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THE DESIGN AND IMPLEMENTATION OF A CONCEPTUAL MODEL FOR
IDENTIFYING GIFTED AND TALENTED STUDENTS, K-12: A CASE
STUDY

The University of North Carolina at Greensboro

Ed.D. 1981

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THE DESIGN AND IMPLEMENTATION OF A CONCEPTUAL
MODEL FOR IDENTIFYING GIFTED AND TALENTED
STUDENTS, K-12: A CASE STUDY

by

Wesley E. Guthrie

A Dissertation submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

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1981

Approved by



Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

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Directed by: Dr. Dale L. Brubaker. Pp. 145

The purpose of this dissertation was to design a conceptual model for identifying gifted and talented students in a public school setting in grades K-12, and to present a study of the actual events as the model was implemented. A historical background was presented to show the universal need to find the gifted and talented. This search for the gifted dates back to Plato; nonetheless, reliable practices for identifying these youngsters are still lacking.

The construction of the conceptual model was planned in four stages: (1) recognition of need and appointment of a leader; (2) history of programs for gifted; (3) developing resource networks; and (4) beginning the program. The model was created with a free-flowing ameboid structure to accommodate human interactions and change during implementation. The model focused on multiple criteria for identifying gifted and talented as it evolved through the assignments and acceptance of leadership roles within a selected setting.

The case study methodology was employed to analyze the creation of an educational setting. The reporting of the case study was organized according to the structure of the conceptual model. The key elements included surveying the nation for current practices in identification of the gifted and talented, formulating a concept in gifted education, gaining commitment of school personnel, blue-printing action

for the implementation, engaging personnel for involvement, reflecting on action, and expanding internal communications for program success.

To test the usefulness of the conceptual model, it was implemented in other educational settings. The writer concluded that the model has some practical applicability for adaptation in school systems outside North Carolina. Moreover, the analysis of theory/design and practice/implementation proved advantageous in moving educational aims toward better practices for identifying gifted and talented students.

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CHAPTER I
INTRODUCTION

The purpose of this dissertation is twofold: to design a conceptual model for identifying gifted and talented students; and to write a case study that describes what happened when this model was implemented.

Gifted Students as a Necessary Resource

Identification of gifted and talented students is an issue that has deep roots. Plato suggested that Greeks with exceptional intellectual abilities be educated from childhood for responsible positions in the state.¹ In the 1500's, Suleiman the Magnificent helped to enhance the Ottoman Empire by sending teams of men to find the strongest and brightest youths in the land. These talented youths were to be provided with a special education to train them for posts of honor and responsibility in the empire.² In the United States, Thomas Jefferson urged his home state of Virginia to find and to educate the talented children for the good of the state.³ Lewis

¹Robert S. Brumbaugh, Plato for the Modern Age (The Crowell-Collier Publishing Company, 1962).

²R. B. Merriman, Suleiman the Magnificent (New York: Cooper Square Publishing, Inc., 1944).

³Thomas Jefferson, Notes on the State of Virginia edited with an introduction and notes by Will Peden (Chapel Hill: University of North Carolina Press for the Institute of Early American History and Culture, 1955), p. 146.

Terman perpetuated this concept in his 1925 study of the lives of gifted children. Terman was hopeful that, with a better understanding of gifted children, schools could plan more effectively for their proper education, ensuring the development of a nation's most vital resource. He reported,

It should go without saying that the nation's resources of intellectual talent are among the most precious that we will ever have. The origin of genius, the natural law of its development, and the environmental influences by which it may be affected for good or ill, are scientific problems of almost unequal importance of human welfare.⁴

Russia's alarming launching of Sputnik pressed President Eisenhower to urge Congress to appropriate grants to "encourage improved State and local testing programs to identify the potential abilities of students at an early stage of their education."⁵ In mid-1971, a renaissance in gifted and talented education occurred when the United States Commissioner of Education completed a Congressionally mandated study and reported to the Congress on gifted and talented education in the United States.⁶ The Commissioner found that very little was being done across the land to identify and to provide special education for gifted and talented students.

⁴Lewis M. Terman et al., Genetic Studies of Genius, vol 1: Mental and Physical Traits of a Thousand Gifted Children (Stanford, California: Stanford University Press, 1925).

⁵U.S., President, Special Message to Congress, 27 January 1958.

⁶U.S., Department of Health, Education, and Welfare, Office of Education, Education of the Gifted and Talented, 2 vols., a report to Congress by S. P. Marland, Jr., U.S. Commission of Education (Washington, D.C.: Government Printing Office, 1972), vol. 1, hereafter cited as the Marland Report.

This research effort is, therefore, a study of the identification of gifted youth. It builds on earlier studies by scholars, educators, legislators, and many of their constituents.

Statement of the Problem

Although the recognition of the gifted child is, and has been, a major concern to society, identification of gifted youngsters has been left almost entirely to judgmental decisions by teachers and their interpretations of test scores.

Gallagher reported:

The means of identification of gifted children in the first two decades of this century was by teacher nomination. . . . In this situation, the actual definition of gifted children becomes 'those children who are doing well in school, much better than their companions.'

This practice ultimately led to the educational exclusion of persons like Thomas Edison, Albert Einstein, Winston Churchill, and other intellectually gifted people. It was a belated awareness of these oversights that created an urgency for developing a method of identifying gifted and talented youngsters.

Specifically, what are the most appropriate methods for identifying gifted and talented children? What legitimate assumptions can be made for developing an effective identification model? Can such assumptions be well founded? Does educational leadership encourage non-prejudicial identification?

⁷James J. Gallagher, Teaching the Gifted Child (Boston: Allyn and Bacon, Inc., 1964), p. 17.

Does academic integrity prevail? Will these procedures for program implementation be valid in a given setting? In what directions do these assumptions lead? This, therefore, is the problem: How does one construct and implement a conceptual model for identifying gifted youngsters? As a corollary to the problem, after implementation of the model in a test setting, will the model serve well throughout the entire school system? Is it refined to the point of extension beyond the local school unit? As a basis for analyzing the problem, several assumptions about gifted and talented youths will be examined within the context of a review of relevant literature.

For this study in designing and implementing a model for a selected school system, the definition below, as legislated by the State of North Carolina, will be employed:

Gifted and talented students are defined as those students who possess demonstrated or potential intellectual, creative or specific academic abilities and need differentiated educational services beyond those being provided by regular school programs in order to realize their potentialities for self and society. A student may possess singularly or in combination these characteristics: general intellectual ability; specific academic aptitude, creative or productive thinking abilities.⁸

To identify gifted youngsters considered in this present study, an identification model was designed. The school selected to implement the model was DeLalio Elementary School, located at Camp Lejeune, North Carolina. The school was one of seven schools in the Camp Lejeune Dependents' School System.

⁸North Carolina, State Department of Public Instruction, Division for Exceptional Children, Rules Governing Programs and Services for Children with Special Needs (Raleigh, 1979), p. 1.

Several factors were instrumental in selecting DeLalio Elementary School as a test setting. For example, it was the only systemic school which housed grades K-6. The other schools within the system had grades K-3, K-4 (2), 4-6, 7-8, and 9-12. It was also within a totally independent community. DeLalio Elementary School served only those dependents who lived at the Marine Corps Air Station, New River, which is an auxiliary base to Camp Lejeune Marine Corps Base. The economic status of the subjects included both enlisted and officers' ranks. These factors provided a range of characteristics to be examined within a limited population. This school was also the setting of an earlier program involving gifted students, initiated at DeLalio Elementary School during the 1973-74 school year. The program endured one year and was discontinued because of its inadequacies.⁹

The Need for Present Study

In schools across the nation, it has seemed to be generally accepted that standardized test scores alone were accurate determiners for identifying gifted and talented youngsters. It has been assumed that these test scores determined the academic needs of students. However, modern researchers are revealing that standardized test scores are becoming outmoded

⁹Children, and therefore parents not involved in this program resented the selectivity and variety of activities. There was also a high degree of teacher resentment. Moreover, students were selected solely on teacher judgment.

and that many criteria must be used in screening a child for giftedness. For example, William Purkey wrote, "standardized test scores for groups of children do not necessarily indicate a particular child's general mental ability."¹⁰

Although the single standardized test scores for screening children for giftedness is becoming obsolete, little attention is being devoted towards a sophisticated method of preparing a school system's population for logical and systemic approaches for implementing change as a new identification program is created.

As an outgrowth of Public Law 94-142¹¹ and the resultant emphasis that needs of "all special children must be met," there has developed an awareness of the possibility of imminent legal ramifications. For example, in Irwin v. McHenry School District,¹² a discrimination charge was filed. Irwin contended that gifted children were discriminated against. He thought that his suit eventually might become "the Brown v. Board of Education for gifted children."¹³ This, of course, was in reference to the 1954 U.S. Supreme Court decision that outlawed racial discrimination in schools.

¹⁰William Watson Purkey, Inviting School Success (Belmont, California: Wadsworth Publishing Company, Inc., 1978), p. 39.

¹¹U.S., Congress Education of All Handicapped Children Act (1975). P.L. 94-142, 20 USC Sec. 1401.

¹²"Lawsuit Questions Bias Against Genius," Raleigh (North Carolina) News and Observer, 15 April 1979, Sec. B-28.

¹³Ibid.

The intent of Public Law 94-142 was to insure that all handicapped children be provided an appropriate and free educational opportunity to learn in the least restrictive environment. This first national legislation attempted to guarantee the identification and proper placement of handicapped children in public schools. However, Public Law 94-142 did not include gifted and talented children who were also considered exceptional in many areas.¹⁴ The implication was that public schools must recognize and provide appropriate and free education for gifted children with the same emphasis as those students more specifically announced by public law. Many states across the nation, including North Carolina,¹⁵ passed legislation which mandated free education for gifted and talented children.

In September of 1978, the Superintendent of the Camp Lejeune Dependents' Schools made an impressive contribution to gifted education by assigning a committee consisting of guidance counselors and special service personnel the task of surveying, examining, and assessing the existing learning situation for gifted and talented students within that school system. After completing the study, the committee reported to the Superintendent that the school system did not operate

¹⁴In correspondence with 33 states, this investigator discovered only one state which did not include Gifted and Talented Programs in the Division for Exceptional Children.

¹⁵The North Carolina General Assembly passed the Creech Bill in 1977 to make Public Law 94-142 coincide with the Equal Opportunity for Special Education. House Bill 824, 1977 Session.

any formal gifted and talented programs or have identification and placement guidelines for children in the schools. The report included the following recommendation:

(4) The school system should develop identification and placement procedures based on the guidelines adopted by the North Carolina State Board of Education. Procedural guidelines used by other school systems could be used as guides.¹⁶

This recommendation indicated the need for a specific, consistent, well structured conceptual model for identifying gifted and talented students. The Superintendent assigned this investigator the task of constructing a workable identification model for the school system. A basic premise for the project was that through the correlation of existing detection devices and the invention of others, a model plan could be designed expressly for the population of Camp Lejeune Dependents' Schools and would result in educational improvement.

The focus of this project was the identification of gifted children using multiple criteria, as opposed to the singularity of standardized test scores. It was necessary that particular attention be given to the process of designing and implementing the model. It was also anticipated that these organized procedures would lead to future implications regarding programs which would be essential in meeting the special needs of gifted children.

¹⁶Recommendations for Improving the Services Provided for Camp Lejeune Dependents' Schools Students Who Have Special Needs (Camp Lejeune, N.C.: Camp Lejeune Dependents' Schools, March 1979). See Appendix for the original document.

Methodology

As stated by Stake,¹⁷ the case study is a preferred method because epistemologically it is in harmony with the researcher's experience. Moreover, the case study method can be systematic and fenced with boundaries. Stake further clarified by saying,

What is happening and deemed important within those boundaries (the emic) is considered vital and usually determines what the study is about, as contrasted with other kinds of studies where hypotheses or issues previously targeted by investigators (the etic) usually determine the contrast of the study.¹⁸

An additional rationale is given by Sarason for this method of study. A case study, according to Sarason, ". . . is not a collection of facts, . . . but rather a description of events which are considered important events according to some conception or theory about how things work and develop."¹⁹

Concept and theory were two basic components of the model used in this project. The conceptual model for identifying gifted children was conceptual theory and not exactly step-by-step procedures, or guidelines, used in screening the children who were referred as candidates for giftedness. It symbolized the investigator's building of supportive core

¹⁷Robert E. Stake, "The Case Study Method in Social Inquiry," in Educational Researcher, ed. Martin Burlingame (Washington, D.C.: American Educational Researcher Association, 1978), p. 5.

¹⁸Ibid., p. 7.

¹⁹Seymour B. Sarason, The Creation of Settings and Future Societies (San Francisco: Jossey-Bass Publishers, 1972), p. 165.

groups to assure effective results. Theoretically, the conceptual model graphically illustrated the approach which this investigator took to obtain support from the school persons involved. This model building reflected the set of values the investigator drew upon in an effort to identify gifted children.

This approach to research was supported by Macdonald, who declared, "We /I/ favor a model which emphasizes values and process that are consistent with a commitment to an explicit humanistic, ethical concept."²⁰ The entire study encompasses a magnitude of personal interactions. The Board of Education, the Superintendent, the principals, this researcher, the guidance counselors, the teachers, the parents, and the student candidates for giftedness created boundaries best investigated and reported through the case study method. These boundaries encompassed human value interactions and were vital to the Camp Lejeune Dependents' Schools and they determined the direction of the methodology.

Definition of Terms

To show that definitions are not value free, Scheffler identified three kinds of definitions.²¹ They are stipulative,

²⁰James B. Macdonald, Bernice J. Wolfson, and Esther Zaret, Reschooling Society: A Conceptual Model (Washington, D.C.: Association for Supervision and Curriculum Development, 1973), p. 1.

²¹Israel Scheffler, The Language of Education (Springfield, Illinois: Charles C. Thomas Publisher, 1960).

descriptive, and programmatic. Stipulative, for example, is "a given term to be understood in a special way."²² Descriptive "explains the defined terms by giving an account of their prior usage."²³ On the other hand, programmatic basically is "an expression of a practical program."²⁴ This study will use both stipulative and programmatic definitions.

Scheffler used these terms to illustrate how one's definitions reflect deeper elements of one's value system. Acknowledging that definitions are often value laden, Brubaker stated, "It is both possible and desirable to translate important findings in educational research into simple and understandable terms."²⁵

Thus, in the interest of clarity and understanding, a number of terms have been listed and defined as follows:

Youngster. A child aged from 5 to 18.

