils.

E. Inservice

Inservice requires one to three days and principally covers teaching strategies. It is provided for teachers of the gifted, classroom teachers and administrators.

F. Written Information

The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071, phone 609-589-3410.

1. program description
2. program objectives
3. program curriculum samples

G. Program Characteristics Appropriate for the Gifted

Each class of the Programs for the Gifted and Talented covers quite different material. The Program for the Highly Gifted, which is a three-year logic program, is concerned with developing problem solving approaches and abilities. While both programs have been established to challenge the student, Programs for the Gifted and Talented are concerned with covering larger amounts of material in a particular field; Program for the Highly Gifted is designed to promote higher level thinking skills (application, analysis, synthesis and evaluation). Classes are conducted in a free and open manner, and students are not uncomfortable in acknowledging errors.

II. Program Objectives, Evaluation, Outcomes

No objectives have been provided for the Programs for the Gifted and Talented. Objectives for the Program for the Highly Gifted are as follows:

Cognitive Domain

Upon completion of this three-year program, the student will be able to:

1. Arrive at logical conclusions by engaging in diversified activities that require him to use (a) inductive and deductive reasoning and (b) convergent and divergent thinking.
2. Use the skills of application, analysis, synthesis, and evaluation in experimentation with concrete objects.
3. Use the skills of application, analysis, synthesis, and evaluation when dealing with abstract situations.

Affective Domain

Upon completion of this three-year program, the student will be able to:

1. Demonstrate his ability to give and to accept constructive analysis of his reasoning through participation with others in reaching a mutually acceptable solution to a problem.
2. Show his acceptance of failure by (a) demonstrating no extreme emotional reaction, (b) offering no invalid justifications for his faulty reasoning, and (c) offering an alternate suggestion which might lead to a valid solution to a problem.

3. Accept personal success in the midst of others' failures by (a) saying nothing that would maximize his own abilities and minimize the abilities of others in the group, and (b) after explaining his decision clearly and systematically, listening patiently to rebuttals, even though he is convinced he is right.

4. Demonstrate a willingness to attack and conquer a difficult situation by independently solving a problem which takes him a minimum of thirty minutes.

5. Demonstrate a willingness to think in-depth as he successfully solves problems which require that he look beyond that which is immediately obvious.

6. Differentiate between assumptions based on facts and assumptions having no factual basis by (a) defending his statement with logic, (b) pointing out classmates' unsupported assumptions, and (c) bringing in concrete examples that show assumptions based on facts versus assumptions having no factual basis.

**Evaluation Procedure**

Anne Arundel does not provide a formal evaluation procedure for determining whether they have met their objectives. Program officials are attentive to the response of students, parents, professional educators and community, however. Students' willingness to join and remain in the program is regarded as an indication that the program is filling the identified need.

**Outcome**

On the basis of student enthusiasm witnessed in several classes during a visit, the program appears to be meeting its objectives. During an open discussion period, students spontaneously offered that they had experienced much carry-over into other classes. It appears that the logic curriculum is well suited to achieving their objectives. The Programs for the Gifted and Talented seem to achieve the objective of challenging the gifted students. These assessments of success, however, are based upon observation. No data is available on academic or achievement gains or other effects of the program, and, therefore, the success of the program is difficult to determine.
Objectives, Evaluation, Outcomes

Objective — to determine the possibility of fostering high level achievement in mathematics by creating a special accelerated mathematics program for able students.

Evaluation — Thirty students were invited to participate in a summer course of Algebra I; of the twenty-one who enrolled, 19 were tested on Form A of the Cooperative Achievement Tests, and 15 were judged to have scored well. These 15 were invited to continue into Algebra II, trigonometry, plane geometry and analytic geometry. His appears successful; however, no criterion for achievement of the objective had been determined prior to implementation of the program.

Objective — the general objective of the program was to better match students' abilities and course of study, specially with regard to pace.

Evaluation — no criterion was specified for the achievement of the objective.

Outcomes — Despite the fact that the authors of the study had not established specific criteria for success of the program, they appear successful for several reasons. All the educational alternatives mentioned were made available to each individual student, and recommendations were made to the student by the authors; thus an open-ended, flexible situation was created, enabling the student to find the academic pace suited to him. Continuous counseling sought to ensure that the student's adjustment was either good or improved. If the student was not happy, other arrangements were made. The authors of the study report that the students have indicated increased enthusiasm for school and life in general, improved adjustment, satisfactory relationships with intellectual peers and age peers — basically the students usually report that they are happier.

Future Plans

The authors of the study are not presently conducting courses, but instead are acting as consultants to schools in surrounding counties (Montgomery, Charles, Baltimore counties and the City of Baltimore) who wish to continue making these arrangements for their gifted students.

II. Program Objectives, Evaluation, Outcome

Objective — the students involved in this program will show significant growth in their creative thinking ability as measured by Torrance's and Guilford's Tests of Creativity.

Evaluation Procedure — students were divided into control and experimental groups. All students were periodically tested for creativity with the Torrance and Guilford tests.

Outcomes — The project students averaged gains much greater than control group students.

Exportability — the exportability of this program seems very high. It used a large number of students, several teachers in various classrooms and is developed along specific guidelines which are contained in a written curriculum.
I. General Information

A. Overview
A part-time public high school for the talented, the program services students in theater, dance, music and the visual arts. The students are in grades 9-12 from ten surrounding area public high schools. Students attend regular high school in the morning and attend the Educational Center for the Arts from 12:00-2:30 P.M., five days a week. Tuition per student is presently $975 of which the local school district pays one-third and two-thirds is reimbursed by the state.

The program has been in existence for three years. All staff members are practicing artists in their field.

B. Identification
Students must apply through their school guidance department. All applicants are screened and interviewed by the Center's staff. Students are selected on talent developed and experience in the arts as well as for undeveloped, but potential talent.

II. Program Objectives, Evaluation and Outcomes

This program does not seem to have specific written behavioral objectives or an evaluation design. However, it appeared to the project personnel visiting the Center, that the objectives were to develop and refine existing and potential talent.

EDUCATIONAL CENTER FOR THE ARTS
55 Audubon Street New Haven, Connecticut 06511
777-8900

Dance __________ Music __________ Theatre __________ Visual Arts __________
(Check One Area)

Name ________________________________

Female __________ Male __________ Date ________________

Freshman __________ Junior __________
Sophomore __________ Senior __________

Parent's Name ________________________________

Street Address ________________________________

City ________________ Zip Code ________________

Home Telephone ________________________________

School ________________________________ Counselor ________________________________

Describe what you do in the arts. Include ideas, experiences and ways you express and develop your talents.

______________________________

______________________________

______________________________

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Return this form to the Guidance Office at your high school.
STATUS OF PROGRAMS IN NEW JERSEY
APPROXIMATE LOCATIONS

OF

REPORTED

NEW JERSEY

PROGRAMS
Foreword

This section reports programs for gifted children in the state of New Jersey. Included are specific arrangements or characteristics of the program, grades and number of students served, means of identification of the gifted and length of the program (in hours).

Purpose

The purpose of this section is to provide local school districts with information on the dispersion of programs for the gifted in the state of New Jersey, and the characteristics of these programs. Characteristics of those programs that meet several rudimentary criteria are also indicated.

Procedure

All public school systems in the state of New Jersey were contacted via two mailings and asked to fill out a questionnaire regarding their program for gifted children. It is important to note that the questionnaire did not supply a definition of "gifted program." This was a judgement left to the reporting school or school system (see Appendix 7). The occurrence of each characteristic reported by each school or school system was recorded on a matrix. Also recorded were: program grade levels, number of students involved, personnel employed for the gifted only, the identification instruments used, and the time allotted to each program. Appropriate frequencies were then computed.

It should be noted that some questions were not answered by a few schools.

A rudimentary set of criteria was then established for a genuine program. These preliminary criteria required that: 1) the school or school system identify its gifted students and 2) the number of students in the program not exceed ten percent of the total school population. Additional appropriate frequencies were then computed.

Findings

Based on returns from 230 school districts, a total of 173 programs for the gifted were reported in the state of New Jersey; 57 schools or school systems reported having no program. The frequency of each program arrangement or characteristic is indicated in Appendix 6. Of the thirty-one characteristics, the six most popular arrangements are:

1) independent study (101)
2) enrichment (102)
3) school bands, choruses (77)
4) instrumental music (77)
5) supplementary learning centers (71)
6) homogeneous grouping (74)

Of the 173 programs for the gifted reported by the New Jersey school districts, a total of 61 programs satisfied the preliminary criteria set by this project. These programs serve a total of approximately 3400 students, indicating a mean number of 64 students per program. The characteristics most frequently reported by these programs are as follows:

1) enrichment (41)
2) independent study (36)
3) homogeneous grouping (27)
4) creative writing classes (25)
5) supplementary learning centers (25)

The characteristics of these programs correspond closely to those reported for all gifted programs in the state of New Jersey.

Most of these programs employ one teacher specifically for the gifted only.

Fourteen of these 61 programs are full-time in length (five full days). Forty-five of the programs are part-time, with a mean of six hours per week. One program meets during the summer only, one on Saturday's only.