Identification. A planned program of early and continuous appraisal for the selection of individual pupils who are academically gifted.

Model. A symbolic representation, often in a figure, of real life interactions among persons, organizations, and institutions.

Multiple. Involving not fewer than three criteria for identification of gifted and talented youngsters.

²²Ibid., p. 13.

²³Ibid., p. 15.

²⁴Ibid., p. 19.

²⁵Dale L. Brubaker, Who's Teaching--Who's Learning? Active Learning in Elementary Schools (Santa Monica, California: Goodyear Publishing Company, Inc., 1979), p. xii.

Curriculum. What children and adults experience in a learning setting (planned, plus what happens or the emerging curriculum).

Regular curriculum. A curriculum taught to children where exceptionalities are not a factor in the assignment of students to a classroom.

Enriched curriculum. A curriculum which is qualitatively different and emphasizes higher thinking skills and a variety of learning opportunities where exceptionalities are considered in the assignment of students to a classroom.

In this chapter the investigator has stated his intent to establish a conceptual method for identifying gifted and talented students within a public school setting. It has been expressed that the validity of an identification process is dependent upon a broad spectrum of administrative and community uniqueness. The need to closely examine this relatedness and all of its implications has been established.

The investigator will employ the case study through the use of a conceptual model as the methodology used in this research. Chapter II will review research concerning the history of identifying gifted youngsters, their characteristics, and the use of multiple criteria for screening. The chapter will also deal with the creation-of-settings processes and will present literature dictating educational change as indicated by the study. Finally, the chapter will include a discussion on communications and leadership styles as related to programs for gifted and talented youngsters.

Chapter III will present the conceptual model for identifying gifted and talented students which will be implemented in the Camp Lejeune Dependents' Schools in grades K-12. This model should be applicable to other school settings in assisting in an understanding of the creation-of-settings processes in gifted education. The investigator's case study will be presented in Chapter IV. The different concepts of the creation of gifted and talented settings will be discussed and analyzed in detail as the chapter's organization will follow the framework of the model in Chapter III. The final chapter of this study will present a summary and conclusions based on the design and implementation of the conceptual model. The paper will conclude with recommendations for further research.

CHAPTER II
A REVIEW OF RELATED LITERATURE

"How shall we find a gentle nature which has also a great spirit . . .?" "My friend," I said, "no wonder that we are in perplexity; for we have lost sight of the image . . . I mean to say that there do exist nature's gifted."¹

In the previous chapter, the researcher provided a direction for this dissertation. In the present chapter, literature related to the stated investigation will be reviewed according to two themes: What is gifted and talented education? And how can settings in gifted and talented education be created? This literature review will set the stage for the design and implementation of a conceptual model for identifying gifted youngsters in grades K-12, the topics of Chapters III and IV.

Part I will discuss the following topics:

- (a) history of gifted education;
- (b) concepts and characteristics of giftedness; and
- (c) need for multiple criteria in the identification of the gifted and talented.

Part II of this chapter will address the following topics:

¹Louise Ropes Loomis, Plato: Apoloyt, Crito, Phaedo, Symposium, Republic (Roslyn, New York: Walter J. Black, Inc., 1942), p. 276.

- (a) creation-of-setting processes;
- (b) communications and human interactions; and
- (c) leadership styles.

Part I

History of Gifted Education

A study of the literature on gifted children shows that an interest in their selection and education can be traced as far back as two thousand years. The following dialogue from Plato's Republic supports this statement: "And our State must once more enlarge . . .,"² Plato wrote. With this concern, Plato then discussed the gifted youngsters of the Greek Republic through the speeches of Glaucon, Plato's brother, and Socrates, the narrator in Plato's Republic. Socrates said,

"And the higher the duties of the guardian [youth] ,"
I said, "the more time, and skill, and art, and application will be needed by him?"

"No doubt," he replied.

"Will he not also require natural aptitude for his calling?"

"Certainly."

"Then it will be our duty to select, if we can, natures which are fitted for the task of guarding the city?"

"It will."

"And selection will be no easy matter." I said, "but we must be brave and do our best."³

It was with these words that Plato said how vital it is to identify the gifted child. Also, he did not overlook the

²Ibid., p. 274.

³Ibid., p. 275.

need for providing the selected gifted with a special education. He described the higher education of the youths identified to become rulers of the State. "And what shall be their education?" He responded, ". . . we begin by telling children stories . . . we must teach them music [literature] . . ."4

Historical background on gifted education records a multitude of great minds who have defended the need for finding the gifted and providing an effective education to meet their needs. As mentioned in Chapter I of this study, Suleiman the Magnificent in the sixteenth century and Thomas Jefferson in the early eighteenth century articulated this need. Jefferson, in his Notes on Virginia, wrote, "We hope to avail the State on those talents which nature has sown as liberally among the poor as the rich, but which perish without use, if not sought for and cultivated."5

To address the twentieth century, the first significant step in the history of gifted education is credited to Lewis M. Terman. In 1925 Terman published Genetic Studies of Genius, the first volume of which was titled Mental and Physical Traits of a Thousand Gifted Children. This study dispelled many myths about characteristics of gifted children.

Terman's study was longitudinal and followed approximately 1,500 students through several stages of development.

⁴Ibid., p. 278.

⁵(Chapel Hill, University of North Carolina Press for the Institute of Early American History and Culture, 1955), p. 146.

His study showed that bright children were not physically weak, socially backward, nor emotionally maladjusted. On the contrary, they tended to be better than average in all of these categories. If for no other reason than its magnitude, Terman's study, in spite of self-admitted flaws, was important as a research base for the development of gifted education. His findings set the scene for later education adaptations. James J. Gallagher's reaction to Terman's study was as follows:

The traditional description of high-performance children relies in large measure on the data obtained from the monumental half-century longitudinal study of gifted children by Terman and his associates. The results of that study have finally put to rest the myths that gifted children are generally emotionally unstable and that they perform poorly as adults. Instead, Terman's subjects appeared to be superior academically, socially, and emotionally to the average student and to have made many extraordinary contributions to society in adulthood.⁶

Nonetheless, Gallagher has concern for the educational programs for the gifted.

While the results of Terman and his co-workers removed many of the questions regarding the positive characteristics and adjustment of the youngster of superior intellectual ability, serious questions remain regarding the problems, within the educational program, or children whose performance classified them as 1 in 100,000 or 1 in 1,000,000.⁷

⁶James J. Gallagher, Teaching the Gifted Child (Boston: Allyn and Bacon, Inc, 1975), p. 63.

⁷James J. Gallagher, Research Summary on Gifted Child Education (Springfield: Illinois Department for Exceptional Children, 1966), pp. 42-43.

Historically, the push for gifted education languished for a while after Terman's breakthrough. In the 1950's the National Education Association began an attempt to bring the neglect of the gifted to public attention. J. P. Guilford in an address to the American Psychological Association proposed a theoretical model on the structure of the intellect.⁸ His model charted the intellectual operations and products of the mind. When in 1958, the Russians beat the United States into outer space with Sputnik, Congress passed the National Defense Education Act, which authorized federal funding to strengthen programs in math, science, and foreign languages. This act was America's first visible effort to identify gifted and talented children.

Other researchers emerged in the 1960's with theories in relation to creativity and problem-solving in education. A few of these new proponents in the field of gifted education were May Meeker, Paul Torrance, Calvin Taylor, Benjamin Bloom, David Krathwohl, and Frank Williams. Their research contributed to a growing awareness of the need to identify and provide a different education for the gifted, and prompted subsequent federal action.

The United States Congress passed Public Law 91-230 in 1970.⁹ Part C, Section 806 requested an investigation

⁸ Guilford, J. P. Address to American Psychological Association, 1950.

⁹ P.L. 91-230 was authored by U.S. Senator Jacob Javits in 1969. It mandated the Commissioner of Education to evaluate the status of gifted and talented education in Federal, state, and local government. Appropriations Under National Defense Provisions, 20 USC Sec. 841.

into the status of gifted education in the United States. In 1971 Sidney P. Marland, Jr., U.S. Commissioner of Education, made a report to Congress as an outcome of the P.L. 91-230 mandate.¹⁰ He verified the need for gifted programs as supported by research, but he indicated very little support for the idea. Gifted education had a low priority as far as funding was concerned. Because the money available was dispensed at the state and local levels, little money was actually spent for the gifted child, Marland reported. Finally, he said that something must be done on a national level to insure proper communication of research data to all educators at the state and local levels.

Fallout from the Marland Report mushroomed into more action by Congress. The Office of Gifted and Talented was established under the Special Projects Act of P.L. 93-380 in 1972.¹¹ But the most far-reaching public law was yet to come. In 1975, P.L. 94-142, the Education for All Handicapped Children Act was passed. This law mandated that every handicapped child, including the most severely handicapped, would receive a free appropriate public education.¹² Although

¹⁰U.S., Department of Health, Education and Welfare, Office of Education, Education of the Gifted and Talented, a report to Congress by Sidney P. Marland, Commission of Education (Washington, D.C.: Government Printing Office, 1972).

¹¹P.L. 93-380, Section 404, provides grants for the education of the gifted and talented children. Education Amendments of 1974. 20 USC Sec. 821.

¹²U.S., Congress Education of All Handicapped Children Act (1975). P.L. 94-142, 20 Sec. 1401.

P.L. 94-142 did not include the gifted and talented as an exceptionality, it provoked many states in the nation to enact their own laws to assure an appropriate education for their gifted and talented. North Carolina,¹³ Florida, and Pennsylvania were among these states. Even though early programs existed before P.L. 94-142, none were mandated until this law was passed.¹⁴

Three years after P.L. 94-142 on March 15, 1978, United States Senator Jacob Javits of New York went before the Congress on another crusade for the cause of gifted and talented youngsters. The following excerpts are from his speech:

The problem of the gifted and talented has not been well enough understood. There exists a pervasive opinion that these children constitute an elite group who will automatically, by the very nature of their outstanding abilities, reach the top in their respective fields of expertise. Yet this assumption does not begin to account for the fact that the talents of the gifted are frequently potential talents, and may only be made actual through a major effort to identify these children and provide them with necessary special instructional programs.¹⁵

In conclusion,

. . . the current scope of our country's effort in the field of the gifted and talented is limited,

¹³As cited in Chapter I, the N.C. Creech Bill mandates that the State provide free education for the gifted and talented.

¹⁴President Gerald Ford signed into law the Education for All Handicapped Children Act, P.L. 94-142, on November 29, 1975.

¹⁵U.S., Congress, Senate, Senator Javits, 95th Cong., 2nd Sess., 17 March 1978, Congressional Record, vol. 124, p. 1.

given the ultimate potential benefits to our Nation of a massive effort to identify and develop the talents of every gifted American child. The long-term benefits of our future policy, of which the legislation which we introduce today will form the crue, will be fully evident when our gifted children reach positions of leadership in their respective fields, and perform in these positions to their maximum capacity, with wisdom and sensitivity.¹⁶

A brief overview on the history of gifted education indicates, as stressed by Plato two thousand years ago and Javits today, a real need to find the gifted and talented in our society. Yet, a recent national newsletter stated:

Gifted and Talented education is facing its biggest crisis, RIGHT NOW. Our many sources, both in Washington and across the nation, tell us that the drive to balance the budget will cut the monies for G & T education in half this year, and eliminate funding altogether in 1981.¹⁷

Concepts and Characteristics of Giftedness

Research indicates that concepts of giftedness play a very critical role in understanding the characteristics of gifted children. Without a defined concept and an understanding of gifted characteristics, it is very difficult and haphazard to identify a population of gifted youngsters. James Curry writes:

A 'concept of giftedness' may be defined as the philosophical position (evolving from selected research, values, and speculation) which states a belief regarding the essence of what is (and is not)

¹⁶Ibid., p. 3.

¹⁷Bobbie Kraver and Ted Kraver, Gifted Advocacy Information Network, Inc. Phoenix, Arizona: n.p., 1980.

a gifted/talented individual.¹⁸

Regarding the term, characteristics, Curry says, "Characteristics are the distinguishing attributes that differentiate the gifted/talented individual from others."¹⁹

For example, Curry notes that the definition of gifted and talented at the federal level is a "statistical concept." Because Calvin Taylor's model clusters abilities, Curry describes it as a concept where "gifted children are those who are potentially gifted adults." And the Guilford/Meeker model he perceives as a "factor analytic concept."²⁰ Thus, it seems imperative for educators to know and to be able to articulate a concept for giftedness.

Regarding characteristics of the gifted, Gallagher classifies Terman's studies as being "the most authoritative source on the characteristics of the gifted."²¹ Subsequent to Terman's publications, in 1950 the National Education Association reported,

. . . it is recognized that creativity and originality are distinguishing characteristics of truly gifted. Outstanding achievement along creative lines almost always goes hand in hand with high intellectual ability, according to the Educational

¹⁸James A. Curry and Thelma M. Epley, "A Model for Establishing Continuity in Identification of the Gifted/Talented," in Educating the Preschool/Primary Gifted and Talented (Ventura, California: Ventura County Superintendent of Schools, 1980), p. 25.

¹⁹Ibid., p. 27.

²⁰Ibid., p. 25.

²¹Gallagher, Teaching the Gifted Child, p. 65.

Policies Commission.²²

In addition, Barbara Clark adds,

While there can be no certainty as to clear distinction in every instance, gifted children usually exhibit the ability to generalize, to work comfortably with abstract ideas, and to synthesize diverse relationships to a far higher degree.²³

Gallagher comments on the characteristics of gifted by saying, "Many people believe that 'gifted children are not difficult to discover. . . . It is true many gifted children reveal themselves by their outstanding performances."²⁴ He then adds, "However some 'gifted' children will resist routine and the demand of conformity and may be classified as behavior problems or merely as apathetic youngsters of average ability."²⁵ Moreover, Vail comments, "We may look with more understanding eyes than before at the child who is a bother. Not all these traits (of the gifted) are easy to live with, and the actions and thoughts they generate may rock the boat."²⁶ Gallagher concludes, "One reason for teachers' errors in identification is the expectation that a 'gifted' child should be enthusiastic

²²National Educational Association, Educational Policies Commission, Education of the Gifted (Washington, D.C.: Educational Policies Commission, 1950), p. 88.

²³Barbara Clark, Growing Up Gifted (Columbus, Ohio: Charles E. Merrill Publishing Company, 1979), p. 22.

²⁴Gallagher, Research Summary on Gifted Child Education, pp. 10-11.

²⁵Ibid., p. 11.

²⁶Priscilla L. Vail, The World of the Gifted Child, (New York: Penguin Books, 1979), p. 27.

in his response to the educational program."²⁷ And Clark further suggests:

There are, however, many characteristics that often reoccur in groups of gifted individuals. While an individual might not exhibit all of these characteristics knowledge of all the characteristics may avail our attempts to optimize learning environments and understand the demands higher levels of intelligence make on individuals within our society.²⁸

One such common characteristic which Clark could be referring to is "gets bored with routine" which is one of the negative traits to which Gallagher alludes.

Many lists of traits, such as the one just mentioned, have been designed for persons who have problems in identifying the gifted youngster. Frank Williams and Robert Eberle's "Traits Common to Intellectually Gifted Students"²⁹ lists some characteristics as "is self-initiated," "is a good elaborator," "learns rapidly," "is able to hypothesize." In addition, May Seago's "Some Learning Characteristics of Gifted Children"³⁰ lists other traits as "keen power of observation," "questioning attitude," "persistent," "sensitivity."

Regarding lists of common traits of gifted, Vail comments:

It would be foolish to say, 'Now we have a list of traits.' People with these traits, or six out of the ten traits, or four out of the ten traits, are gifted and others are not. What we can say is that

²⁷Gallagher, Research Summary, p. 11.

²⁸Clark, Growing Up Gifted, pp. 21-22.

²⁹See Appendix B.

³⁰See Appendix B.

people who have been recognized as gifted have clusters of these traits. These work together in some mysterious alchemy to produce a gifted person.³¹

Moreover, it is certainly desirable to learn as much as one can in general about the characteristics of gifted children before identifying them. Gallagher adds, "It is only natural to assume that identification procedures evolve from the definition of 'gifted children.'"³² Yet, characteristics are basically the key elements in any definitions for the gifted and talented. For example, the United States definition in Public Law 91-230, Section 806, describes gifted youngsters as those who have "outstanding abilities" and "who are capable of high performance." The complete definition reads as follows:

Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities, are capable of higher performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.³³

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

1. general intellectual ability
2. specific academic aptitude
3. creative or productive thinking

³¹Vail, The World of the Gifted Child, p. 27.

³²Gallagher, Teaching the Gifted Child, p. 16.

³³USDHEW, Education of the Gifted and Talented, 1:9.

4. leadership ability
5. visual and performing arts
6. psychomotor ability

In conclusion, research documents the necessity to have a broad understanding of a concept and the characteristics of gifted children and to be aware that they are frequently disguised and hard to find. Accordingly, it is certainly desirable to learn as much as one can in general about the characteristics of gifted children before identifying them in the school setting.

Multiple Criteria in the Identification
of Giftedness

Adhering to the concept that program designers for gifted children should constantly strive to improve the skills of involved persons in the recognition of potential, the important need of using multiple criteria for screening youngsters for giftedness becomes an issue. The true value in identification is to understand the diversity of abilities gifted children possess. According to Ruth Martinson, "abilities should be identified not only in terms of IQ but also by descriptions of actual performance, special skills, and talents so that teachers can offer meaningful education."³⁴ Martinson illustrates her point with the following example:

³⁴Ruth Martinson, The Identification of the Gifted and Talented (Reston, Virginia: The Council for Exceptional Children, 1975), p. 3.

The 163 IQ of the first grader . . . says something about this child; however, his mental age of 11-6 or sixth grade equivalent and the various abilities the child demonstrated at junior high level mean more, as do the teachers' descriptions of his advanced reading interest and skills, his remarkable ability in mathematics, his extensive interests and hobbies, and his specific experimental interests brought on by reading in an adult magazine of studies in prenatal communication. As such information unfolds, the inadequacy of the usual first-grade curriculum is apparent.³⁵

Because the gifted children are now viewed as those with talents other than those measured singly by IQ scores, several factors have led to the use of multiple criteria for screening:

1. a recognition that programs for the gifted based on high I.Q. scores do not serve all the gifted children;
2. the question of what actually is 'giftedness?' are there other kinds of giftedness . . . ?;
3. parental and educational administrative interest in and subsequent support of the broader group of the above average child, the upper ten percent, 'the near gifted,' rather than the restricted two to three percent 'highly gifted';
4. a growing awareness that multi-talents such as leadership, productive thinking, planning and plan implementation, decision-making, forecasting, and communication cannot be isolated from academic and intelligence talents;
5. the realization that intelligence is not restricted to one ethnic or socio-economic environment but is in all cultures.³⁶

Research supporting the soundness of multiple criteria for identifying multi-talented youngsters is further expounded by experts in gifted child education. For example,

³⁵Ibid., p. 4.

³⁶Cornelia Tongue and Charmian Sperling, Gifted and Talented, An Identification Model (Raleigh, N.C.: State Department of Public Instruction, Division for Exceptional Children, 1976), p. 3.

J. P. Guilford explains, ". . . intelligence is the ability to learn and that learning is adaptation to new situations in new ways."³⁷ Furthermore, ". . . multiple abilities and processes are involved. Learning to understand the component aspects of intelligence has helped very much to comprehend the operations of learning."³⁸

Meeker further discredits the sole use of IQ tests for identification when she states, "IQ tests are based on response. They are not based on the theory of intelligence."³⁹ For example, the structure of intellect postulates 120 kinds of intelligence and 96 have been identified. In reference to creativity and abilities, E. Paul Torrance adds, ". . . a person can behave creatively in an almost infinite number of ways."⁴⁰ Moreover, "It is much more useful to think in terms of a variety of kinds of criteria of creative behavior and of a variety of kinds of creative thinking ability involved in these criterion behaviors."⁴¹

³⁷J. P. Guilford, The Nature of Human Intelligence (New York: McGraw Hill Book Company, 1967), p. 464.

³⁸Ibid.

³⁹Interview with Mary Meeker, "Structure of the Intellect (SOI)," Laurinburg, North Carolina 21 July 1980.

⁴⁰E. Paul Torrance, Torrance Tests of Creative Thinking (Lexington, Mass.: Ginn and Company for the Xerox Corporation, 1966), p. 21.

⁴¹Ibid.

Part II

Creation-of-Settings Processes

Seymour Sarason defined "creation of settings" as ". . . any instance in which two or more people come together in new relationships over a sustained period of time in order to achieve certain goals."⁴³ The creation of new settings is not limited to any one social organization. For example, Sarason commented that ". . . the most frequent instance . . . is when two people band together in marriage."⁴⁴ New settings are constantly created in government, politics, hospitals, universities, and schools, for example. Sarason further stated:

Beyond values the creation of settings involve substantive knowledge, a historical stance, a realistic time perspective, vehicles of criticism, and the necessity for and the evils of leadership.⁴⁵

In a statement on the creation-of-settings processes, Dale Brubaker commented, "The two most common general goals we hear cited for the creation of settings are the desire for psychological sense of community and a sense of personal worth."⁴⁶ However, goals vary from setting to setting. Brubaker pointed out four major components which are fundamental in the study of the creation-of-settings processes: (1) the

⁴³Seymour B. Sarason, The Creation of Settings and the Future Societies (San Francisco: Jossey-Bass, 1972), p. 1.

⁴⁴Ibid.

⁴⁵Ibid., p. 6.

⁴⁶Dale L. Brubaker, "Social Studies and the Creation of Settings," Publication #7 of the University of North Carolina at Greensboro, Humanistic Education Project directed by Dale L. Brubaker and James B. Macdonald, December 1, 1976, p. 1.

influence of tradition and the culture of the setting; (2) covenant formation; (3) values and priority setting; and (4) change strategies.⁴⁷

To begin with, the history of the setting, according to Sarason, is imperative. Brubaker stated:

Leaders involved in creating a setting are tempted to act as if life began with the first day in the new setting's history. Such a view flatters one's ego and makes no demands on leaders to systematically study 'before the beginning' influences.⁴⁸

Second, in reference to Sarason's definition of settings, Brubaker continued, "When persons enter into new and sustained relationships to create a setting, they quickly become involved in the covenant formation process."⁴⁹ Third, Brubaker commented:

Covenants between persons vary as to intensity and duration which is to say that the degree of commitment to a relationship depends on one's values and to act on such values is to involve one in priority setting.⁵⁰

Fourth, Brubaker noted that creation-of-settings processes

. . . are expressed in the adoption of change strategies. It is relatively easy to identify the technical dimensions of change strategies but what we often fail to see is the conceptual rationale behind the choice of this set of strategies rather than that.⁵¹

Brubaker explained that his analysis for the creation-of-settings processes is based on the concept of praxis, or reflective action, that assumes that theory and practice

⁴⁷Ibid., pp. 2-4.

⁴⁸Ibid., p. 2.

⁴⁹Ibid., p. 3.

⁵⁹Ibid., p. 4.

⁵¹Ibid.

should be integrated. To him, the creation-of-settings processes is the means whereas goals are the ends.⁵² It is important to remind ourselves that settings are not always physical. Sarason and Brubaker maintained that a setting is also psychological.

Communications and Human Interactions

As indicated, communications and human interactions are essential to the process of creating new settings. In short, David Mortensen said, "Communication occurs whenever persons attribute significance to message-related behavior."⁵³ The usefulness of verbal language was elaborated with these words:

Because of our extraordinary gift of language we have the capacity not only to create images of our every experience but also to talk about them. Out of the accumulation of social encounters, we form and share common images. . . . The images men share about communication--and about its possibilities--largely regulate what sort of encounters each person will seek or avoid.⁵⁴

In accordance with Mortensen's thoughts, Wayne Minnick wrote, "The way a person perceives a stimulus will determine the way he responds to it. For example, if he perceives a substance as cotton candy, he will eat it; if he perceives it as cotton, he will not."⁵⁵ That is, "We can expect people, therefore,

⁵²Ibid.

⁵³C. David Mortensen, Communications, The Study of Human Interactions (New York: McGraw-Hill Book Company, 1972), p. 14.

⁵⁴Ibid., p. 4.

⁵⁵Wayne C. Minnick, The Art of Persuasion (Boston: Houghton Mifflin Company, 1957), p. 35.

to attend to those things associated with the needs and wants that are at the moment of greatest urgency to them."⁵⁶

Many communicative settings are created in small groups and face-to-face encounters. Research on small groups provides information for a better understanding of settings and communications. The following quotations are testimonies to this inference:

A small group is a collection of people who meet more or less regularly in face-to-face interaction, who possess a common identity or exclusiveness of purpose, and who share a set of standards governing their activities.⁵⁷

Regarding the concept of small groups, Crosbie has traced its history and has noted that group formation and the origins of society were in existence in ancient Greece. He wrote that researchers often quote Aristotle as saying, "man is a social animal."⁵⁸ Crosbie also described the psychology of the small group setting.

The study of small groups also aids us in our understanding of the individual. Much of an individual's behavior is indeed influenced by his small group associations. The individual's values, his standards, and his behavior are all entwined with the groups to which he belongs.⁵⁹

Another important component of communications is the network process. Brubaker succinctly defined "network" in terms of settings processed. In response to the question,

⁵⁶Ibid., p. 61

⁵⁷Paul V. Crosbie, Interaction in Small Groups (New York: Macmillan Publishing Co., Inc., 1975), p. 2.

⁵⁸Ibid., p. 10.

⁵⁹Ibid., p. 3.

What is a network? Brubaker wrote, "It is mutually beneficial exchange or swapping of resources--ideas, expertise, emotional support, and materials."⁶⁰ Relating the term to the creation of settings, he expressed the notion that, "Networks that have been formed in old settings will be influenced and new networks will be created."⁶¹ Brubaker further stated:

Persons in the network improve their relationships with each other by initiating contact with each other on an informal basis. Persons realize their ability to act and in the process increase their self confidence and sense of self-worth.⁶²

Brubaker added another dimension to his analysis of networking by making a distinction between intra-networking and inter-networking⁶³ whereupon leadership roles become very significant. First, Brubaker defined intra-networking as "relationships within a network" or small group. He then expounded on the idea that the meshing of two or more networks can introduce change, referring to this meshing of networks as inter-networking. As an example based on Brubaker's concept, Network X has been identified in the community as the school faculty. Network Y is the Student Council or representatives of the student population. Network Y bands together to request the inclusion of special courses for gifted students within the curriculum. Leaders in Network Y approach key leaders in

⁵⁸Ibid., p. 10.

⁵⁹Ibid., p. 3.

⁶⁰Dale L. Brubaker, "How Can I Give Leadership to the Networking Process?" School of Education, University of North Carolina at Greensboro. (Notes from workshop)

⁶¹Ibid.

⁶²Ibid.

⁶³Ibid.

Network X. Together these leaders rally their forces to gain School Board and Administrative (Network Z) approval and the acceptance of their joint proposal. In essence, Brubaker says these two Networks, X and Y, meshed in order to effect change. Since leadership is a critical element in the change process, the last section of this chapter will review literature on leadership styles.

Leadership Styles

Throughout the review of literature on the creation of settings and communications, leadership has been repeatedly a key issue in the processes. Wendell French reported some pertinent findings and ideas regarding the understanding of leadership styles. To begin with, he said,

A leader may be defined as a person who influences others in the direction of the leader's goals. Effective leadership within the context of the organization may be defined as the influencing of individual and group behavior toward the maximum attainment of the . . . goals. . . . Effective leadership is a complex matter involving the traits and behavior of the leader, the characteristics of individual and subordinates and the subordinate group, the traits and behavior of the leader's superior. . . .⁶⁴

In his study, French discussed terminology in literature on leadership. He defined such terms as laissez-faire, autocratic, authoritarian, bureaucratic, and democratic. For example, laissez-faire leadership literally means "allow to act." The individual or group has unlimited freedom for

⁶⁴Wendell French, The Personnel Management Process: Human Resources Administration (Boston: Houghton Mifflin Company, 1964), p. 99.

decision-making. In a way, there is an absence of leadership in this style. Autocratic or authoritarian leadership involves a high degree of direction from the leader and allows very little input from the subordinates, whereas bureaucratic leadership implies "rules by rules;" i.e., the leader and the subordinates are dependent upon rules and regulations. Democratic leadership suggests a high degree of subordinate participation in decision-making and often suggests a high degree of support from the leader. French commented:

. . . democratic leadership can describe a variety of situations, all the way from subordinates electing their leaders and voting on every matter, including group objectives, to an appointed leader encouraging group discussion only on certain selected matters.⁶⁶

French went one step further and reported the results of his research findings on leadership styles. In summary, laissez-faire leadership in the absence of a leader develops into "chaos, confusion, conflict, and frustration."⁶⁷ On the other hand, autocratic leadership with a high performance of dictatorial behavior results in grievances and resignation of subordinates. French added,

Supervisors of high-producing groups tend to ignore the mistakes or to transform the mistakes of subordinates into educational experiences, on the other hand, less successful supervisors are punitive or critical.⁶⁸

⁶⁶Ibid.