The following table indicates the number of these qualified programs which serve each grade.

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Programs are not particularly concentrated in any one grade, although the mode is sixth grade.

A total of 315 means of identification are used by these programs to find their gifted children; this indicates a mean of five identification instruments used by each program. The most frequently used instruments are as follows: Formal Tests; Achievement Tests — 52; Recommendations: Teacher — 54 Achievement: Academic — 51. Teacher recommendation is the most popular identification instrument. This data parallels that for programs reported for the rest of the United States and Canada; the most frequently relied upon means are teacher recommendation, unspecified intelligence tests and academic achievement. See Identification Instruments for Gifted Children.

Gifted Programs Definitions

1. independent study — student chooses own topic for research and investigation; receives varying degrees of supervision.
2. homogeneous grouping — students are organized according to similar abilities.
3. advanced placement — student who has demonstrated ability in a particular area is permitted to enroll in a higher level course.
4. speed reading — students are taught to read at faster rates of speed.
5. interest clubs — meetings organized for students with the purpose of following the same hobby or area of interest.
6. honors courses — classes conducted at higher levels in specified curriculum areas for high achieving students.
7. programmed instruction — a course of study in a specified area of curriculum or particular topic, based on behavioral principles and a sequential approach to mastery; it is pursued on an individual basis.
8. creative writing classes — a course of study in which students express themselves imaginatively in writing.
9. school plays — students present theatrical productions, sometimes written and directed by themselves.
school bands, choruses — vocal and instrumental organizations which permit individual and group expression.

11. honor roll listings — recognition for academic achievement.

12. athletic teams — competitive sports organizations.

13. instrumental music — a course of music study which entails lessons on a musical instrument.

14. team teaching — classes or groups of students are taught by several teachers who have expertise in different subjects or curriculum areas.

15. supplementary learning centers — locations designated for study beyond that which is provided for in the regular classroom.

16. use of tutorials — a one-to-one learning situation in a specified curricular area which permits the student to move at his own pace.

17. use of specialized personnel — the addition of instructors or counselors with expertise in various areas to supplement that which is usually available to the student.

18. preschool education — arrangements made for more or less structured education for children prior to the kindergarten level.

19. creativity — stimulating curriculum innovations — diverse novel changes in such areas as course materials, approach, teaching technique, etc.

20. simulation of real-world experiences — the creation for students' experience of faithful imitations of outside-of-school situations.

21. acceleration — advancement of a student or students in a course or curriculum areas at a faster-than-usual pace.

22. enrichment — the elaboration of a curricular area or course via such things as more indepth reading, discussion, the addition of relevant experiences.

23. lecture/demonstrations — talks and/or illustrations presented to students by persons of various expertise.

24. college classes — the participation of students in courses administered by local colleges. In some cases college credit is awarded.

25. early entrance — the student is admitted to college prior to his high school graduation.

26. individual or small group counseling — psychological assistance provided to a student or groups of students.

27. field trips — organized visits of students to any of an infinite variety of out-of-school institutions and locations.

28. summer or weekend travel — organized visits by students to an infinite variety of out-of-school institutions and locations for varying periods during the summer, or on weekends.

29. summer school enrichment classes — classes offered during the summer which provide regular curriculum or course elaboration.

30. ungraded — organized classes not hierarchically labeled, permitting students to progress at their own pace.

New Jersey Programs for the Gifted

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<th>District, Location/School</th>
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<td>Ringwood, Ryerson</td>
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<td>River Dell, Oradell</td>
<td>Berg.</td>
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The following reports on programs actually visited represent a conscious selection on the part of the project personnel to gain verification of a written program description and additional information on projects which seem to be effective in meeting the needs of gifted children. The project personnel sought to obtain the same information as that sought for national programs. (see page 000)

#5
Name of Program: Academically Independent Program
Location: Bridgewater-Raritan
Phone: 201-722-1500
Address: First Avenue, Raritan, New Jersey
Contact Person: Dr. Jean Balinky

I. General Information
A. Overview
The Academically Independent Program is designed to serve those children identified as having gifts and talents specifically in school-work areas. Students from the second and third grades are grouped together and students from the fourth and fifth grades are grouped together. A total of fifty students are served. Cost of the program is approximately $30,000 plus transportation and includes teacher salaries.

B. Identification
The Stanford-Binet Intelligence Scale and the Iowa Test of Basic Skills are used to identify students for the program. In constructing the classes, a class size of 25 was first determined and then ranks assigned to students after considering their scores on each of these standardized tests. Students were admitted on the basis of their rank.

C. Criteria for Selection of Personnel
The two teachers of the gifted classes were selected for their willingness to teach these classes, their general ability, and their experience with individualization.

D. Curriculum
All curriculum areas are served. Special topics are taught in such areas as chemistry, biology, poetry and crocheting.

E. Other Resources Utilized
In addition to the teaching staff, parents and community members teach many of the topics mentioned above.

F. Written Information
The following additional written material is available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071.
1) Program description
2) Questionnaires for recommendation by parent, student and teacher.
3) Form for pupil evaluation by teacher, pupil and parent.
4) A list of materials used.

G. Program Characteristics Appropriate for the Gifted
The grouping procedure makes it possible for the gifted to stimulate each other and to move ahead quickly. The program allows for much individualization. The quick pace of the class is appropriate.

H. Program Exportability
The program is fairly exportable for several reasons. Grouping of the gifted together full-time means constant interaction and mutual stimulation, and causes the exciting pace of the class, independent of the teacher. The program depends heavily on its curriculum and on its students, and therefore is exportable.

II. Objectives, Evaluation and Outcome
Objectives
The basic goals of the program are to provide the needed stimulation for these students, and give them the opportunity to progress on an independent basis through basic skills, stressing enriched studies in all areas.

Evaluation
Because of the small size of the group and because of the lack of a control group, a qualitative evaluation of the success of the program will be utilized, rather than a statistical one.

#13
Name of Program: Enrichment Program
Location: Ramsey, New Jersey
Phone: 327-6800
Address: Ramsey Schools, 266 E. Main Street, Ramsey, N.J. 07446
Contact Person: Judie Bayles

I. General Information
A. Overview
The program at Ramsey is one of enrichment for high academic, potential and creative achievers. It serves 150 students in grades one through six in a one hour session each week; students in grades seven through twelve are served by means of individualized scheduling. All funding for the enrichment program, which has been in operation for three years, is local, in the amount of $14,000 per year. The program employs one teacher and an assistant for the gifted.

B. Identification
Program officials prefer to use a multi-criteria base for identifying their gifted students. The following instruments are used:
1. The Gowan and Renzulli-Hartman Scales
2. Stanford Achievement Test, 90th percentile
3. Otis-Lennon Group Intelligence Test, 90th percentile
4. Principal's recommendation
5. Torrance Test of Creativity

Class size and classroom scheduling are taken into consideration. Those students who exhibit potential for achievement are given consideration.

C. Curriculum
All curriculum areas are served, but the program leaves skill areas to the regular classroom; topics judged interesting by the teacher are explored.

D. Inservice
An informal inservice program is provided for classroom teachers, teachers in the gifted program, and the administration.

E. Written Information
The following additional information is provided at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071.
F. Program Characteristics Appropriate for the Gifted
   This program is highly individualized; roadblocks to students' progress and pursuit of interests are either non-existent or minimal. The classroom atmosphere is highly stimulating.

G. Program Exportability
   Program exportability is limited, since much of the program's success can be traced to this teacher's enthusiasm. The structure of the program, however, is exportable.

II. Objectives, Evaluation, Outcomes

Objectives
   The goals of the program are to:
   1. Identify and provide educational challenge for the gifted/talented child.
   2. Maintain normal peer relationships within the regular school routine.
   3. Aid the classroom teacher to incorporate the talented students' gifts to provide a richer learning environment for all.

Evaluation
   Using Student, Teacher and Parent Evaluations, program officials feel they are able to evaluate the program accurately.

Outcomes
   The community has generally been pleased with the program. No statistical evaluation of the survey is available.

#45
Name of Program: The Enrichment Program
Location: Columbus, N.J.
Phone: 267-0308
Address: Columbus, N.J.
Contact Person: Mr. John Hydock, Superintendent

I. General Information

A. Overview
   The Enrichment Program is a two year old program which serves 25 intellectually gifted students in grades two through six. The students participate in groups of six to eight from the same grade. Funding for the program is local, at an annual cost of approximately $6,000.

B. Identification
   Two formal tests, the Slosson Intelligence Test and the Metropolitan Achievement Test are used to identify the gifted students; a cut-off score of 130 is used on the former, and achievement two years above grade level is required on the latter. In addition the Renzulli-Hartman Scale is also used.

C. Criteria for Selecting Personnel
   The teacher was selected for her interest, enthusiasm, and ability to work well with these students.

D. Curriculum
   A topic is selected from all available curriculum areas. The needs and interests of the students are considered in the selection process.

E. Inservice
   Inservice is provided for all classroom teachers to explain the nature of gifted students. Periodically the teacher of the gifted meets with other teachers on an informal basis.