⁶⁷Ibid., p. 107.

⁶⁸Ibid., p. 110.

Moreover,

. . . democratic behavior on the part of the leader, in contrast to laissez-faire and authoritarian behavior, results in more positive attitudes toward the leader, a higher degree of acceptance of change, lower absentee rates, and higher production.⁶⁹

Regarding the leader's superior, French said,

If a supervisor's traits and behavior have an impact on the performance of his subordinates, it obviously follows that the traits and behavior of the supervisor's superior has an impact on the supervisor's performance.⁷⁰

In addition to making the comment that "the effective leader is also an effective subordinate,"⁷¹ French concluded his study by saying,

. . . If there is one theme which stands out clearly from the research, it is that effective leadership requires the leader to be effective in integrating individual and enterprise goals. He must have a high concern with the objectives of the enterprise; at the same time, he must also have a high concern with human being.⁷²

Paul Hersey and Kenneth Blanchard wrote, "leadership involves accomplishing goals with and through people. Therefore, a leader must be concerned about tasks and human relationships."⁷³ In a concern for human relationships, David Hampton, Charles Summer, and Russ Webber documented that a

⁶⁹Ibid., p. 110.

⁷⁰Ibid., p. 115.

⁷¹Ibid., p. 116

⁷²Ibid., p. 127.

⁷³Paul Hersey and Kenneth H. Blanchard, Management of Organizational Behavior: Utilizing Human Resources (Englewood Cliffs, New Jersey: Prentice-Hall, 1969), p. 79.

response to inadequate production and employee apathy is the "let's-be-human approach."⁷⁴

Brubaker noted that,

. . . the effectiveness of the leader's style depends on the sources of power available to him (positional authority, expertise, charisma, and succorance) and his willingness to commit such sources in a particular situation.⁷⁵

In addressing the importance of selecting leadership styles, Brubaker said, "the leader's selection of a leadership style in a particular situation is a measure of his effectiveness as a leader."⁷⁶ Moreover, "it should be clear that . . . no one leadership style is effective in all situations."⁷⁷

Conclusion

Understanding the history and the special characteristics of gifted and talented youngsters and realizing the need to locate and provide them with an appropriate education are the first steps to change in their education. Implementing change requires a concept of how new settings begin through communications and leadership styles. Gifted education is

⁷⁴David R. Hampton, Charles E. Summer, and Ross A. Webber, Organizational Behavior and the Practice of Management (Glenview, Illinois: Scott, Foresman and Company, 1968), p. 153.

⁷⁵Dale L. Brubaker, Creative Leadership in Elementary Schools (Dubuque, Iowa: Kendall/Hunt Publishing Company, 1976), p. 49.

⁷⁶Ibid., p. 50.

⁷⁷Ibid.

advanced once there is a realization of how to effect constructive change.

CHAPTER III
A CONCEPTUAL MODEL FOR GIFTED EDUCATION

Like other social systems, schools extend into many realms of society. This chapter will provide a framework for analyzing change as a new program or setting in education is created. Specifically, a conceptual model will be designed to aid the investigator in analyzing the design and implementation of an identification program for gifted and talented youngsters. The model will involve interactions among people participating in the creation of a new educational setting. These interactions will lead to assumptions held by those who give leadership to the new program or setting. Assumptions will in turn lead to new concepts, and new relationships among concepts will serve as the framework for the design and the implementation of the new setting.¹

For the purpose of this study, a conceptual framework is defined as a symbolic structure containing key organizing concepts designed to help the curriculum planner. In this sense, it is a map of a field of study and action. The model is in turn informed and changed by what occurs during implementation stages. Theory and practice are symbiotically

¹A more complete discussion of assumptions, concepts, and relationships in educational settings is found in Martorella's writings. Peter H. Martorella, Conceptual Learning in the Social Studies, Models for Structuring Curriculum (Scranton, Pennsylvania: Intext Education Publishers, 1971).

related to each other through the use of the model.

As a basis for conceptualizing a new model for gifted and talented programs, the researcher will utilize the thoughts of Sarason (1972), Brubaker (1978), and Macdonald (1973) regarding model building. First, Sarason's and Brubaker's models will be presented to provide the initial structure from which the new model will take form. Comments from Macdonald on theory and values will be included in this section. Second, the researcher's model will be introduced.

Sarason's creation-of-settings model² can be applied to many social settings such as a new restaurant, a hospital, a company, a factory, or a civic organization. However, in most cases, Brubaker adapts several of Sarason's key model components to educational settings. Moreover, the thoughts of Sarason and Brubaker, as will be illustrated in the new model, are applicable to any model for program development for gifted and talented education.

The Sarason Model

Sarason described three concepts for studying the creation of settings. These ideas are helpful to model builders in anticipating and resolving problems while implementing new programs. Sarason's key model elements are outlined as follows:

²Seymour B. Sarason, The Creation of Settings and the Future Societies (San Francisco: Jossey-Bass Publishers, 1972).

1. The before-the-beginning stage or
 "what is in the air"
 views of resources
 concept of alternatives
2. The beginning stage or
 choosing a leader
 choosing a core group
3. The setting or
 implementation of goals

Sarason's before-the-beginning stage is the concept of thinking which comes before the formal beginning of a new setting.

Sarason calls this Zeitgeist. That is, Sarason says,

To understand the creation and development of a setting the most basic consideration is wrapped up in the word Zeitgeist . . . the setting reflects what is in the air, and what is in the air derives from the existing social structures.³

Throughout this stage, questions are asked and basic assumptions regarding the new setting are established. Brubaker elaborated on the before-the-beginning stage by raising critical questions, such as the following:

1. Is the need for the new setting clearly recognized by a substantial element of the old setting?
2. Was the need for the new setting openly voiced and therefore initiated by those within the old setting?
3. Do those who initiated the drive toward the creation of a new setting recognize the importance of understanding the history of the setting?
4. Does the leader in the new setting see his/her role as a matter of chance or part of the natural history of events?

³Ibid., p. 25.

5. In what ways do the 'new' leaders anticipate resolving and reconciling conflict and competition between the old setting and the new setting?⁴

Sarason's second stage, the beginning stage, involves the formation of agreements or covenants among persons. In the process the leader chooses a core group for support and planning. The beginning stage consists of human interactions; thus, the implication is that it is based on communications. In application of Sarason's second stage of creating settings, Brubaker made the following comment:

Covenants between persons vary as to intensity and duration which is to say that the degree of commitment to the relationship depends on one's values and to act on such values is to involve one in priority setting.⁵

Values of the leader and the core group are reflected in the goals of the new setting.

Sarason's final stage, the setting stage, is the actual implementation of goals which have been determined by the leader and the core group. Parties to the covenant as well as the covenant itself often change. That is, relationships between the leader and the group change as new needs emerge within the setting. Within the setting, it is assumed there exists a sense of community and self-worth.

⁴Dale L. Brubaker, Curriculum Planning: The Dynamics of Theory and Practice (Glenview, Illinois: Scott, Foresman and Co., forthcoming).

⁵Dale L. Brubaker, "Social Studies and the Creation of Settings," Publication #7 of the University of North Carolina at Greensboro Humanistic Education Project directed by Dale L. Brubaker and James B. Macdonald, December 1, 1976.

The Brubaker Model

Brubaker developed an analytic and programmatic model that complements Sarason's framework. Brubaker's model depiction is not linear and sequential in structure, but his model is ameboid in movement and constantly changes its shape. That is, his model has a nucleus that controls the function and the structure in response to the external influences of the environment which are unique to the model's existence. Relationship between the creation of settings goals (ends) and the creation-of-settings processes (means) are concerns of Brubaker. Moreover, goals for the creation-of-settings model include a psychological sense of community and a sense of personal worth. Again, Brubaker concludes that dignity and worth of each person must be affirmed in the creation of the new setting. The assumption is that one's feelings about oneself encompass how one performs. On the other hand, processes for the creation-of-settings model include relating to the history and the culture of the setting, covenant formation, value identification and priority setting, and change strategies. Brubaker contends that the model builder should be knowledgeable of what aspects of the previous setting will work for, or against, the creation of the new setting. Also, defining individual roles and building a core group are vital to the success of the development of the new setting. These two elements in Brubaker's model assist in effecting good communications among persons associated with the emerging program. Two components of the settings processes

are identification and priority setting. This process anticipates change strategies. Figure 1 illustrates Brubaker's ameboid model indicating the relationship between ends (creation-of-settings goals) and means (creation-of-settings processes).

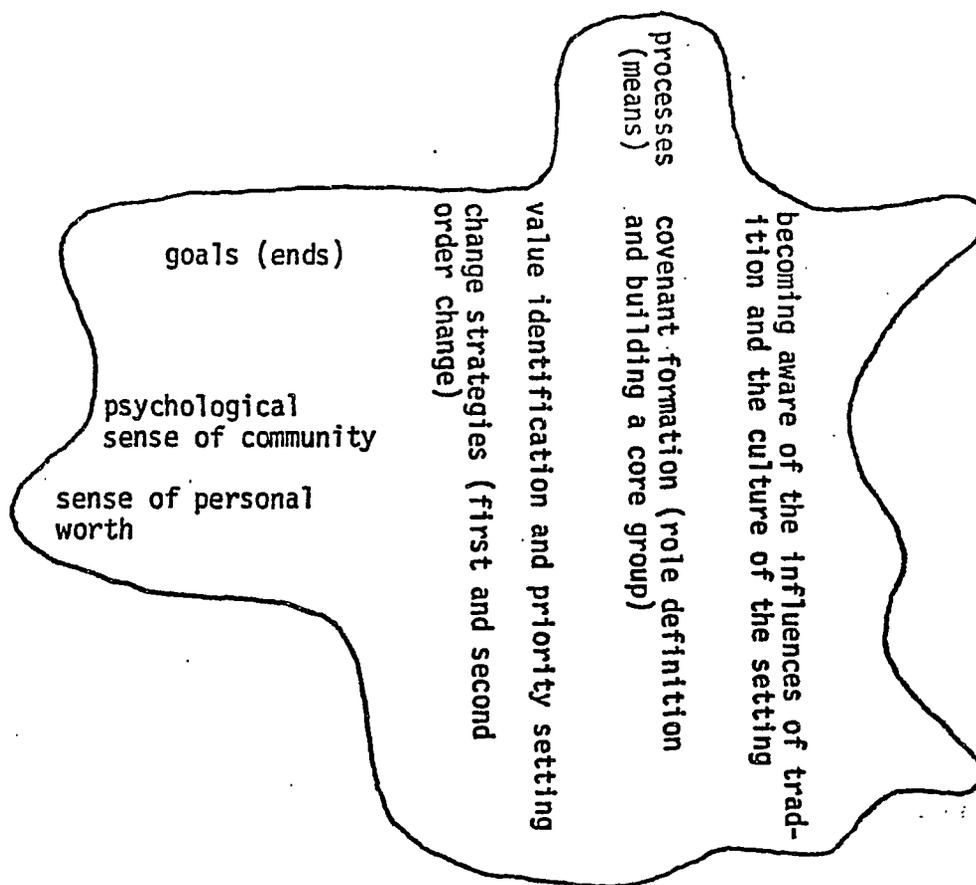


Figure 1. Brubaker's model.

The tenets of Sarason and Brubaker serve as guidelines for conceptual and model builders. Furthermore, the ideas of Macdonald on theory and values provide components for the totality of this researcher's model.

The Macdonald Model

Macdonald, Wolfson, and Zaret wrote, "We favor a model which emphasizes values and processes that are consistent with a commitment to an explicit humanistic ethical concept."⁶ Thus, in a conceptual model "education is not only value free, it is (along with politics) the most value laden of human activities."⁷

Macdonald contends that a model builder working within the context of a school setting projects personal concepts of schooling.⁸ And this person should have a personal conception of the issue whether it is equality in education, social class, accountability, competency testing, or gifted and talented education. The value structure influences what is most desirable and makes the conceptual model unique. Accepting the key role values have in a model, Macdonald provides a theory which argues the value premise in any model development. This idea is that all theories are embedded in pre-theoretical assumptions. For example, a person never sees the universe outside the universe, according to Einstein's theory of relativity. A person only sees the universe from inside. What a person sees in the theories he develops and the facts he

⁶James B. Macdonald, Bernice J. Wolfson, and Esther Zaret, Reschooling Society: A conceptual Model (Washington, D.C.: Association for Supervision and Curriculum Development, 1973), p. 1.

⁷Ibid., p. 5.

⁸James B. Macdonald, interview held during summer session at the University of North Carolina at Greensboro, North Carolina, 23 June 1980.

determine is related, to an extent, to where the person is in the universe. The facts are not only related to where a person is in the universe, but they are related to the way in which the person observes. The ideas of a person are related to his total life, his presuppositions, his values and his past history. The total life of a person goes into the selection of his framework, because just as a person never gets outside of the universe, a person never gets outside of his autobiography or social situation.

The model builder's platform, according to Macdonald, is very important to understand, for it is the ground a person stands on. For example, the theorist needs to understand what accountability, equality in education, or giftedness is, if that is the issue studied. Having values and having an understanding of those values are critical components in building any conceptual model. Again, conceptual models in educational realms are value laden.

Building on the models of Sarason, Brubaker, and Macdonald, this writer designed a conceptual model for the purpose of identifying gifted and talented students in a public school system in grades K-12.

A New Model

To begin with, the recognition of a need for a new educational program in gifted and talented education will be generated within the school system. This awareness of the need may stem from the community, school board, superintendent, or school. Once the need is perceived, it becomes

necessary to appoint a leader to make the ideal a reality. The designated leader's assignment may be general; however, the nucleus of the project is established by the leader raising specific questions which again lead to assumptions pertaining to the reality of the program. "What is in the air?" Who are the gifted and talented youngsters? What is the leader's understanding of the educational issue studied? From these questions, concerns arise as shown in Figure 2. These concerns are critical to the understanding of the purpose of the project. The model builder constantly entertains the dynamics of the relationships between theory and practice and the inevitable--change. The leader, as the nucleus of the new setting, observes and evaluates the curriculum in the old setting, for many of the values in the old setting will become a part of the new setting.