F. Written Information
   The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, New Jersey 08071.
   1. Description of the program
   2. Lists of materials used
   3. Program evaluation materials
G. Program Characteristics Appropriate for the Gifted

The class size, six to eight students, appears ideal; it is small enough to encourage each student to participate fully, yet it is big enough to allow them to stimulate each other.

The program permits the students to explore the selected topic in as much depth as they desire.

H. Program Exportability

The program's exportability is quite restricted due to the fact that the program relies heavily for its success on the teacher, and because a specific written program is lacking.

II. Objectives, Evaluation, Outcomes

Objectives

The objectives of the program are as follows:

1. Enrich and accelerate learning
2. Challenge the full use of abilities
3. Encourage initiative
4. Allow creativity to be expressed

Evaluation

Students, parents, classroom teachers, administrators and consultants were surveyed regarding their opinions on the effectiveness of the program. However, the survey did not evaluate the achievement of the above objectives.

Outcome

The survey indicated widespread satisfaction with the program and general agreement that the students benefited academically from the program. No data is available on the accomplishment of the program's stated objectives.

Also considered in the process of identification are achievement in academic or leadership areas, and/or the fine and performing arts, and recommendations by the student's teacher and parent, and the Director of Elementary Education.

C. Criteria for Selecting Personnel

Five teachers of the gifted were selected by the Director of Elementary Education and the principal's recommendation via a subjective selection procedure.

D. Curriculum

In grade 2, science, math and enrichment reading are offered. In grades 3 and 4 the classes are self-contained and all curriculum areas are covered. Spanish and language arts (communications) are available in grades 5 and 6. Grades 7 and 8 are grouped by ability and all curricular areas are available.

E. Inservice

Inservice consists simply of occasional meetings and discussion periods for the teachers of the gifted.

F. Written Information

The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071.

1. List of materials used
2. Sample lessons

G. Program Characteristics Appropriate for the Gifted

The program provides flexible grouping. In addition, students are encouraged to work to their full ability; during the staff's visit to the program the students appeared engrossed in the class, and well-motivated.

H. Program Exportability

The program's exportability is limited due to the fact that the teacher, in this case, is an important variable. The importance of the attentiveness and attitude of this group of students must not be underestimated. The program's exportability is also limited by the lack of written information about the program.

II. Objectives, Evaluation, Outcomes

Objectives

The goal of the program is only broadly defined as the providing of broadened, interesting experiences for identified students.

Evaluation

No written material is available regarding evaluation of this objective. Evaluation of the program consisted entirely of a survey of student, parent, and professional opinions of the program.

Outcome

The program reports broad acceptance and support of the program among students, parents, teachers and administration. No specific data is available.

Also considered in the process of identification are achievement in academic or leadership areas, and/or the fine and performing arts, and recommendations by the student's teacher and parent, and the Director of Elementary Education.

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2. Sample lessons

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E. Inservice

Inservice consists simply of occasional meetings and discussion periods for the teachers of the gifted.

F. Written Information

The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071.

1. List of materials used
2. Sample lessons

G. Program Characteristics Appropriate for the Gifted

The program provides flexible grouping. In addition, students are encouraged to work to their full ability; during the staff's visit to the program the students appeared engrossed in the class, and well-motivated.

H. Program Exportability

The program's exportability is limited due to the fact that the teacher, in this case, is an important variable. The importance of the attentiveness and attitude of this group of students must not be underestimated. The program's exportability is also limited by the lack of written information about the program.
The program meets for 1 ½ hours per week. Funding for the program comes from local and state (a minigrant) sources.

B. Identification

Several standardized tests are used to identify the gifted. A group I.Q. test, and the California Achievement test. An I.Q. of 125 and the achievement score of 97th percentile are required. Academic achievement is considered although no criterion level is set. The recommendations of the principal and the two teachers of the gifted are required. The classroom teacher uses an abridged form of the Renzulli-Hartman Scale to recommend students.

C. Curriculum

The program creates a learning environment which encourages the development of problem solving strategies. The interests of individual students dictate to a large extent the curriculum area in which they work. Language arts and math are popular areas.

D. Inservice

A well-researched inservice program is presented twice a year for teachers in the gifted program, other teachers and the administration. It consists of seven 1½ hour sessions, and includes discussion of what giftedness is, and what may be done to help.

E. Written Information

The following additional written materials are available at the Educational Improvement Center, P.O. Box 126, Pitman, N.J. 08071.

1. Lists of materials used
2. Samples of program materials

F. Program Characteristics Appropriate for the Gifted

Class size is small, two to six students, and permits them to stimulate each other. The program is exploratory and flexible and open to student input and direction.

G. Program Exportability

Program exportability is very good, since the program emphasizes a process or approach. The program depends to a large extent on the materials selected, and this adds to the program's exportability.

II. Objectives, Evaluation and Outcome

Objectives

The program's objectives are as follows:
1. Students will be able to function at higher levels of cognition and abstraction.
2. Students will be able to analyze, evaluate and appreciate their own and others' creative products.
3. The program will identify students' strengths and interests, and will help them increase their own self-direction.
4. The program will promote the development of communication skills.
5. Students will be better able to understand and appreciate themselves and others, and will be better able to appreciate their environment.

Evaluation

An elaborate evaluation procedure is planned which includes:
1. a post-test interest inventory
2. a self-appraisal interest inventory
3. a school sentiment index (an original product)
4. recorded group discussions on selected topics
5. appraisal of essays in response to hypothetical questions
6. assessment according to a modification of the Renzulli-Hartman scale
7. opinionnaires distributed to students, teachers, and parents
8. spontaneous anecdotal information

#71
Name of Program: Enrichment Workshop
Location: William Woodruff School
Address: William Woodruff School,
Briarwood Dr., Berkely Hts., N.J. 07922
Phone: 201-464-1723
Contact Person: Mr. Joseph Ierardi, Principal
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<th>OBJECTIVE</th>
<th>PLAN OF STUDY</th>
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Berkeley Heights: Student presents his findings from this project to class including critical evaluation.

**EVALUATION OF CONTRACT AFTER PRESENTATION**

1. Where did you get the idea for the contract?

2. Did you plan well? Why or why not?

3. Did you enjoy this contract? Is there more to learn about this subject? Will you ever return to it?

4. Did you encounter any problems in the contract? What were they? How were they solved or did you solve them?

5. Did you accomplish your objective? Why or why not?

6. Did you learn something new? about yourself? about others?
I. General Information

A. Overview
Matawan's Enrichment Program serves gifted students who can function independently in the classroom. It consists of self-contained classrooms on each grade level from second to fifth. The seven year old program presently serves one hundred students, and entails no cost beyond local per pupil spending and transportation for the students, who are bussed in.

B. Identification
Identification of the gifted begins at the end of the first grade. Any one of a number of intelligence tests is used, but the criterion score is not stringent. Emphasis, instead, is on academic achievement and teacher recommendation. The four teachers of gifted students make up the final class lists.

C. Curriculum
All curriculum areas are served by the program, with enrichment as a goal.

D. Criteria for Selecting Personnel
Teachers of the gifted are selected for their ability to teach a process approach.

E. Inservice
Inservice is provided for classroom teachers, teachers of the gifted, and administrators in an informal orientation meeting.

F. Written Information
The following additional written materials are available at the Educational Improvement Center, P.O. Box 426, Pitman, N.J. 08071.
1) Program description
2) List of materials
3) Evaluation description and results

G. Program Characteristics Appropriate for the Gifted
This program challenges the student, and, in addition, it provides more individual guidance.

H. Program Exportability
Because the program depends on an environment that can be reproduced relatively easily, and because it is process oriented, exportability is fairly good.

II. Objectives, Evaluations and Outcome

Objectives
The goals of the program are:
1) the development of an environment which maximizes self-actualization
2) assisting the student in the development of skills for learning

Evaluation
The evaluation procedure consists of an opinion survey of teachers, administrators and parents, and of standardized tests which indicate participants' general progress. The tests used are the Metropolitan Achievement Tests, the Gates-MacGinitie, and the Iowa Test of Basic Skills.

Outcomes
The questionnaire indicates only indirectly general satisfaction with the program. Questions included in the survey do not directly measure accomplishment of the objectives.
The program claims that performance on the standardized tests improves with increased experience in the program. No statistical data is provided.

Name of Program: Challenging Our Students
Location: Gloucester Township
Phone: 227-3467
Address: Charles W. Lewis School, Davistown-Erial Rd., Blackwood, N.J. 08012
Contact Person: Mr. Seferrazza

I. General Information

A. Overview
This program has been in operation two years and serves 150 creative and intellectually gifted students in grades four through eight. Class size varies from four to eight students in this enrichment program. Local funding ($30,000 for summer, $6,000 for the school year) supports the program.

B. Identification
The following are used to identify students for the program: the Otis-Lennon Mental Abilities Test, the Metropolitan Achievement Tests, teacher recommendations, and student performance. The art program admits students on the basis of the art teacher's recommendation. Students are selected at the end of the third year in school.

C. Curriculum
All academic areas and the arts are offered.

D. Inservice
Inservice, usually two sessions, is provided for teachers of the gifted and for administrators.

E. Program Personnel
Those teachers who work with the program have volunteered.

F. Program Characteristics Appropriate for the Gifted
This program challenges the student, and, in addition, it provides more individual guidance.