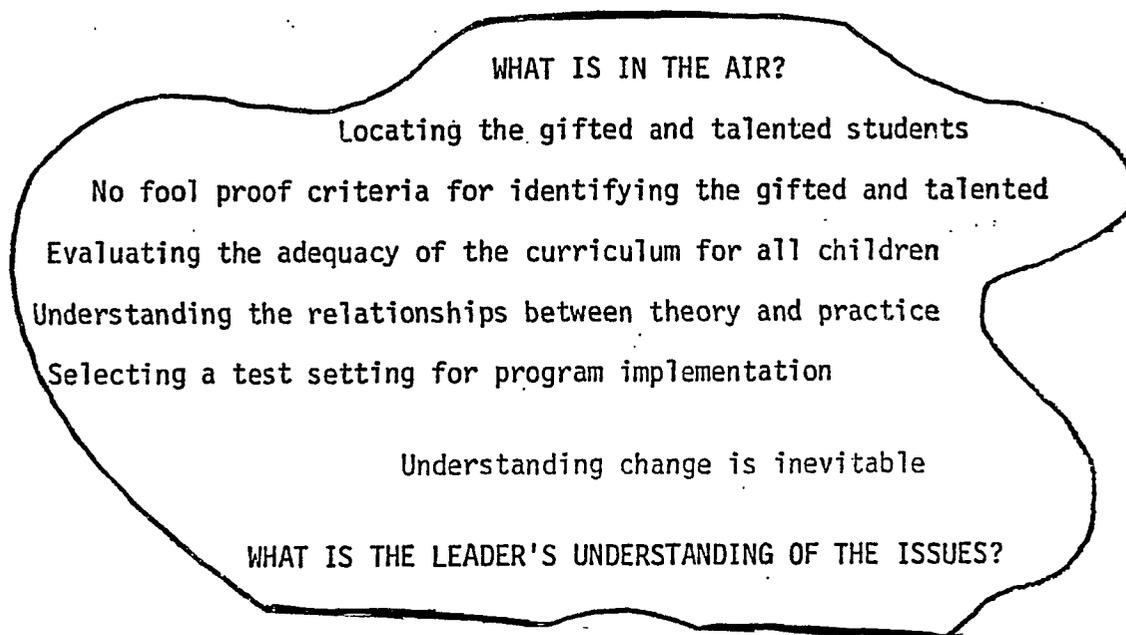


Figure 2. Recognition of need and appointment of leader (stage one).

Moving from the recognition of the need and the appointment of the leader stage to a broader understanding of the history of gifted and talented education in the schools in which the new setting is developing, history and tradition are studied. What remnants of similar programs in the past still survive, if any? Do traditional influences exist? Stage two encompasses these ideas (see Figure 3).

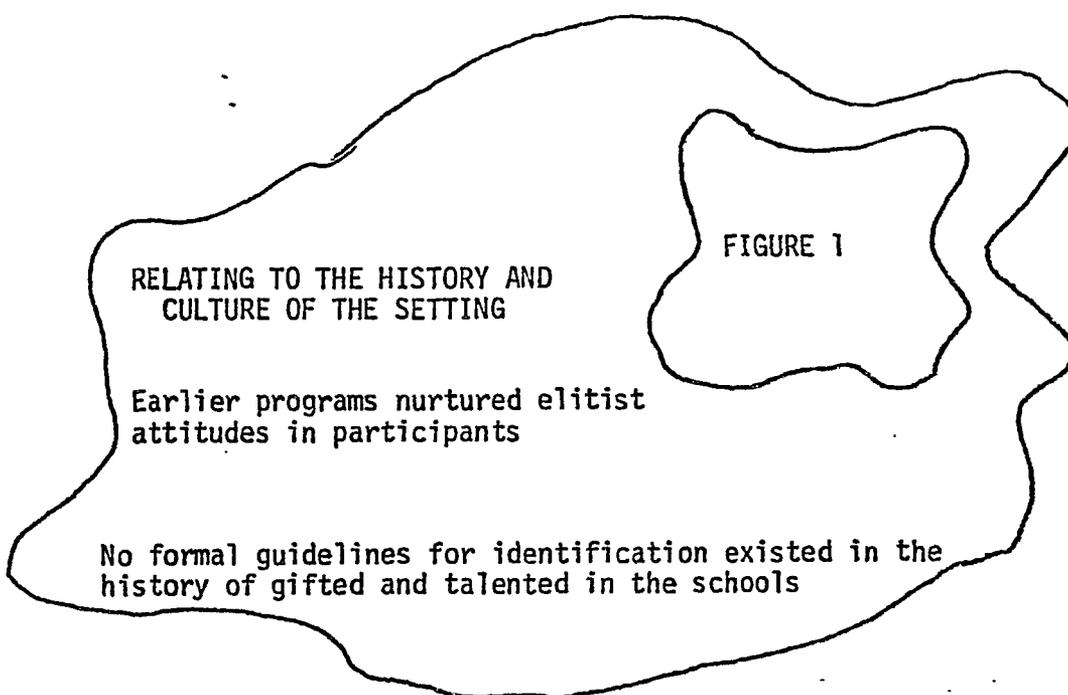


Figure 3. History of programs for gifted (stage two).

With an internal understanding of the status of gifted education, the leader's attention becomes centered on national, state and regional procedures for identifying gifted youngsters. The rationale for screening students for giftedness is vital to the researcher's planning. What criteria determine

giftedness? Does one single test score determine giftedness? How will a network of consultants make the idea a reality? Figure 4 illustrates the need to begin developing networks in communications and establishing core groups.

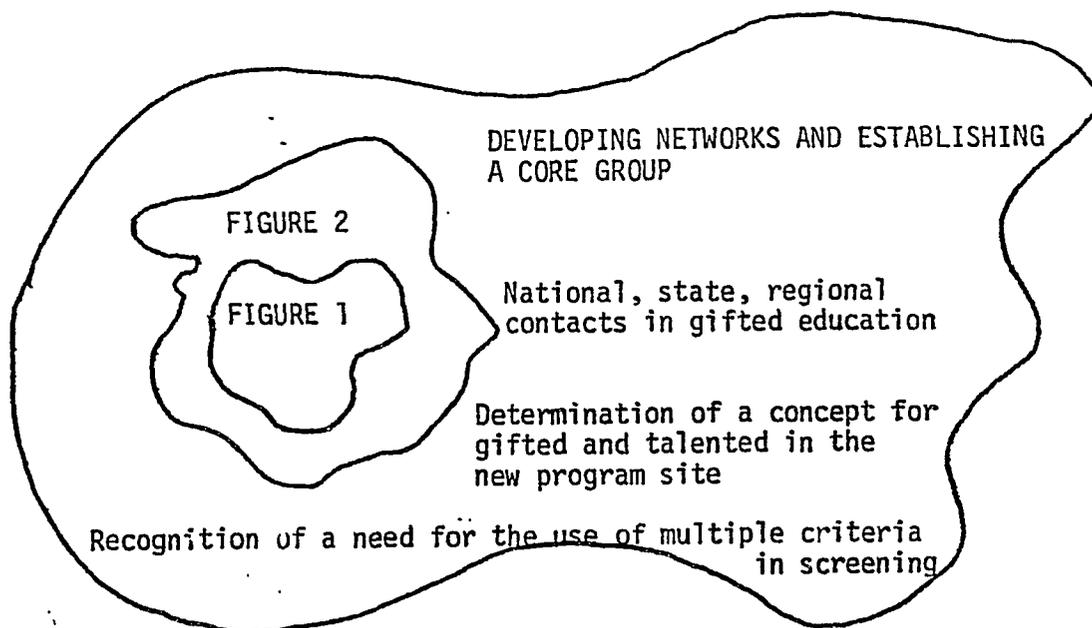


Figure 4. Developing resource networks (stage three).

Meshing outside resources with inside resources, the implementation of the new program for identifying the gifted and talented youngsters begins as the inevitable change becomes better understood and accepted by the schools. The first three stages of the new model are constantly reflected on by the nucleus of the program--the leader. In short, the fourth stage emerges as a result of planning and movement in the early stages (see Figure 5).

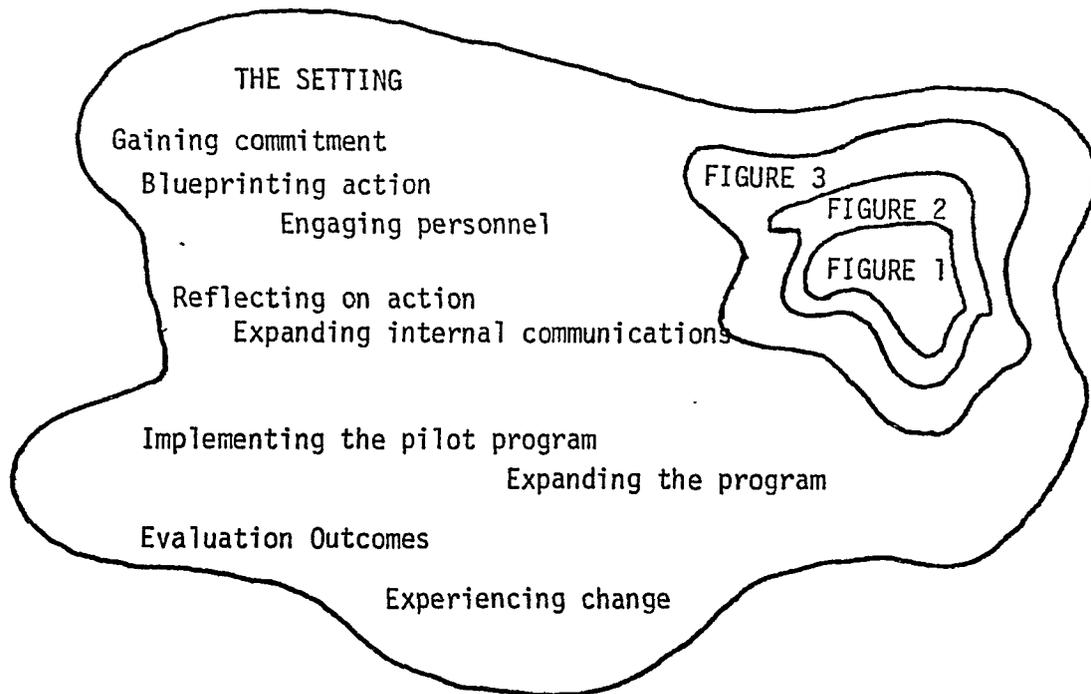


Figure 5. Beginning the program (stage four).

In summary, the key components of the conceptual model are instrumental in designing the identification program for gifted and talented youngsters in a public school system in grades K-12. The role of the project leader is often directed by the crucial elements of the various stages of the conceptual model. That is, Figure 2 of the model indicates recognition of need for the new program and the need for an appointed leader who is never outside the framework of the model and who is the catalyst for change. An analysis of "what is in the air" becomes the leader's central concern at this stage in the planning.

Figure 3 of the model illustrates the importance of an educational continuum. For instance, new settings often

reflect a history and a culture of past settings. This concept supports the belief that the "past is the prologue to the future." In addition, building networks and establishing core groups to collect knowledge for the future program or setting become a key component in Figure 4. Each of the first three stages of the new model is a combination of theory and practice, because each actively engages in human interactions of ideas and practices which are directed towards achieving certain programmatic goals.

Figure 5 of the model depicts practice at its highest level. Only careful planning in early stages in program development will assure a healthy stage four. The plan for action which is encountered with intensity in the pilot program begins within each school setting. Teachers and administrators attending workshops regarding procedures for program implementation. They make referrals on students to be screened for gifted and talented; thus, the program is tangible.

The outcomes of implementing the new conceptual model are reported and analyzed in the following chapter. The format of Chapter IV will follow the framework or stages of the model presented in this chapter.

CHAPTER IV
PRESENTATION OF DATA

The beginning steps in any curricular project are more critical than the curricular leader realizes at the time they are taken. It is reflection which brings clarity to earlier involvement in the developmental process. The present chapter will therefore serve the dual purpose of describing what actually happened in developing a program for the identification of gifted and talented students in the Camp Lejeune Dependents' Schools, and of analyzing these events which provided the conceptual framework constructed by the investigator.

Recognition of Need and Appointment
of Project Leader

When the researcher was asked to design and coordinate the program for identifying gifted and talented students in the Camp Lejeune Dependents' Schools, it was necessary to remind himself to name basic assumptions about the process of identifying gifted and talented students in any school setting. First, the investigator was conscious of his belief that curricular research and curricular planning should be the cornerstones for any project. A second assumption was that it was pure folly to think fool-proof criteria could or should exist. As Gallagher stated: "No matter how hard one tries to perfect an identification model for gifted, one is

going to exclude some truly gifted youngsters, because of human error and test error."¹ Third, the interactions among conceptualizers (or idea persons) and doers (or performance persons) were judged to be important to the success of the new program for identifying the gifted. Fourth, it was clear that the test setting for implementing the program would determine the validity of the study. It was further assumed that the program would evoke changes in staffing, student evaluation in all the schools, and in short, the curriculum in general. The final assumption was that these changes inevitably would benefit all students in the Camp Lejeune Dependents' Schools.

The task of locating gifted and talented students in the dependents' schools was assigned to the researcher by the school system's Superintendent. The Superintendent's request was twofold: he wanted to know who the gifted and talented youths were and how the schools were dealing with them. Before decisions were made regarding the appropriate strategies for carrying out the assignment, a study of the history of the school system to determine if any identification programs or instructional programs for the gifted child had existed previously within the school system.

¹Interview with James J. Gallagher, Gifted Education, University of North Carolina at Chapel Hill, 25 June 1981.

History of Gifted Education in the CLDS

Examination of the Central Office files revealed the existence of a \$450.00 mini-grant for a class of gifted students, as well as several documents pertaining to education of the gifted.² In 1975, the mini-grant was awarded to a regular classroom teacher for the innovative idea of initiating a classroom for the gifted children at DeLalio Elementary School. For reasons stated in Chapter I, DeLalio Elementary School, with grades K-6, was selected as the testing site for this researcher's identification program. Students were selected by judgment of the teacher to whom the mini-grant had been awarded. Her criteria for selection appeared to be based on a list of characteristics of the gifted which she had compiled and had distributed within the school. The program was accepted by participating students and their parents, but it was resented by uninvolved students, parents, and teachers. The researcher concluded from interviews with teachers present during the experiment³ that many factors led to the abolishment of the program. The elitism of this program appeared to be the main cause for its abandonment after one year.