G. Materials
Materials are individually selected according to the needs of the pupils.

H. Available Services and Other Resources
Guidance, psychological and LDC services are available to program participants. Other resources used include parents, community members and educational resources.

I. Written Information
A program description and evaluation are available from the program officials.
I. General Information

A. Overview

This fifteen-year old program is conducted at Trenton Central High School, a 9-12 (grade) school which has a population of 3,000. The program is a three-year chronological program which requires no extra funding. Forty students participate, and an average class size is 7.

B. Identification

Program candidates must score in the ninetieth percentile on the SCAT and have a background of honors work. Students must score well in verbal and performance areas; otherwise, it has been found they can not handle this demanding program. Teacher recommendation is also required. The principal, who is head of the Curriculum and Instruction committee, the chairman of the English Department and a Social Studies teacher, select the students. Students are invited but not obliged to join the program.

C. Curriculum

The program consists of one English and one Social Studies course at each grade level (10, 11 and 12); the two courses are coordinated. In the tenth grade, students study early Greek, Chinese and Roman history and literature; in eleventh grade the period is European, and in twelfth grade American history and literature are studied. To a great extent the program relies on selected original writings. Trips to museums, theaters and historical sights are part of the program.

D. Written Information

A one-page narrative of the program is available from the Educational Improvement Center, Box 426, Woodbury-Glassboro Road, Pitman, N.J. 08071.

E. Exportability

The program is exportable since it relies heavily on the concept of the humanities, studied through original, classical works.

II. Objectives, Evaluation, Outcomes

Objectives

One objective of this program, conducted in an urban setting, is to provide an opportunity for these students to interact with each other for two periods a day but not to be isolated as was the case in a self-contained class. Another objective is to provide these students with a foundation in the humanities, and to teach them research and study skills.

Evaluation

Evaluation is an informal procedure and consists of feedback from program graduates; in this way the program has been revised and has indicated the success of the program.
I. General Information
   A. Overview
      This is a private non-profit educational society that has served over 10,000 gifted children in the past 17 years. The children range in age from 4-13. The students may attend one or more 1½ hour courses offered from 9:00 a.m. to 1:00 p.m. on Saturdays throughout the year. The cost of a course is $30-$45 with cost adjustments if more than one family member is enrolled in the program. The program also includes a student council and a parent association.
   B. Identification
      In order to participate a child must have an I.Q. of 120+ or at or above the 92 percentile.
   C. Curriculum
      The program offers a variety of courses including arts and crafts, debating, movie production, science, and medicine to name a few.
   D. Program Characteristics Appropriate for Gifted
      The program offers a variety of activities designed to appeal to the various interests characteristic of gifted children.
   E. Exportability
      The program is very exportable. It has well established guidelines and procedures which have been developed over an extended period of time.

II. Objectives, Evaluation and Outcomes
   The objective is to provide the gifted students in Bergen and surrounding counties with an enrichment program not offered in the public schools. When considering the types of courses offered and the age of the children in the program, it appears to be meeting its objectives. Specific learner objectives were not presented at the time of the visit, (Fall 1973).
Teacher Training Programs for the Education of the Gifted

Foreword

While this section does provide some information on teacher training programs throughout the United States, it is primarily concerned with the training available within a reasonable distance of New Jersey.

Purpose

The purpose of this section is to make available to the schools and educators in New Jersey a list of conferences, college courses, inservice programs and consultants in the area of the education of the gifted.

Procedure

In addition to programs of local school districts, a variety of other sources were contacted including all 50 State Departments of Education, the United States Office of Education, the National/State Leadership Training Institute on the Gifted and the Talented, the Council for Exceptional Children, The Gifted Child Society, The Association for the Gifted, various colleges and universities and recognized national consultants. Information concerning the types of training programs in the area of the education of the gifted was sought from all these sources. Time was not available to evaluate the various training programs found in our research. The information received was read and categorized.

Findings

While it is known that some of the programs and consultants listed below are excellent, the following list should not be considered an endorsement for any of the persons or programs included on the list. At the same time the list does not include any consultants or programs with which the project personnel are unfamiliar either through personal or written contact and, therefore, the list does not include any sources which do not merit consideration in planning a training program.

Existing Inservice Programs

1. Educational Improvement Center - South Jersey Region
   Box 426
   Pitman, New Jersey 08071  Phone: 609-589-3410
   Contact Person: Ted Gourley
   Summer workshops in developing program for the gifted and in creativity (divergent thinking).

2. Gifted Child Society, Inc.
   59 Glen Gray Road
   Oakland, New Jersey 07436
   Contact Person: Gina Ginsberg
   Once or twice a year the Society offers a training program dealing with the types of courses and teaching methods they have used with gifted children over the past 17 years.

3. National/State Leadership Training Institute on the Gifted and the Talented
   Irving S. Sato, Director
   Civic Center Tower Building
   316 Second St., Suite 708
   Los Angeles, Calif. 90012  Phone: 213-489-7470
   David M. Jackson, Executive Director
   1920 Association Drive
   Reston, Virginia 22091  Phone 703-620-3660

The L.T.I. sponsors a national training program once each summer as well as various regional programs throughout the year. The programs are designed for educators, legislators and parents.

4. The Association for the Gifted
   Council for Exceptional Children
   1920 Association Drive
   Reston, Virginia 22091
   Contact Person: Joseph Renzulli, University of Connecticut, Wm. Vassar, Conn. State Dept. of Education
   T.A.G. has various annual conferences regionally throughout the country as well as workshops at the annual council for exceptional children convention. Also see “Educational Programs for the Gifted” especially the descriptions of the programs visited. Several large city school systems such as Los Angeles, San Diego and Chicago have ongoing inservice programs. Also see the “Status of Programs for the Gifted in New Jersey” especially the programs visited as several of these programs have inservice training.

Potential Consultants

The following list of consultants is designed to be of use to schools in New Jersey and therefore the persons on the list live and work in an area from Southern New England south to Washington, D.C., or within a three hour drive of New Jersey. For a list of national consultants it is suggested that one contact:

Irving S. Sato, Director
National/State Leadership Training Institute on the Gifted and Talented
Civic Center Tower Building
316 Second St.
Los Angeles, Calif. 90012

Consultants - General Information

Lucy Campanella, 6 Murfield Drive, Lincolntown, N.J. 07736
Gina Ginsberg, 59 Glen Gray Rd., Oakland, N.J. 07436
Ted Gourley, Educational Improvement Center.
Box 426, Pitman, N.J. 08071
Pat Breyley, Educational Improvement Center, Box 426, Pitman, N.J. 08071
Ernest Maddock, Dept. of Special Education, Glassboro State College, Glassboro, N.J. 08028
Joseph Renzulli, Dept. of Ed. Psych., Univ. of Connecticut, Storrs, Ct. 06268
William Vassar, Conn. Dept. of Education, Hartford, Ct. 06101
Roslyn Oberson, Belhaven School, Linwood, N.J. 08221
Marion Liebowitz, SEIMC, East Windsor Regional School District, Hightstown, N.J. 08520
Jane Case Williams, Office of Gifted and Talented, U.S.O.E., Washington, D.C.
Nora Cohn, Academically Talented Program, 3236 Powelton Ave., Philadelphia, Pa. 19121
John Merrill, Prin., Sussex Ave. Elementary School, Morristown, N.J. 07960
Ann Prairie, Willingboro Public Schools, Garden Plaza Bldg., Willingboro, N.J. 08046
Julian Stanley, Dept. of Psych., Johns Hopkins University, Baltimore, Md. 21218
Roger Ming, New York State Dept. of Education, Albany, N.Y. 12207
Films on the Gifted

The following films are available to all New Jersey school districts at a cost of $10.00 to cover postage through:

Teacher Training Films
Somerset County A-V Aids Commission
Somerville, N.J. 08876
Phone 201-725-4700

A Time for Talent
Teach Me How I Can Do It Myself
Understanding the Gifted
See, Touch, Feel
Rafe - Gifted Disadvantaged
Creativity and Learning
Cognitive Development
Creative Kindergarten

Pre-Service Programs

Based on the following research studies, Survey of 1,564 Colleges and Universities on Courses Offered in the Education of the Gifted-Teacher Training by A.W. Laird and C.J. Kowalski, Gifted Child Quarterly, Summer 1972, and Gifted and Talented Teacher Training Programs, National Clearinghouse for the Gifted and Talented, Council for Exceptional Children, selected colleges and universities were contacted concerning their present training programs in this area. Sixty-eight colleges and/or universities were contacted including four (4) in New Jersey, two (2) in Connecticut, nine (9) in New York, four (4) in Pennsylvania, one (1) in Maryland, all of which had previously reported either courses or programs in the area of gifted education. Our findings, based on written returns, are as follows:

Pennsylvania
Dr. Deborah Nickles, Asst. Professor
Department of Special Education
West Chester State College
West Chester, Pa. 19380
Program: One course not offered in four years

Dr. Clinton Burket, Chairman
Department of Elementary Education
Kutztown State College
Kutztown, Pa. 19530
Program: One elective course, "Teaching the Gifted Child"

Dr. Emery R. Breneman
Department of Special Education
Mansfield State College, Mansfield, Pa. 16933
Program: Offers a special education major in teaching the mentally gifted.

New York
Dr. Alexinia Y. Baldwin, Asst. Professor
Department of Curriculum and Instruction
State University of New York
Albany, N.Y. 12222
Program: One graduate course "Gifted Education"

Dr. Carroll A. Feddeman, Program Head
Department of Special Education
Brooklyn College of the City University of New York
Brooklyn, N.Y. 11210
Program: One course

North Carolina
Dr. Robert M. Porter, Professor
State University College
Ononta, N.Y. 13820
Program: One course "School Programs for the Mentally Gifted"

New Jersey
We received no response from the New Jersey colleges contacted.

Connecticut
Dr. Joseph Renzulli
Department of Educational Psychology
University of Connecticut, Storrs, Conn. 06268
Program: Courses and major areas of study at graduate level

Maryland
Dr. Julian Stanley
Department of Psychology
Johns Hopkins University, Baltimore, Md. 21218
Program: Research programs on gifted (see Programs for the Gifted)

Other States
Dr. Bella Kranz, Asst. Prof.
Department of Education
Moorhead State College
Moorhead, Minn. 56560
Program: Two courses offered during the summer;
1. The Gifted Child, and
2. Curriculum and Methods for the Gifted

Dr. Steven D. Harlow, Chairman
Department of Special Education
University of North Dakota
Grand Forks, N.D. 58201
Program: One course

Dr. Russell Johnson
Department of Education and Psychology
Southeast Missouri State University
Cape Girardeau, Missouri 63701
Program: One course

Dr. Margaret Hiers, Head
Department of Special Education
Valdosta State College
Valdosta, Georgia 31601
Program: Certification and masters degree program

Dr. Janet R. Collins
Department of Instructional Services
Box 28
Wichita State University
Wichita, Kansas 67208
Program: One course, developing a master's level program.

Dr. Glenna DeBrota
Department of Educational Psychology/Special Education
Butler University
Indianapolis, Indiana 46208
Program: Courses at both undergraduate and graduate levels
Dr. Mary L. Kooyumjian, Assoc. Prof.
Department of Special Education
Northeastern Illinois University
Bryn Mawr at St. Louis Avenue
Chicago, Ill. 60625
Program: Four courses at the graduate level

Dr. William G. Melville, Assoc. Prof.
Department of Educational Psychology
University of Wisconsin – Platteville
Platteville, Wisconsin 53818
Program: One course

Dr. Joseph D. Purdy, Coordinator
Special Education Program
Southwestern Oklahoma State University
Weatherford, Oklahoma 73096
Program: A major in gifted education is offered consisting of 10 courses in psychology and education.

Dr. Wilber D. Simmons, Assoc. Prof.
Department of Special Education
Kent State University
Kent, Ohio 44242
Program: Programs are offered from undergraduate through Ph.D.

Dr. Barbara Clark, Assoc. Prof.
Department of Special Education
California State University in Los Angeles
5151 State University Drive
Los Angeles, Calif. 90032
Program: Programs are offered at both the masters and doctoral levels

School of Education, Graduate Studies Department
California State College, Dominguez Hills
1000 East Victoria Street
Dominguez Hills, Calif. 90747
Program: Both certification and master degree programs
COMMENTS AND CONCLUSIONS
Comments and Conclusion

Definitions

Often the definition is a behavioral definition and is described by the characteristics being measured with the various identification instruments.

Identification Instruments

Among all identification instruments, teacher recommendation (not to be confused with a Behavioral Checklist completed by the teacher) is the most popular identification instrument used in New Jersey and nation-wide programs. Yet teacher recommendation has been shown to have a low accuracy in identifying the gifted. Teacher recommendation is not a reliable identification instrument when used by itself; when used in conjunction with other identification instruments, however, it can prove helpful.

Use of more than one identification instrument increases the reliability of identification of the gifted. Naturally at some point the law of diminishing returns sets in, and time and cost must be considered.

Identification of the gifted should encompass approximately three to five percent of the population. This proportion agrees with that generally cited by authorities on the gifted. (On the standard normal curve, if three percent are considered retarded, three percent are regarded as gifted.) At grades lower than the third grade, identification of the gifted has low reliability, due simply to the low reliability of testing at those ages.

Educational Programs for the Gifted

Programs Not Located

Due to the extensive scope of this project, no reliable indication exists as to the number of schools or school districts which have programs for the gifted and were not located by this project.

Program Controversies

The opinions of officials from different programs are divided in the area of program arrangement or strategy: acceleration versus enrichment; homogeneous versus heterogeneous grouping versus independent study; part time versus full-time. These controversies can be eliminated by a school system developing a program, by first establishing program objectives, and then choosing the program arrangement that best facilitates attainment of the objective.

Characteristics of Good Programs

Programs judged good by the project usually exhibited the following characteristics:

1. Objectives that are clear, well formulated and appropriate.
2. In-service programs to acquaint classroom teachers and teachers of the gifted with characteristics and problems of gifted students, and special appropriate teaching strategies.
3. One or more teachers employed solely for education of the gifted.
4. Program consistency, exhibited by agreement among the program's definition of gifted, selection of identification instruments and evaluation. (Example: objective — increase creativity in gifted children; identification instrument — Torrance Test of Creativity.)
5. Proportion of student population identified as gifted should approximate the top three to five percent, the proportion generally agreed upon by authorities on gifted children.

6. The program shows a planned sequential development of the child's gifted ability throughout his education.

7. The programs follow a process approach toward meeting a local need. Those who conduct the program plan have determined identification procedures, program objectives, activities and program evaluation. Future programs are based upon the results of the preceding programs: programs which were effective in meeting an objective are continued, and those which did not meet their objectives are altered, based on their results. The programs visited which appeared most effective were those which tried to follow an annual planning and evaluation process.

8. The programs were not appropriate for the regular but were designed to develop the atypical abilities or meet the needs of the gifted.

New Jersey Programs

The diversity of New Jersey programs for the gifted, with regard to identification instruments, curriculum content, and program arrangements, is comparable to that of the nation.

Identification Instruments

The popularity of identification instruments used by New Jersey programs closely parallels that of instruments used nationwide (see section on Identification Instruments).

True Programs

The majority of programs in New Jersey are not, in fact, programs, but a list of activities and options available to all students, including the gifted, within a school system.

Within New Jersey the project identified 61 programs which possess the minimum characteristics of a program (see section on New Jersey programs). When compared to the total number of programs reported by other states, this number indicates that New Jersey has more programs on the local level than do most reporting states.

Program Arrangements

Those program arrangements utilized most frequently by New Jersey programs parallel those selected most often by programs nationwide.

Program Quality

Those New Jersey programs selected for visits compared favorably with those selected for visits nationwide.

Teacher Training Programs

There is an almost total absence of any formal training program for teachers of the gifted offered by the New Jersey State Colleges. Four of the colleges offer, or have offered, a course on teaching the gifted, i.e., Glassboro, Montclair, Paterson and Trenton State College. The last time the course was offered at Glassboro it was filled to capacity. If there is a real interest on the part of educators in New Jersey to become acquainted with the education and psychology of the gifted, then the state colleges should begin to offer courses in this area on a regular basis.