²Memorandum, Camp Lejeune Dependents' Schools, Camp Lejeune, North Carolina, June 6, 1975. Mini-grant approval for innovative program for the gifted.

³Two very vocal teachers who were present during the innovative G/T program informed the researcher that the program had been sheer chaos. The children were not supervised well. On several occasions, the researcher was confronted with the question, "Will this program be like the last one?"

Attention toward gifted and talented students was discussed in a 1976 document.⁴ The Chief Consultant for Gifted and Talented Programs at the North Carolina Department of Public Instruction,⁵ Cornelia Tongue, was invited to the school system to evaluate the curricula with respect to meeting the needs of those students the system thought were gifted through general analysis of standardized achievement test data. Upon completing her evaluation of the curricula for the advanced students, the Consultant made formal recommendations to the Superintendent for "future directions"⁵ in gifted child education. These recommendations did not include procedures for identifying gifted youths in the CLDS military setting.

According to Central Office records, further action relating to assessing the needs of children who were considered gifted was not taken until 1978-79 school year. The findings of the 1978-79 evaluation indicated that attention to gifted child education was again a concern of the Superintendent.⁶ However, this study did not include formal identification of the gifted children. Therefore, the need was for identification

⁴James Howard to Cornelia Tongue, Chief G/T Consultant, 3 February 1976, North Carolina State Department of Public Instruction, Raleigh, North Carolina.

⁵Cornelia Tongue, State Department of Public Instruction, Gifted and Talented Section, Report to E. Conrad Sloan, Superintendent, Camp Lejeune Dependents' Schools, Camp Lejeune, North Carolina, 4 March 1976. See Appendix A.

⁶Counselor Supervisor to E. Conrad Sloan, Superintendent, Camp Lejeune Dependents' Schools, Camp Lejeune, North Carolina, 28 March 1979. See Appendix A.

procedures.⁷

A knowledge of what was taking place in the curriculum area of giftedness was vital to the particular needs of the Camp Lejeune Dependents' Schools. From a review of the school system's history, the researcher was able to collect valuable data before beginning the design of the new identification program for the gifted. Past records, as a written history of the old setting, provided vital information for the researcher's task of selecting criteria for developing the identification guidelines and assessment forms, bearing out Brubaker's idea that processes in the settings model include relating to the history and the culture of the setting.

Developing Resource Networks

An investigation of past records by the researcher led to communications with State Departments of Public Instruction across the nation. The need for an overall survey of the national status in identifying gifted youngsters was essential to the formulation of a workable program at any local level.

Surveying the Nation

The transient dependent population included students from most states in the nation and many students who had attended schools in other countries. Thus, the student population prompted the researcher to make contact with gifted and talented

Ibid.

specialists throughout North Carolina, as well as key persons from the nation's other 49 states, to request data regarding guidelines and criteria for assessing candidates for giftedness. Correspondence being received, files were established containing documents from 33 states. These sources aided in developmental plans to carry out the assigned gifted and talented project. The cultural area of the dependents' setting was peculiar in that the children came from regions throughout the country.

The specialist in gifted education⁸ from Regional Center 2 of the State Department of Public Instruction at Jacksonville, North Carolina, was enlisted to review research and materials received from across the Nation. The North Carolina State Guidelines for gifted identification programs were examined.⁹ All assessment forms were analyzed and filed according to subject. Other exemplary North Carolina gifted and talented identification programs were critically assessed.

Formulating a Concept

Following the cooperative endeavor with the regional G/T specialist, the researcher held a conference with the

⁸ This consultant's office was located in the same county as the Camp Lejeune Dependents' Schools; therefore, the researcher was able to utilize her professional expertise frequently. Because of an across-the-board State budget cut, her job was terminated during the 1980-81 school year.

⁹ "Identification Guidelines for the Gifted and Talented," Division for Exceptional Children, State Department of Public Instruction, Raleigh, North Carolina, July 1979.

Chief Consultant.¹⁰ The Chief Consultant stated that the new rules for Gifted and Talented Programs, which included the identification regulations, was being revised and that the G/T identification program should be based on the new State guidelines.¹¹ It was also emphasized that, because the identification method for gifted students is such an important one, methods are constantly being designed. She commented that the identification process needs to be multi-dimensional and should concentrate on the many expressions of exceptionalism of the gifted children. She also stated, "There are many alternatives in the identification process and each Local Education Agency (LEA) should decide on its own definition of giftedness."¹² Each LEA needs to determine a concept of giftedness among its personnel. Only after a concept is established can a definition be adopted. Only then are the screening, identification, and placement procedures ready to be established. The Consultant placed emphasis on performance data of the G/T candidates rather than relying on standard test data alone. She suggested that North Carolina and other states leading in gifted child education were using

¹⁰Interview with Cornelia Tongue, Chief Gifted and Talented Consultant, State Department of Public Instruction, Raleigh, North Carolina, 26 July 1979.

¹¹"Identification Guidelines for the Gifted and Talented."

¹²Interview with Cornelia Tongue, 26 July 1979.

the Renzulli-Hartman Scale¹³ for teacher recommendation. Finally, she pointed out that student achievement test scores, intelligence quotient tests (I.Q.), performance, and teacher recommendation are the four criteria which North Carolina uses in screening candidates for giftedness.

She stressed that student achievement test scores should be weighted more than I.Q. scores; i.e., achievement scores determine the extent to which the student uses his or her ability to function in an academic environment. Conversely, I.Q. scores measure the extent to which the student is capable of functioning in an academic environment; however, the student may not choose to use that ability. She stated that very often "a student has a high I.Q., yet he or she is flunking school work. This behavior could be due to dislike of his teacher, bad learning environment, trouble at home, or a number of other factors."¹⁴ In any case, she placed heavy emphasis on student performance. She shared a story that explains her notion:

What about the child who is flunking in school who makes a rocket and sends a monkey into outer space and returns him safely to earth again? There is no question that the child is gifted, and the he/she needs a differentiated education.¹⁵

Performance means using achievement skills in some demonstrable fashion, either in grades or projects.

¹³J. Renzulli and R. Hartman, "Scale for Rating Behavior Characteristics of Superior Students." Exceptional Children 38 (Fall 1971): 243-248.

¹⁴Interview with Cornelia Tongue, 26 July 1979.

¹⁵Ibid.

The Consultant introduced the concept of creating a referral system to encourage students, parents, and teachers to nominate students they felt might be gifted and talented. This pool of referrals would serve to decrease the possibility of discrimination, since all students referred would receive a thorough screening. The screening process would include multiple criteria as previously stated. Lastly, she recommended that staff briefing on common characteristics of the gifted and talented be provided for all the administrators and teachers within the school system. It was concluded from this conference that it was important to realize that one person must ultimately assume the responsibility for program effectiveness, regardless of the organizational plan. That is, the coordinating role of the person from the central office staff is imperative to the cohesiveness of the total venture.¹⁶

Beginning the Program

It is the designated leader who establishes the aura conducive to change and establishes a clear and cooperative path for accepting that change. Without the commitment of those directly involved, any innovative program is destined to be reluctantly accepted. Therefore, judicious planning for acceptance by principals and teachers was of primary importance.

¹⁶Ibid.

Gaining Commitment

A briefing on the conference with the Chief Consultant was presented to the Superintendent who assigned this researcher the project. During this session, in a discussion about the identification program, the Superintendent constantly stressed the word "comparability."¹⁷ He also advised that there was immediate urgency for sending information to the schools in the system regarding "intent" for the identification program. This statement implied that no matter how minute, any educational change requires the active support of administrators and teachers, who should be knowledgeable of the program's intent. In the briefing, the Superintendent stated that the role of the researcher in the project would be clarified to personnel in each school. The articulation of roles was exceedingly important in the development of the new program. The Superintendent expressed a need for the establishment of goals and objectives before entering the schools. Again, the researcher recognized that a strong staff development component would be mandatory for the new program.

The Superintendent's recommendations were discussed with the Chief Consultant.¹⁸ She then stressed that for implementation of the new project plans to be effective and successful, there must be a commitment by the Superintendent

¹⁷Conference with E. Conrad Sloan, Superintendent, Camp Lejeune Dependents' Schools, 31 July 1979.

¹⁸Interview with Cornelia Tongue, 3 August 1979.

and the Board of Education. Thus, the communications and human interactions must not only include personnel in the schools, but also the Superintendent and the Board of Education.

Blueprinting Action

Having analyzed the peculiar characteristics of the CLDS students, and having researched studies on common traits of the gifted, the investigator was able to recognize a concept of gifted and talented youngsters which the administrators and teachers held in common. In formulating a definition for giftedness, parts of the North Carolina definition were utilized.¹⁹ Once a concept and definition of gifted and talented were established, the researcher wrote assessment forms and designed a step-by-step procedure to be used in screening the CLDS student for giftedness.²⁰ These forms were ultimately the elements of the identification procedures. With this stage of the project completed, the following goals and objectives for the program implementation were submitted to the Superintendent as follows:

NEED:

To identify gifted and talented students in the Camp Lejeune Dependents' Schools and to evaluate their needs.

OBJECTIVES:

To implement an identification program for gifted CLDS students and to evaluate their present curricula.

¹⁹"Identification Guidelines for the Gifted and Talented," July 1979. See Appendix C.

²⁰See Appendix C.

STRATEGIES:

1. Finalize all procedures regarding an identification program for gifted and talented students. (Design and adopt a program for the CLDS system.)
2. Meet with principals and counselors and give an overview of the identification program's intent.
3. Meet with principals individually and discuss possible program effect in their schools.
4. Give an overview of gifted and talented characteristics to each faculty in the school system based on observations and research.
5. Sponsor an in-depth workshop for teachers who have a special interest in gifted child education.
6. Conduct a workshop on the Renzulli-Hartman Scale for key teachers. (At least two or three representatives from each school.)
7. Have representatives train the remainder of the faculty to use the Renzulli-Hartman Scale.
8. Hold faculty meetings to discuss concepts of giftedness, CLDS' definition of giftedness, referral process, and screening process.
9. Have guidance counselors meet with their respective faculties to discuss achievement test scores, I.Q. scores, grade point averages and/or demonstrated performance. (Interpret and discuss the significance of each score as related to the identification screening.)
10. Observe the regular curricular programs of the identified gifted and talented and interview teachers regarding the curriculum.
11. Complete a pupil inventory on each of the identified CLDS gifted students and conduct interviews.

EVALUATION:

Have at least 80 percent of the gifted students within the CLDS system identified by the end of the school year and write an evaluation of the gifted children's regular curriculum.

Engaging Personnel

Workshops were scheduled for the principals and counselors, since they were responsible for administering the identification program. From the beginning, their role in the program was made clear to each of them. Because of an understanding of the intent of the identification program and its promises, principals and counselors gave active support. The workshops were tailored to meet specific needs regarding philosophy, theory, and implementation of the gifted and talented program. The G/T specialist²¹ from Regional Center 4, of the State Department of Public Instruction at Carthage, North Carolina, conducted these workshops, using the following agenda: (a) concepts and characteristics of gifted and talented youngsters; (b) identification simulation activity; and (c) federal, state, and CLDS definitions of gifted and talented. As a follow-up to her workshops, several meetings took place with the principals and counselors on the subject of interpreting and using the assessment forms.

An additional consultant was brought in from the University of North Carolina at Greensboro to review and evaluate the progress of the program. This consultant helped to determine future direction and action for the project. In a report to the Superintendent,²² the Consultant stated that he felt there were both a theoretical basis and operational

²¹Ruby Murchison to Wesley Guthrie, 7 September 1979. See Appendix D.

²²See Appendix D. (Brubaker, 14 September 1979)

guidelines for implementing the identification program. He suggested continued attention to relationships between identification of the gifted students and other parts of the curricula. He commended the support system for the program and encouraged the expansion of it.

Having provided in-service training for the principals and counselors who, in essence, were to assume the leadership roles in their individual schools, the investigator designed and scheduled mini-workshops for the faculties in each of the schools. These mini-workshops dealt specifically with characteristics of the gifted and talented. The teachers were provided with exemplary lists of common characteristics²³ and were given background information on the beginning of the identification program. Discussions were held on both concept and the CLDS definition of gifted and talented. It was important that all opportunities for staff input and dialogue be coordinated so that there was a consistency in what was being communicated about the program. In addition to a review of how students are actually screened for giftedness, the teachers were given copies of the Early Childhood Checklist K-3 and the Renzulli-Hartman Scale 4-12.²⁴ Using key teachers who had special training in using the checklists, the teachers were further trained as to the purpose and the usage of the checklist and scale for teacher recommendation.

²³See Appendix B. (Common Characteristics of Gifted and Talented)

²⁴See Appendix C.

These several mini-workshops sparked teacher interest and involvement with the project was evident. Myths and misconceptions about the gifted and talented children were being dispelled, which demonstrated teacher awareness of up-to-date research on concepts and characteristics of gifted children. Throughout these workshops, teachers expressed concern about curricular change as a result of some students being identified as gifted. In response to their expressed interest, a special workshop was planned on differentiated curriculum for the future. The consistent and continuous teacher input proved vital to the development of the program.

Before the request for student referrals was begun, at a weekly principal's meeting the investigator explained the need to familiarize himself with the overall curricula in each of the schools. He believes that a thorough understanding of the curricula in the schools were dealing with the children. Teachers usually expressed pride in being asked to report on the curricula. They seemed to be capable curricular evaluators since they were able to articulate to the researcher exactly what they felt the strengths and weaknesses of their programs were. The researcher made appointments to visit each of the schools and to meet with the teachers regarding their educational programs. Principals responded by sending a schedule to meet with each individual teacher-team during planning period. These teachers were organized and responded confidently about curriculum.

Reflecting on Action

With the initial stages underway, the investigator met again with the Chief Consultant for an evaluation of the preliminaries.²⁵ At the conference, she reviewed the progress of the program as reported through discussions and assessment papers. She made final suggestions for the assessment forms, and gave critical comments regarding present and future progress of the project. She urged the researcher to request the Superintendent's approval, recommendations, and comments regarding future milestones of the program, as his leadership and support of the program were proving more and more valuable. She suggested that having all guidelines endorsed by the Superintendent prior to implementing them in the schools would help avoid predictable problems.

Expanding Internal Communications

As many G/T settings were being created throughout the school system and the G/T networks were expanding, the investigator selected one school as a test site to actually begin testing the children for giftedness. This test site eventually became known as the pilot program, since its purpose needed to be clarified for future acceptance in all the schools. After deliberation on pertinent facets of all the schools, DeLalio Elementary School was chosen as the setting for program effectiveness. As stated in Chapter I, DeLalio Elementary School had previously experienced a brief program for the gifted. The structure of the community and the school population with grades K through six provided a more comprehensive

setting for implementation than other schools within the system. During the pilot program, the researcher made daily visits to the school to assure his personal availability to the administrators and teachers. Informal faculty meetings were held at the beginning in an effort to keep the school personnel informed on the activities and the development of the program. Teachers were invited to share concerns and questions with the researcher throughout this period. Emphasis was placed on total school involvement. Every teacher was encouraged to take part in the program.

Within the first week of the pilot program (as a result of meetings, informal conversations with teachers, and strong support from the principals and the guidance counselors), communications between school persons and the researcher began to flow freely. Theoretical concepts of the new program were the major items for discussion. Teachers in the pilot program frequently inquired about the kinds of curriculum change which would eventually take place as a result of identifying the gifted. Teacher's concern about change is more or less summed up with this teacher's comment: "If you take all the bright kids out of our classes, our classes will not be the same. We depend on them." This comment had shades of negativity regarding change. However, isolating the gifted youngsters was not the intention of the researcher.

The surface appearance of good communicative networks did not seem to enhance action--merely talk. Teachers, when

asked, were hesitant about referring children whom they felt might be gifted. It was as though their judgment in nominating a child must be one hundred percent accurate. A team leader, whom teachers acknowledge as a superior teacher and their leader, commented, "My teachers, students, and parents know that I do not sign my name to anything regarding change in educational programs, unless I am 100% sure." At this point, one could speculate that teachers felt there was a great risk involved and that a judgmental error might reflect on overall performance of teachers or result in an undesirable rating by administrators. The guidance counselor became concerned with the small number of referrals being made and began a "pep program" in which she took advantage of every opportunity to encourage teachers to make student referrals. The counselor felt the teachers needed self-assurance. Therefore, she made an effort to display confidence in the identification program. On several occasions after the children had left school for the day, she would address the teachers on the intercom, "Help your students. Send in the referrals."

The principal demonstrated support of the program by referring to his faculty in public as "special" teachers and by encouraging them informally to nominate possible gifted children. The researcher was invited to observe classes and to take part in the instructional program of the students by working with reading groups. Randomly, and consistently, the principal stopped children in the halls, the lunchroom,

the playground and classroom to introduce them to a new member of the school--the investigator. It was in this manner that the children became comfortable and began to interact with the investigator as he frequented the school community.

As this rapport with school persons developed, the school librarian evidenced interest in the identification program when she determined that it would bring about new instructional benefits for the future. She invited the researcher to visit the library frequently and shared ideas on how she felt library resources could best be used to promote better educational programs for the identified gifted at DeLalio Elementary School. She had an overall knowledge of reading habits of gifted children and displayed a knowledge of enrichment programs for the exceptional children thus endorsing the researcher's assumption that many teachers within the system were knowledgeable about gifted education. She also sought out professional G/T publications and made this information available to the teachers and the administrators. The investigator recognized her as a key person to help teachers build confidence in their judgment to make referrals:

More teachers referred students for testing only when it appeared to them rather clear that the students would meet the CLDS criteria for giftedness. This indicated to the investigator that teachers were developing knowledge of behavioral characteristics of gifted children. As teacher nomination at the beginning of the referral period produced a

high percentage of children who qualified as gifted, teachers became higher risk takers in making referrals. Teachers later commented that their hesitancy about making student nominations at first was due to the fear of failure. One said: "Teachers want to feel as if they know and understand their children's needs. The teacher's professional judgment is being tested when he/she refers a child to be screened for giftedness." Also, many new programs have a high mortality rate, and the teachers did not want to be a part of that. However, as teacher perceptions became sophisticated during the development of the experimental project, teachers became more confident about purpose and potential success.

Teacher awareness of the multi-dimensional identification model grew rapidly as the pilot program continued. They began independent research on children about whom they felt doubt regarding giftedness. Both the guidance counselor and the reading specialist became strong support persons for the program. Teachers solicited their expertise in making referrals. The reading specialist also notified the researcher about students whose reading scores reflected that they were reading at least two grade levels higher than their present grade level. Although a cooperative spirit prevailed, throughout the referral period teachers never seemed completely confident about making referrals. They realized they were setting an example for the other schools and had become protective of the project. Brubaker said, "When persons enter

into new and sustained relationships to create a setting, they quickly become involved in the covenant formation process."²⁶ Covenants are agreements made as the result of communications between the leader and group members.

Implementing the Pilot Program

Teachers were notified at the beginning of the pilot program that teacher referrals would be accepted for a designated period only. Thus, a deadline was established. The reason for placing a time limit on referrals was two-fold: (a) to help prevent over-referrals; and (b) to permit the guidance counselor time to organize the screening process to assure reasonable accuracy.

Teachers of the identified gifted children at DeLalio Elementary School were requested to provide the researcher with a case study on each child. The memorandum stated:

Please write a brief biography of the child, explaining how you see the child in comparison to his/her classmates. Note the strong and weak points. What characteristics set him/her apart from other children in the class? Please mention anything you feel would help me to get to know the child and his/her academic behavior.²⁷

Also, teachers were asked to attach samples of classwork by the student to the biography. This was another student performance indicator.

²⁶Dale L. Brubaker, "Social Studies and the Creation of Settings," Publication #7 of the University of North Carolina at Greensboro, Humanistic Education Project, directed by Dale L. Brubaker and James B. Macdonald, December 1, 1976.

²⁷See Appendix E.

Teachers' responses to this request were positive, in that contacts were made with the investigator, stating that teachers could easily observe exceptionality in the child and would like to be comprehensive in writing reports on identified gifted children. Once teachers began writing biographies of the children, the request to make referrals of students they felt they had overlooked became a mandate.

As a follow-up to the request, the investigator continued to make frequent visits to DeLalio to interact with teachers and students. Recurrent invitations from teachers were extended to observe in the classroom the children for whom they had written biographies and to comment on his observations. Teachers shared experiences they had encountered while teaching the child who was identified by the new criteria and asked what was to happen to the child now that he or she had been identified as gifted. The most demanding question was, "Will the child be taken out of my class and given to another teacher?" Again, shadows of the failed G/T class at DeLalio appeared.

In a report from the guidance counselor at DeLalio; she expressed her reactions to the screening process to locate gifted children. She stated that parents were very prompt in filling out necessary paper work and returning it to have their children tested in the identification program. She noted that throughout the screening period there appeared to be little parent involvement. There was an absence of parent

questions and doubt. She stated that no parents had contacted her after receiving notification that their child had not met the criteria for giftedness and was not recommended for the forthcoming G/T programs. The counselor felt this behavior to be atypical of parents in comparison to other special education programs with which she worked. The researcher drew two conclusions for this experience. First, it was evident that the identification procedures were understood because the literature²⁸ provided for their use proved to be clear and informative. Second, the literature provided direction for the identification program to avoid its becoming a program for the elite. Any child whose test results were borderline for the criteria was retested by the school psychologist. Thus, retesting was another way. In letters²⁹ to the parents of the youngsters who did meet the criteria for giftedness, it was stated that steps would be taken to provide the child with a different curriculum to meet his or her special needs. Again, there was parental acceptance of this plan. In correspondence with the parents of the children who met the identification criteria, it was sensed that the parents were becoming concerned³⁰ about their roles

²⁸See Appendix C.

²⁹See Appendix C.

³⁰The parents of two identified gifted and talented children met with the researcher and counselor on several occasions to discuss parental roles in providing for the gifted. The mother of these children was later instrumental in chartering the Parents for the Advancement of Gifted Education (PAGE) organization in the county.

and responsibilities to their gifted youngster. This concern prompted requests for informative literature and guidance toward helping parents cope with their children's special needs for a differentiated education. To assist parental needs, the investigator compiled a handbook³¹ for the parents of the gifted child. Parent conferences were conducted, where the booklets were distributed and discussed.

After concluding the pilot program, the investigator designed a pupil inventory questionnaire³² to help evaluate how the children felt the schools were dealing with them academically. This procedure gave the investigator first-hand knowledge of where the children's needs were, and were not, being met. Each of the gifted children was interviewed by the researcher, using the pupil inventory instrument. The interviews were profitable in helping to identify needs of gifted youngsters and in providing the opportunity to gain an understanding of the existing instructional programs.

Expanding the Program

With the completion of the pilot program, an informal network had disseminated information on the quality of the experiment at DeLalio throughout each of the other schools. Consequently, before the identification testing was begun in the other CLDS schools, an orientation to task had been established. The investigator was becoming more and more the

³¹Wesley Guthrie, "Parents of the Gifted," Camp Lejeune Dependents' Schools, Camp Lejeune, N.C., February 1980.

³²See Appendix E.

focal point of the organization of the identification program. Principals, counselors, and teachers became active participants in the project and a sense of confidence in the administrative leadership was apparent. Core groups emerged in each of the schools. As Sarason explained:

a core member is attracted to a new setting because he/she has concluded that it will provide him/her the opportunity to work and develop in ways superior to those of his/her old setting.³³

And Sarason later clarified, "something new, different, and superior has been added--the core member does not come to the new setting just to do what he/she has done before."³⁴

Sensing a high degree of core group interest in the project for the gifted, including responses from teachers in the mini-workshop sessions for more in-depth learning on gifted education, the investigator organized and sponsored a workshop for the CLDS system. The workshop consisted of 10 contact hours divided into two sessions and provided participants, who signed up voluntarily, one hour of credit towards certification in gifted education in North Carolina. Competencies gained from this learning experience were listed as follows:

1. To increase awareness of special characteristics of the gifted and talented children.

³³Seymour B. Sarason, The Creation of Settings and the Future Societies (San Francisco: Jossey-Bass Publishers, 1976), p. 79.

³⁴Ibid., p. 44.

2. To understand and to implement the concept and definition of gifted and talented, as designed for CLDS.
3. To understand basic theories on gifted education.
4. To learn to put into action strategies for teaching gifted children.

Much of the workshop was devoted to gifted curricular theory in the regular classroom because the participants were mostly regular classroom teachers who were at the time teaching the identified gifted. Adapting curriculum for the gifted was an indication to teachers that all children could, and should, benefit from the new program, whether identified or not. The following strategies were discussed in the second session: adding to the existing curriculum; restructuring the regular curriculum; and replacing the regular curriculum. Expected competencies to be gained in the workshop were stated as follows:

1. Ability to express in positive terms characteristics of gifted and talented students.
2. Ability to participate in the identification and placement procedures of the identification program for giftedness.
3. Ability to demonstrate new teaching strategies to differentiate the regular curriculum.

4. Ability to write lesson ideas for the gifted child.³⁵

Overall, this workshop helped CLDS educators to establish a conceptual and procedural base for identifying, understanding, and working with gifted and talented youngsters.

Evaluation Outcomes

During implementation of the identification program for gifted and talented children, an interim report presenting the definition for giftedness, the identification guidelines, and the forms for implementation of the program were given to the Education Committee of the CLDS School Board.³⁶ At this briefing the chairman of the committee asked that a report be given to the School Board on finding gifted children in the CLDS. He asked that statistical findings of the gifted population be reported and that recommendations for future programming be proposed.

To assist in this assignment, the investigator requested that the Superintendent permit him to bring in a consultant from the University of North Carolina at Greensboro to evaluate the progress and effectiveness of the identification program and to discuss plans for restructuring and developing curricula for the gifted children in the CLDS system. This

³⁵Betty Levy, Professor, Department for Exceptional Children, East Carolina University, Greenville, North Carolina, 9 January 1980.

³⁶See Appendix A.

consultant stated in a memorandum to the Superintendent³⁷ that the groundwork for the G/T program had been done in a thorough, well organized way. He commented on the dialogue he observed in the schools. He noted the professional dialogue to be of a very high level. For example, colleagues discussed the case histories of particular G/T candidates in a "clinical way"-- much like physicians discuss a case in a hospital seminar. Thus, the assumption was that a stage had been set for a kind of professional sharing of information and perspectives which enhanced an excellent network within the total school system. Moreover, all persons involved in the G/T program were clear that programs, personnel, and bureaucratic-administrative functions existed in order to provide a better education for all students.

In the final report to the CLDS School Board, a graph³⁸ of statistical data was compiled, indicating the number and the location of the identified gifted youngsters within the school system. Based on statistics, current evaluation of the curriculum for the gifted child in the regular classroom setting, recommendations for the future of the G/T program were submitted. In addition to adopting the model for identifying gifted and talented children, major changes were requested.

Major changes would be the assignment of two itinerant teachers for the gifted to the five

³⁷See Appendix A. (Dale Brubaker, April 18, 1980)

³⁸See Appendix A. (Chart, April 30, 1980)

elementary schools to supplement the children's regular curriculum with learning processes. Additional funds needed. The addition of a new position, Curriculum Coordinator, to the Superintendent's staff [was] requested. The new staff member would be responsible for the supervision of the G/T Identification Program and subsequent programs for the gifted and talented students.³⁹

The Commanding General of the Marine Corps Base, Camp Lejeune, North Carolina, approved all recommendations.

Project Summary

By using a conceptual framework in which to set boundaries and to establish key components which would be vital to the subsistence of the assigned project, programmatic recommendations for creating new settings in gifted education were made. The components of the model helped to reveal areas of weakness and inadequacy which are addressed in Chapter V. Moreover, the strategy of change proved to be an interesting study in the pilot program and in the last chapter of this dissertation. As in most school settings, there is usually a resistance to change. For this reason, the investigator found it very important at the beginning to provide school personnel with information about gifted and talented students and their needs. In other words, unless persons see need for change, the chances of beginning a successful gifted and talented program are slim. Other concepts, such as change, will be discussed in the following chapter.

³⁹ See Appendix A. (June 16, 1980)

CHAPTER V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
FOR FURTHER STUDY

This dissertation gave attention to the design and implementation of a conceptual model. It also included a case study of what happened when this model was implemented.

Chapter I focused on the following questions:

1. What are the most appropriate methods for identifying gifted and talented students?
2. What role can a conceptual model play in an identification program for gifted and talented?
3. What assumptions are basic to this identification model?
4. In what ways will this model be promising for the researcher-theoretician and the practitioner?

These questions and tentative answers established the problems associated with identification programs for the gifted and talented.