There are many educators in and around New Jersey with considerable experience and knowledge in educating the gifted. One of the best sources for consultants is to contact existing programs (see programs visited in New Jersey), and obtain help from them. In conducting research for this project it is the project personnel's opinion that often
the people with the best ideas and most useful suggestions are those teachers and administrators involved in programs for the gifted. The names of these persons do not necessarily appear in the list of consultants because they had not expressed an interest in serving in such a capacity; however, it might be worthwhile to contact such individuals.
<table>
<thead>
<tr>
<th>Programs</th>
<th>State</th>
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<tbody>
<tr>
<td>1. Richland Public Schools, Richland</td>
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<td>2. San Francisco Unified School District</td>
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<td>3. San Diego City Schools</td>
<td>California</td>
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<td>4. Cleveland Public Schools</td>
<td>Ohio</td>
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<td>5. Martin County Schools, Stuart Co.</td>
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<td>7. Stamford Public Schools</td>
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<td>8. Polk County Schools, Bartow</td>
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<td>10. Susquehanna Intermediate Unit</td>
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<td>11. Richland County School District, Columbia</td>
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<td>12. Central Dauphin School District, Harrisburg</td>
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<td>13. Central Kitsap School District #401, Silverdale</td>
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<td>14. Governor's School, Raleigh</td>
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<tr>
<td>15. Osceola County, Kissimmee</td>
<td>Florida</td>
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<tr>
<td>16. Brookfield Center, Brookfield</td>
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<td>17. Southington City Schools, Southington</td>
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<td>18. Wyoming Valley West, West Kingston</td>
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<td>19. City of Chicago</td>
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<td>20. Allegheny Intermediate Unit, Pittsburgh</td>
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<td>21. Oregon Consolidated Schools, Oregon</td>
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<td>22. Citrus County</td>
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<td>23. Garden Grove Unified School District</td>
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<td>25. Luzerne Intermediate Unit, Kingston</td>
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<td>26. Pittsburgh Scholars Program</td>
<td>Pennsylvania</td>
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<td>27. Indian River City Schools, Vero Beach</td>
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<td>28. Allentown School District, Allentown</td>
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<td>29. Monticello School District</td>
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<td>30. Talcott Mountain Science Center, Hartford</td>
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<td>31. Simon's Rock, Great Barrington</td>
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<td>32. Pine View Schools, Sarasota</td>
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<td>33. Cheboygan Area School District</td>
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<td>34. Willow Run Public Schools</td>
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<td>35. Flint Public Schools</td>
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<td>36. Livonia Public Schools</td>
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<td>37. Niles Community Schools</td>
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<td>38. Marple Newtown School District, Newtown Sq.</td>
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<td>39. Houston County, Warner Robins</td>
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<td>40. McComb Municipal Separate School System</td>
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<td>41. Governor's School of Arts, Lewisburg</td>
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<td>42. Cupertino School District</td>
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<td>43. Tulare Union High School, Tulare</td>
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<td>44. Pasadena Unified School District</td>
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<td>45. Philadelphia School District</td>
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<td>46. Bay County Public Schools, Panama City</td>
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<td>47. Dix Hills Public Schools</td>
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<td>48. Stevens Point Public Schools</td>
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<td>49. Gordon County Schools, Calhoun</td>
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<td>50. Putnam County Schools, Palatka</td>
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<td>51. La Orange Schools, LaOrange</td>
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<td>52. Bleckley County Schools, Cochran</td>
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<td>53. High School of Music and Art, New York City.</td>
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<td>54. Pinellas County Schools, Pinellas Park</td>
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<td>55. Valdosta Public Schools, Valdosta</td>
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<td>59. Norwich Public Schools</td>
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<td>60. Cheboygan</td>
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<td>61. Colorado Caravan, University of Colorado, Boulder</td>
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<td>62. Williamsport Area Schools</td>
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<td>63. Mooresville City Schools</td>
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<td>64. Yakima Public Schools</td>
<td>Washington</td>
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<td>65. Mounds View Independent School District, St. Paul</td>
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<td>66. West Central Minnesota Institute for Creative Study, Morris</td>
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<td>67. Buford City Schools, Buford</td>
<td>Georgia</td>
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<td>68. Independent School District #152, Moorhead</td>
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<td>69. Avon Middle School</td>
<td>Connecticut</td>
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<td>70. Des Moines Public Schools</td>
<td>Iowa</td>
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<td>71. Huntington Public Schools</td>
<td>Pennsylvania</td>
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<td>72. Lansing Public Schools</td>
<td>Michigan</td>
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<td>73. North Mason School District #403</td>
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<td>74. Alachua County Schools, Gainesville</td>
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<td>75. West Chester School District</td>
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<td>76. Neshaminy Public Schools, Bristol</td>
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<td>77. Charleston County School District</td>
<td>South Carolina</td>
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<td>78. Abington Public Schools</td>
<td>Pennsylvania</td>
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<td>79. Ottawa Public Schools, Ottawa</td>
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<td>80. Moodus Public Schools</td>
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<td>81. Atlanta Public Schools</td>
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<td>82. St. Paul Public Schools</td>
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<td>83. Twin City Institute for Talented Youth, St. Paul</td>
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<td>84. Los Angeles Unified School District</td>
<td>California</td>
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<td>85. School District 742, St. Cloud</td>
<td>Minnesota</td>
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<td>86. Mercer Island Public Schools, Mercer Island</td>
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<td>87. Tri-City Grant, Warwick, E. Providence and Cranston</td>
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<td>88. Pasco County Schools, New Port Richey</td>
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<td>89. Anacortes Public Schools</td>
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<td>90. West Hartford Public Schools</td>
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<td>91. Great Falls Public Schools</td>
<td>Montana</td>
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<td>92. Anne Arundel County Public Schools</td>
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<td>93. School District of Kershaw Co.</td>
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<td>94. Vernon Public Schools, Rockville</td>
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<td>95. Southern Columbia Area Schools, Catawissa</td>
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<td>96. Sioux Falls Independent School District</td>
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<td>103. McClellandtown Public Schools</td>
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<td>104. Brevard County Schools, Cocoa</td>
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<td>105. Study of Scientifically and Mathematically Precocious Youth, Baltimore</td>
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<td>109. Watertown Public Schools</td>
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<td>111. Federal Way Public Schools</td>
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<td>112. East Whittier City School District</td>
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<td>113. New Haven</td>
<td>Connecticut</td>
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Key to Objectives of Gifted Programs

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<tr>
<th>Abbreviation</th>
<th>Objective</th>
<th>Abbreviation</th>
<th>Objective</th>
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<tr>
<td>LEAD</td>
<td>leadership</td>
<td>PROB DEC</td>
<td>problem solving/decision making</td>
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<tr>
<td>CREAT</td>
<td>creativity</td>
<td>CRIT THINK</td>
<td>critical thinking/evaluation</td>
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<td>ACAD ACH</td>
<td>academic achievement</td>
<td>INDEP</td>
<td>independence</td>
</tr>
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<td>CAR AS</td>
<td>career assessment</td>
<td>GRP WORK</td>
<td>group work</td>
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<tr>
<td>SOC ADJ</td>
<td>social adjustment</td>
<td>VALUE JUDG</td>
<td>value judgments</td>
</tr>
<tr>
<td>USE COM RES</td>
<td>use of community resources</td>
<td>ASSESS SELF</td>
<td>self-assessment</td>
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<tr>
<td>SELF CONC</td>
<td>self concept</td>
<td>FOCUS INT</td>
<td>focus interest</td>
</tr>
<tr>
<td>COMMUN SKILLS</td>
<td>communications skills</td>
<td>SPEC CONTENT</td>
<td>knowledge in special content</td>
</tr>
<tr>
<td>ATT TWD SCHOOL</td>
<td>attitude toward school</td>
<td>STUDY SKILLS</td>
<td>study/research skills</td>
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<tr>
<td>OPEN MIND</td>
<td>open mindedness</td>
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<tr>
<td>INQ THINK</td>
<td>inquiry thinking</td>
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THE GIFTED AND TALENTED

School ____________________________ Phone ____________________________ Date ____________________________

Address ____________________________

Person filling out form ____________________________

Person to contact for more information on program ____________________________

1. Do you make specific program arrangements for the gifted students in your school?  
   Yes ______ No ______

If yes, please check the characteristics which best describe your program for the gifted.

1. ______ Independent study  
2. ______ Homogeneous grouping  
3. ______ Advanced placement  
4. ______ Speed reading  
5. ______ Interest clubs  
6. ______ Honors courses  
7. ______ Programmed instruction  
8. ______ Creative writing classes  
9. ______ School plays  
10. ______ School bands, choruses  
11. ______ Honor roll listings  
12. ______ Athletic teams  
13. ______ Instrumental music  
14. ______ Team teaching  
15. ______ Supplementary learning centers  
16. ______ Use of tutorials  
17. ______ Use of specialized personnel  
18. ______ Pre-school education  
19. ______ Creativity-stimulating curriculum innovations  
20. ______ Simulation of real-world experiences  
21. ______ Acceleration  
22. ______ Enrichment  
23. ______ Lecture/demonstrations  
24. ______ Early entrance  
25. ______ College classes  
26. ______ Individual or small group counseling  
27. ______ Field trips  
28. ______ Summer or weekend travel  
29. ______ Summer school enrichment classes  
30. ______ Ungraded  
31. ______ Other (please specify)  
32. ______ Grade level(s) of program ____________________________
33. ______ Number of students involved ____________________________
34. ______ Number of personnel employed as teachers of the gifted only ____________________________
35. ______ Do you identify gifted children?  Yes ______ No ______
36. ______ If yes, check all of the identification methods used.
   Formal Tests Recommendations  
   I.Q. ______ Teacher ______  
   Achievement ______ Peer ______  
   Creativity ______ Parent ______  
   Other ______ Other ______
37. ______ Please place a check in the appropriate column on the right pertaining to the amount of time with which each "gifted" child works in his/her program.

1. ______ program length is 5 full days a week  
2. ______ program is part time how many hours per week ______
3. ______ program meets after regular school day is over  
4. ______ program meets on week-ends only  
5. ______ program meets during the summer only  
6. ______ other (please specify) ______
38. ______ Do you have a procedure for determining the success of your program?  Yes ______ No ______
   If yes, please specify.

Please return survey to:  
Theodore J. Gourley, Co-ordinator  
Gifted Child Program  
Educational Improvement Center  
P.O. Box 426  
Pitman, N.J. 08071
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Legend:
- Formal Tests
- Achievement
- I.Q.
- Creativity
- Other
- Do you identify
- Yes
- No
- Personnel employed as teachers of gifted only
- Number of students involved
- Grade Level(s)
- Ungraded
- Summer school enrichment classes
- Summmer or weekend travel
- Field trips
- Individual small group counseling
- College classes
- Early entrance
- Lecture/demonstrations
- Enrichment
- Acceleration

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9. Selection begun at what level(s).

10. Size of class ________________________

   Size of group(s) ________________________

11. Please place a check in the appropriate column on the right pertaining to the amount of time with which each "gifted" child works in his/her program.

   1. program length is 5 full days a week ________________________
   2. program is part time __________ how many hours per week ________
   3. program meets after regular school day is over ________________________
   4. program meets on weekends only ________________________
   5. program meets during the summer only ________________________
   6. other (please specify) ________________________

12. Number of personnel employed as teachers of the gifted only.

13. Criteria for selecting personnel? ________________________

14. Curriculum areas served.

15. Check appropriate available services.

   ________ guidance ________ % of time for gifted program only
   ________ psychological ________ % of time for gifted program only
   ________ LDC ________ % of time for gifted program only
   ________ social worker ________ % of time for gifted program only

16. Other resources utilized (check where appropriate).

   ________ parent ________ community members ________ educational resources ________ other
17. Instructional materials

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List of enclosed materials.

18. Program implementation.
In-service for:
1. teachers in gifted programs
   - yes
   - no
   length
2. classroom teachers
   - yes
   - no
   length
3. administration
   - yes
   - no
   length

19. Program funding (Explain)
Local funding
state funding
Federal
program cost per child average per child reg. prog. total program cost

20. Written information available:
   - program description
   - evaluation of program
   - curriculum guides for gifted
   - other

21. Type of room used.

22. How does program differ from regular program?

23. What element(s) in the program make(s) it beneficial for gifted?

24. How exportable is the project?

25. Basic need for the program?

   Basic objectives

   How were objectives evaluated?

   What were evaluation results?

Definition Process

1. Who initiated the program?
2. Who developed the definition? (i.e., which groups were involved.)
3. What resources were consulted?
4. How much time was spent in developing the definition?
5. Did you limit the definition? (i.e., to I.Q. only.)
   How?
   Why?
6. Who had to approve the definition?
7. Have you revised the original definition?
8. If you had it to do over, what steps in developing the definition would you add?
   What steps would you eliminate?
July 8, 1974

Dear Colleague:

Our Center, which is an intermediate unit of the State Department of Education, is presently conducting research on programs for the gifted child for the Division of Research, Planning and Evaluation.

The goal of our project is to identify, compile and publish a guide of successful programs for the gifted in the United States and Canada.

Would you please send to us a list of operational programs in your region or state for the gifted and talented that have demonstrated a positive impact in the classroom.

A copy of the final report will be sent to you.

Please feel free to contact either myself, Enid Morhaleck or Roslyn Oberson at our office.

Thank you for your consideration in this matter.

Sincerely,

Theodore J. Gourley
Co-ordinator of the Gifted Child Program

TJG/vb

July 12, 1974

Dear Colleague:

Our Center, which is an intermediate unit of the State Department of Education, is presently conducting research on programs for the gifted child for the Division of Research, Planning and Evaluation.

The goal of our project is to identify, compile and publish a guide of successful programs for the gifted in the United States and Canada.

Would you please send to us information concerning procedures in developing definitions of the gifted, materials, programs and evaluations which have been formulated since the Leadership Institute that would help us to compile our guide.

A copy of the final report will be sent to you.

Please feel free to contact either myself, Enid Morhaleck, or Roslyn Oberson at our office.

Thank you for your consideration in this matter.

Sincerely,

Theodore J. Gourley
Co-ordinator of the Gifted Child Program

TJG/vb

July 12, 1974

Dear Colleague:

Our Center, which is an intermediate unit of the State Department of Education, is presently conducting research on programs for the gifted child for the Division of Research, Planning and Evaluation.

The goal of our project is to identify, compile and publish a guide of successful programs for the gifted in the United States and Canada.

Would you please send to us information concerning procedures in developing definitions of the gifted, materials, programs and evaluations which have demonstrated a positive impact in the classroom.

A copy of the final report will be sent to you.

Please feel free to contact either myself, Enid Morhaleck, or Roslyn Oberson at our office.

Thank you for your consideration in this matter.

Sincerely,

Theodore J. Gourley
Co-ordinator of the Gifted Child Program

TJG/vb
July 12, 1974

Dear Colleague:

The Educational Improvement Center has recently received a grant from the New Jersey State Department of Education to conduct research on programs for the gifted child.

The goal of our project is to identify, compile and publish a guide of successful programs for the gifted in the United States and Canada.

Your school district indicated in a survey done by Dr. James Jan-Tausch, Director of Pupil Personnel, New Jersey State Department of Education, that it was currently conducting a program for the gifted student.

In order to better aid us in our study, would you complete the enclosed survey indicating, in detail, the type of program presently available.

A copy of the final report will be sent to you.

Please feel free to contact either myself, Enid Morhuleck, or Roslyn Oberson at our office.

Thank you for your consideration in this matter.

Sincerely,

Theodore J. Gourley
Co-ordinator of the Gifted Child Program

August 1, 1974

Dear Sir:

Our Center, which is an intermediate unit of the State Department of Education, is presently conducting research on programs for the gifted child for the Division of Research, Planning and Evaluation.

The goal of our project is to identify, compile and publish a guide of successful programs for the gifted in the United States and Canada.

We are also interested in putting together a list of identification, instructional and professional materials that may be used in school districts planning or conducting programs for the gifted and talented.

Would you please send us an examination copy or information on:

Thank you for your consideration in this matter.

Sincerely,

Theodore J. Gourley
Co-ordinator of the Gifted Child Program

August 1, 1974

Dear Colleague:

Our Center, which is an intermediate unit of the State Department of Education, is presently conducting research on programs for the gifted child for the Division of Research, Planning and Evaluation.

The goal of our project is to identify, compile and publish a guide of successful programs for the gifted in the United States and Canada.

We are also interested in listing colleges and universities offering teacher training programs on the gifted.

Would you please send us a description of the teacher training program for the Gifted and Talented which is presently in existence at your institution.

Please feel free to contact either myself, Enid Morhuleck, or Roslyn Oberson at our office.

Thank you for your cooperation.

Sincerely,

Theodore J. Gourley
Co-ordinator of the Gifted Child Program
LIST OF CONTRIBUTORS
The following is a list of sources who responded to the search for information on programs for the gifted in the United States and Canada. The list includes sources and school districts who responded, regardless of whether or not they reported a program.

**Alabama**

Cecil Teague  
Instructional Services Center  
408 Bank St.  
Decatur, Ala. 35601

Dr. Marvin Gold  
Dept. of Special Education  
College of Education  
University of South Alabama  
Mobile, Ala. 36688

Dr. Carol Schlichter, Proj. Dir.  
Mobile County Bd. of Education  
1107 Arlington St.  
Mobile, Ala. 36605

Dr. Clinton R. Owens, Chief. Cons.  
Program for Exceptional Children  
Department of Education  
State Office Building  
Montgomery, Ala. 36104

Ms. Mary Grant  
G and T  
P.O.  
Alabama State Dept. of Ed.  
Montgomery, Ala. 36104

**Alaska**

Larry Roberts, Consultant  
Section for Exceptional Children  
State Department of Education  
Alaska Office Building  
Juneau, Alaska 99801

**American Samoa**

**Arizona**

Mr. Tom Hicks  
G and T  
P.O.  
State Department of Education  
Little Rock, Arkansas 72201

**California**

Administration Offices  
Cupertino Union Elementary School Dist.  
10301 Vista St.  
Cupertino, Calif. 95014

Bruce DeVries  
Cupertino Union Ele. School Dist.  
10301 Vista Drive  
Cupertino, Calif. 95014

Special Education Department  
University of California  
Davis, Calif. 95616

Mrs. Katie Blavat  
California State College  
Dominguez Hills, Calif. 90247

Eleanor Manning, Project Director  
Mentally Gifted Minor Program  
East Whittier City School District  
California 90605

Peter G. Last  
Fresno State College  
Fresno, Calif. 93721

Jeanne L. Delp  
Garden Grove Unified School Dist.  
10331 Stanford Ave.  
Garden Grove, Calif. 92640

Calif. Assoc. for Gifted  
Ruthe Lundy, Pres.  
School of Education  
Calif. State Univ. at Long Beach  
Long Beach, Calif. 90801

Barbara Clark, Asst. Prof.  
California State University  
5151 State University Drive  
Los Angeles, Calif. 90032

Elizabeth Kearney  
Pasadena Unified Sch. Dist.  
351 S. Hudson Ave.  
Pasadena, Calif. 91109

Dr. Paul Plowman  
Calif. State Dept. of Education  
721 Capitol Mall  
Sacramento, Calif. 95814

Dr. Clifford Stallings  
Center for Urban & Human Develop.  
U.S. International University  
Elliott Campus  
8655 Pomerado Rd.  
San Diego, Calif. 92124

Dave Hermanson  
San Diego City Schools  
San Diego, Calif.

Tulare County High School District  
3981 South K Street  
Tulare, Calif. 93274

**Colorado**

Connecticut  
Mrs. Bea White  
Avon Middle School  
375 West Avon Road  
Avon, Conn. 06001

Talcott Mountain Science Center  
Montevideo Rd.  
Avon, Connecticut 06001

Robert J. Schoonmaker, Admin. Asst.  
Brookfield Center School  
Brookfield Center, Conn. 06805

George Conquest, Director  
Independent Study Center  
Hamden-New Haven Cooperative Educational Center  
1450 Whitney Ave.  
Hamden, Conn.

James Sullivan, Supt. of Schools  
East Haddam Public Schools  
P.O. Box 1  
Moodus, Conn. 06469

Felice Kaufman  
Norwich Public Schools  
Buckingham School  
182 Cedar St.  
Norwich, Conn. 06360

Dr. Robert T. Linstone, Asst. Supt.  
Curriculum & Instruction  
Vernon Public Schools  
Rockville, Conn.

Leonard G. Lanza, Director  
Gifted Programs  
Simsbury Public Schools  
Simsbury, Conn. 06070

Alfred T. Lederman, Dir. Sec. Ed.  
Southington Public Schools  
49 Beecher St.  
Southington, Conn. 06489

Margaret C. Toner, Director  
Project Explore  
Stamford Public Schools  
195 Hillandale St.  
Stamford, Conn. 06902

Dr. Joseph S. Renzulli  
Assoc. Prof. Educational Psych.  
School of Education  
University of Connecticut  
Storrs, Conn. 06268
Dr. Janet R. Collins  
College of Education  
Wichita State University  
Wichita, Kansas 67208

Kentucky  
Special Education Department  
Western Kentucky University  
Bowling Green, Kentucky 42101

Louisiana  

Maine  
Ms. Betty McLaughlin  
G & T P.O.  
State Department of Education  
Augusta, Maine 04330

Maryland  
Anne Arundel County Public Schools  
Area Office 1  
1st Ave. & A St.  
Glen Burnie, Md. 21061

Deborah London, Asst. to the  
Dean of Community Services  
2901 Liberty Heights Ave.  
Baltimore, Md. 21215

Special Education Dept.  
The John Hopkins University  
Baltimore, Md. 21233

Massachusetts  
Commonwealth of Massachusetts  
Department of Education  
182 Tremont St.  
Boston, Mass. 02111

Dr. J. Patricia Marsh, Administrator  
Advanced Work Class Program  
Boston Public Schools  
8 Beacon St.  
Boston, Mass. 02108

Ellen Butterfield  
Senior Supervisor in Education  
Div. Curriculum and Instruction  
Department of Education  
182 Tremont St.  
Boston, Mass. 02111

Ms. Elizabeth B. Hall  
Simon’s Rock  
Great Barrington, Mass. 01230

Michigan  
Coordinator of Gifted Programs  
c/o Superintendent of Schools  
Board of Education Building  
Cheboygan, Mich. 49721

Coordinator of Gifted Programs  
Superintendent of Schools Office  
Board of Education Building  
Flint, Mich. 48502

Coordinator of Gifted Programs  
Superintendent of Schools Office  
Board of Education Building  
Lansing, Mich. 48924

Dr. I. Carl Candoli  
519 W. Kalamazoo St.  
Lansing, Mich. 48933

Coordinator of Gifted Programs  
Superintendent of Schools Office  
Board of Education Building  
Livonia, Mich. 48150

Coordinator of Gifted Programs  
Superintendent of Schools Office  
Board of Education Building  
Niles, Mich. 49120

James Rossman  
23901 Jefferson Ave.  
St. Clair Shores, Mich. 48081

Dr. DeRand Jones  
Willow Run Schools  
2171 E. Michigan Ave.  
Ypsilanti, Mich. 48197

Minnesota  
Ms. Becky Payne  
Cosmos Elementary School  
Cosmos, Minn. 56228

Dennis Dianovic, Director  
Special Education for Gifted  
Through the Gifted Opportunities  
Program  
30 N. Glen St.  
Hutchinson, Minn. 55350

Dr. Antusa Bryant  
Mankato State College  
Mankato, Minn. 56001

Ms. Lynn Hansen, Dir.  
Moorhead Public Schools  
Moorhead, Minn. 56560

Mrs. Bella Kranz  
Moorhead State College  
Moorhead, Minn. 56560

Ms. Joyce Nelson  
Snail Lake Public School  
Mounds View, Minn.

Jane Korte  
Independent District 742  
Seton Hall  
St. Cloud, Minn. 56301

Ms. Lorraine Hertz  
G & T P.O.  
State Department of Education  
St. Paul, Minnesota 55101

Lorraine Hertz, Consultant  
Gifted and Talented Division  
Special Education  
Department of Education  
Capitol Square Building  
500 Cedar Ave.  
St. Paul, Minn. 55101

Mrs. Faye Oakes  
Franklin Public School  
St. Paul, Minn. 55701

Mississippi  
Mrs. Joanelle Brumfield  
McComb Public Schools  
P.O. Box 868  
McComb, Miss. 39648

Missouri  
Richard Blankenship  
Southeast Missouri State College  
Cape Girardeau, Mo. 63701

Montana  
Dr. George Camp  
Great Falls Public School  
Great Falls, Montana 59401

Nebraska  

Nevada  
Mrs. Jane LoCicero  
Department of Education  
Educational Services Division  
Carson City, Nevada 89701

New Hampshire  

New Mexico  
Elie S. Gutierrez, Director  
Division of Special Education  
Department of Education  
Santa Fe, N.M. 87501

New York  
Dr. Alexinia Y. Baldwin  
State University of New York  
Albany, N.Y. 12209

Mr. Arthur D. Sullivan  
Program Planner  
507 Deer Park Road  
Dix Hills, N.Y. 11746

Department of Special Education  
Brooklyn College  
City University of New York  
New York, N.Y. 11201

North Carolina  
Dr. James J. Gallagher, Director  
Frank Porter Graham  
Child Devel. Center  
University of North Carolina  
Chapel Hill, N.C. 27514
Miss D. Nickles  
West Chester State College  
West Chester, Pa. 19380

Headquarters
PASEMG  
Education Department  
Wilkes College  
Wilkes-Barre, Pa. 18703

Pennsylvania Association for the Study and Education of the Mentally Gifted  
Eugene Hammer, Pres.  
Wilkes College  
Wilkes Barre, Pa. 18703

Puerto Rico
Special Education Department  
University of Puerto Rico  
Rio Piedros, P.R. 00931

Rhode Island
Dr. Avis G. Marden, Coordinator  
Project Gifted  
Warwick School Department  
34 Warwick Lake Ave.  
Warwick, R.I. 02889

David M. Whitaker, Coordinator  
Marine Environmental Studies  
Toll Gate High School  
575 Centerville Rd.  
Warwick, R.I. 02886

South Carolina
Mary DuVal, Coordinator  
Gifted and Talented Project  
Kershaw County Schools  
DuBose Court  
Camden, South Carolina 29020

Dr. Herbert Tyler, Coordinator  
Gifted and Talented Project  
Richland County Schools  
District No. 2  
6831 Brookfield Rd.  
Columbia, S.C. 29206

Gary Awkerman, Director  
Natural Sciences  
Charleston County School District  
South Carolina 29401

South Dakota
Robert L. Huckins, Coor.  
Gifted and Talented Programs  
Department of Public Instruction  
804 N. Euclid St.  
Pierre, South Dakota 57501

Robert L. Darlet  
201 E. 38th St.  
Sioux Falls, S.D. 57102

Tennessee
Director, Project C.L.U.E.  
Memphis City School System  
Memphis, Tennessee 38101

Texas
Andrews Independent School District  
S.W. 7th St. and Ave. B  
Andrews, Texas 79714

Trust Territory

Utah
Dr. Ted Bell, Supt.  
Granite Public Schools  
Salt Lake City, Utah

Vermont

Virgin Islands

Virginia

Washington
Michael Stark  
Anacortes Junior High School  
22nd and M Streets  
Anacortes, Wa. 98221

Donald Fowler  
Federal Way School District  
31435 28th Ave., South  
Federal Way, Wa. 98002

Donald Miller  
Mercer Island School District  
4160 86th Ave., S.E.  
Mercer Island, Wa. 98040

Dr. Richard Mauld  
G & T P.O.  
Office of State Superintendent  
State Board of Education  
Olympia, Washington 98501

State Advisory Commission for G & T  
Richard Mauld  
Supt. of Public Instruction  
Div. Curriculum and Instruction  
Old Capitol Bldg.  
Olympia, Wash. 98504

DeWayne Boyd  
Richland School District  
615 Snow Avenue  
Richland, Wa. 99352

Richard Williams, Proj. Dir.  
Yakima School Dist. No. 7  
104 N. 4th Ave.  
Yakima, Washington 98902

Washington, D.C.

West Virginia

Wisconsin
Mr. E. Buziewski  
Oregon Public Schools  
200 N. Main St.  
Oregon, Wis. 53575

Dr. William Melville  
University of Wisconsin -- Platteville  
Platteville, Wis. 53818

Ms. Jean McQueen  
C.E.S.A. No. 7  
Route No. 5, Box 280B  
Stevens Point, Wis. 54481

Wyoming
Ms. Joan Catmull  
G & T P.O.  
State Department of Education  
Cheyenne, Wyoming 82001

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