A case study methodology was justified as most useful in dealing with the problems of the initiation of a gifted and talented identification program. Definitions of terms were included to provide clarity of language.

The review of related literature in Chapter II accomplished a two-fold task. First, it revealed that the search for gifted and talented youngsters has been an issue ever

since the time of ancient Greece. The investigator chose to focus on the characteristics of giftedness. Recognition of the fact that gifted children have great diversity in abilities prompted research which argued for multiple criteria for the identification of the gifted and talented. Second, Chapter II discussed the creation-of-settings processes encompassing human interactions, communications, and leadership styles.

The conceptual model, as presented in Chapter III, was selected in accordance with the works of Sarason, Brubaker, and Macdonald. The present writer's model design is free flowing and reflects the role of the program leader through the combination of theory and practice. Sarason's three stages of "before-the-beginning," "the beginning," and "the setting" were incorporated. The model's platform was based on Brubaker's ideas concerning leadership and core group interactions and Macdonald's theory on values. Addressing change, the model became very important to a new program for identifying the gifted and talented. This model builder gave particular attention to resistance to change. In summary, the program innovator was knowledgeable of workable practices in gifted child education as well as a theoretical basis for change.

From these summaries, the researcher concludes the following:

1. One person must ultimately assume the responsibility for program effectiveness.

2. A strong staff development component is mandatory.
3. Any change must have the active support of the community (School Board) and the school (Superintendent).

Chapter IV was a presentation of data from a case study which was organized according to the framework of the conceptual model in Chapter III. The major components of the chapter are the influences of tradition and the culture of the setting, the covenant formation, the value identification, and the priority setting and change strategies. In short, the presentation of data was the vehicle for illuminating future direction and recommendations. From this chapter, the researcher concluded that the goals of "psychological sense of community" and "sense of personal worth" could be further enhanced through additional research and attention to the following themes:

1. Student input;
2. Apathy on the part of some administrators;
3. Errors in teacher/counselor judgment;
4. Ongoing in-service and staff development;
5. Special training for teachers of the gifted;
6. Extension of gifted and talented learning concepts into the regular classroom; and
7. Better utilization of school and community resources.

Moreover, this dissertation generated specific suggestions for future research:

1. Conceptual models are applicable for identification programs outside the curriculum area of gifted and talented. To what degree could schools across the nation benefit from a conceptual model designed for implementing gifted and talented instructional strategies in the regular classroom?
2. A conceptual model could be beneficial in statistical research. This research would yield data which would reveal other dimensions and variables of a conceptual model designed to locate gifted students.
3. A person responsible for implementing a program for identifying gifted students in a public school system is a practitioner. Would a case study of such a practitioner disclose data which would inform the model presented in this dissertation?

The writer believes that this dissertation has reinforced the realization in the minds of the reader that tomorrow's future is dependent upon children. An identification program for gifted and talented based on a conceptual model possesses some usefulness in advancing the cause of gifted child education. The conceptual model will produce questions that practitioners must answer to effectively implement, and to improve, new educational settings which address and meet the needs of gifted and talented students.

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APPENDIX A

CENTRAL OFFICE FILES, CAMP LEJEUNE
DEPENDENTS' SCHOOLS

CAMP LEJEUNE DEPENDENTS' SCHOOLS
Camp Lejeune, North Carolina 28542

28 March 1979

From: Chairman, CLDS Counselors
To: Chairman, Board of Education
Via: Superintendent

Subj: Recommendations for improving the services provided to CLDS students who have special needs

Encl: (1) Final Report

1. In September 1978 the Superintendent requested that the CLDS counselors prepare a plan for the initiation of a system-wide program for students identified as gifted and talented. Enclosure (1) is the final report of the CLDS counselors in that regard and contains additional recommendations concerning the administration of previously established programs for students with special needs.

2. The final report is the work of the following personnel:

Mrs. Jeanne Darling, Counselor, Brewster Junior High School
Ms. Margaret Holland, Counselor, Lejeune High School
Mrs. Carol Jones, Counselor, Tarawa Terrace I
Mr. Joe Jones, Social Services Coordinator, CLDS
Ms. Pat Lawler, School Psychologist, CLDS
Mr. H. Larry McRacken, Guidance Supervisor, Lejeune High School
Mrs. Barbara Patrick, Counselor, Lejeune High School
Mrs. Edy Price, Counselor, DeLalio Elementary School
Ms. Jane Scarr, Counselor, Tarawa Terrace II
Ms. Susan Walker, Counselor, Stone Street Elementary School
Mr. Dennis Wilt, Counselor, Berkeley Manor Elementary School
Mrs. Laurie Young, Homebound Coordinator, CLDS


H. LARRY McRACKEN

28 March 1979

FINAL REPORT OF CLDS COUNSELORS
Recommendations for Improving the Services
Provided to CLDS Students Who Have Special Needs

1. Background. In September 1978 the Superintendent requested that the CLDS counselors submit a plan for initiating programs for students within the school system identified as gifted and talented. During the course of SY 1978-79 the CLDS counselors have given attention to this matter at each of their regular monthly meetings and at special meetings convened especially for that purpose. Resource information was provided to the CLDS counselors by the following personnel: Mr. William F. McGrady, Regional Coordinator, Division of Exceptional Children, Southeast Region Education Center; Ms. Audrey A. Toney, Instructional Resource Specialist, Division of Exceptional Children, Southeast Region Education Center; CLDS reading teachers; CLDS teachers who work with the EMR, TMR, and LD programs; and CLDS teachers who have training and/or experience in working with students identified as gifted and talented.
2. Legal Guidelines. The CLDS programs for students with special needs are effected by guidelines established by both Federal and State legislation:
 - a. Public Law 94-142, the Education for All Handicapped Children Act, was signed into law on 29 November 1975. P.L. 94-142 is designed to:
 - (1) Guarantee to every handicapped child a free and appropriate public education, including special education and related services, that is geared to his own special needs and at no cost to his parents or guardians. The law applies to children ages 3-21 (by 1 September 1980) unless inconsistent with state law; however, every state must make a free appropriate education available to all handicapped children ages 6-17.
 - (2) Ensure that all handicapped children who may require special education are located, identified, and evaluated so they may be taught according to their needs.
 - (3) Ensure that handicapped children are educated in as normal a setting as possible.
 - (4) Guarantee a specialized educational program, in writing, for every handicapped child, designed specifically for that child, and developed jointly with the parents or guardians, and, if possible, with the handicapped child himself. The Individualized Educational Program (IEP) must include a description of the child's present level of educational performance; the specific annual goals and short-term objectives; the educational services to be provided; the extent to which the child will participate in the regular classroom; the projected data for initiation and duration of services; the objectives, criteria, and evaluation procedures that will be used to determine if the educational objectives are being met; and a description of the schedule and procedures for the required annual review of the IEP.

Enclosure (1)

(5) Guarantee parents who are not satisfied with their child's education the right to an impartial hearing (due process) to resolve any questions concerning the child's program.

b. P.L. 94-142 did not mandate educational services for students identified as gifted and talented.

c. The State Education Agency (SEA) was made responsible for implementation.

d. North Carolina House Bill 824 (Chapter 927), the Creech Bill, was ratified 1 July 1977. In accordance with the requirements outlined in Federal and State laws, Chapter 927 gave the State Board of Education the authority to develop rules and regulations necessary to establish programs for children with special needs. On 2 February 1978 the State Board of Education approved Rules Governing Programs and Services for Children with Special Needs, the effective date for implementation being 1 July 1978. The rules, while in total compliance with P.L. 94-142, specify the following differences:

(1) Free and appropriate public education currently must be provided for all children with special needs ages 5 through 17. The State Board of Education supports special education and related services for children with special needs from birth through age 4 and from 18 through 21 on a permissive basis. Future legislation probably will revise the mandated age limits to include children ages 3-21.

(2) Students identified as gifted and talented are included as an area of children with special needs.

(3) The Local Education Agency (LEA) was made responsible for implementation.

3. Existing Programs and Guidelines for Students with Special Needs. Programs serving students identified as EMR, TMR, and LD currently are offered in the school system.

a. Educable Mentally Retarded (EMR).

(1) The EMR program for primary school students is located at TT I. EMR students are placed in a self-contained classroom for reading/language arts and math but mainstreamed for all other areas. Identified students who normally would attend another primary school are transported to TT I. Seven children ages 5-8 are served by one teacher and one aide.

(2) The EMR program for intermediate school students is located at TT II. EMR students are in a self-contained classroom in reading/language arts and math but mainstreamed in all other areas. Identified students who normally would attend another intermediate school are transported to TT II. Six children ages 9-13, including one emotionally disturbed child, are served by one teacher and one aide.

(3) At Brewster Junior High School, EMR students are placed in a self-contained classroom for academic subjects and mainstreamed for Unified Arts. Six students ages 11-16, one identified as TMR, are served by one teacher and one aide.

(4) At Lejeune High School, students identified as EMR would be served in the academic courses through phase 1 placement and mainstreamed in the non-academic areas.

b. Trainable Mentally Retarded (TMR).

(1) The only existing program serving students identified as TMR is located at TT II. Identified students who normally would attend another school are transported to TT II. Two classrooms under the direction of one teacher and one aide are used to serve six (6) students ages 5-14.

c. Learning Disabilities (LD).

(1) The only existing program serving students who have been identified as having a learning disability is located at TT II. The LD Lab serves forty-five (45) TT II students in grades 3-6 and follows specific criteria mandated by Federal and State law. One teacher and one aide direct the program with assistance being provided by parent volunteers.

(2) At Lejeune High School, Brewster Junior High, Stone Street Elementary School, and Berkeley Manor Elementary School, some students identified as having a learning disability are served by the reading teacher through the reading lab.

(3) Although reading labs are not available at DeLalio Elementary School and TT I, some students identified as having a learning disability are served by the reading specialist.

d. Identification and Placement Guidelines.

(1) Guidelines have been developed by the school system for identifying and placing students who are mentally handicapped, i.e. EMR and TMR. Identification and placement guidelines also have been established by the LD specialist who conducts the program for TT II students who have been identified as having a learning disability.

(2) Although guidelines for identifying and placing EMR and TMR students have been established, there has not been a strict adherence to the procedural guidelines.

4. Gifted and Talented Programs. At present the school system does not operate any programs or have identification and placement guidelines for CLDS students who are gifted.

a. In grades K-4 the only special assistance for students who possess high academic potential is offered through achievement grouping in reading/language arts and math (COMP).

b. In grades 5-6 the only special assistance for students who possess high academic potential is offered through some in-class ability grouping in reading/language arts and through COMP in math.

c. At the Junior High School level 5 classes are offered in the areas of English, science, and social studies. Achievement test scores and student motivation are the basis for placement. Students are ability grouped in math through COMP; however, 8th grade students who have demonstrated a high ability level in math may enroll in Algebra I.

d. At the Senior High School phase 5 classes are offered in all academic areas. In addition, CEEB Advanced Placement courses (phase 6) are offered in English and math. The AP curriculum option differs from regular gifted and talented classes, and, as offered at Lejeune High School does not utilize the state recommended guidelines for the identification and placement of gifted students.

5. Additional Data.

a. Although state recommended guidelines for identifying gifted students do not rely solely on standardized test results, the following data indicate the number of CLDS students who satisfy the standardized test criteria for placement in a program for gifted students:

Grade 1 - 10	Grade 7 - 31
Grade 2 - 18	Grade 8 - 23
Grade 3 - 27	Grade 9 - 20
Grade 4 - 27	Grade 10 - 25
Grade 5 - 74	Grade 11 - 17
Grade 6 - 39	Grade 12 - 19

b. Based on teacher/counselor recommendations and/or actual evaluation by the school psychologist, the following data indicate the number of CLDS students who potentially could be served by LD programs:

Grade 1* - 5	Grade 5 - 21
Grade 2* - 27	Grade 6 - 23
Grade 3* - 11	Grades 7-8 - 14
Grade 4* - 21	Grades 9-12 - 30

* 62 additional students in grades 1-4 have been recommended for evaluation.

6. Recommendations.

a. Programs for the Mentally Handicapped (EMR/TMR).

(1) The existing identification and placement procedures for mentally handicapped students should be adhered to strictly.

(2) Students ages 5-12 who are identified as TMR now are being assigned to the program at TT II. The differences in chronological ages often present problems with role modeling and with the physical facilities of the classroom. School placement of students identified as TMR should be determined on an individual basis to provide the least restrictive environment and the most appropriate role modeling for the students.

(3) More opportunities for language development should be made available for EMR and TMR students. In service training in language development should be provided for elementary and junior high school teachers who work with EMR and TMR students.

(4) All references to programs for mentally handicapped students should be changed from educable mentally retarded and trainable mentally retarded to educable mentally handicapped (EMH) and trainable mentally handicapped (TMH).

b. Programs for the Learning Disabled (LD).

(1) The school system should provide additional services for students identified as having a learning disability.

c. Programs for Gifted Students.

(1) A resource teacher should be provided to work with students in grades K-6. The resource teacher would teach in a regular classroom half a day and work half a day with classroom teachers in K-6 schools on a rotating basis to develop programs for gifted students and to assist with the writing of IEP's.

(2) A resource teacher should be provided to work with students in grades 7-12. The resource teacher would teach in a regular classroom half a day and work half a day with classroom teachers in 7-12 schools on a rotating basis to develop programs for gifted students and to assist with the writing of IEP's.

(3) The phase 6 CEEB Advanced Placement courses at the Senior High School should remain in the curriculum and be considered as courses for gifted students.

(4) The school system should develop identification and placement procedures based on the guidelines adopted by the State Board of Education. Procedural guidelines used by other school systems could be used as guides.

(a) Identification of students in grades K-2 should be the combined effort of the teacher, the counselor, the resource teacher, and the parent(s). A parent inventory form should be completed in advance of the evaluation.

(b) A student evaluation profile should be used in the identification of students in grades 3-12.

d. Summary of Personnel Needs.

(1) One additional specialist to increase the language development services provided to EMH and TMH students.

(2) Additional personnel as available to increase the services provided to students with learning disabilities.

(3) One resource teacher to work on a half-day basis in implementing programs for gifted students in grades K-6.

(4) One resource teacher to work on a half-day basis in implementing programs for gifted students in grades 7-12.

7. Order of Priorities. The CLDS counselors believe the greatest need for programs for exceptional children is in the area of expanded services for students identified as having a learning disability. But because of the obvious regard that must be given to the financial capabilities of the school system and to Federal and State legislation, it is suggested that priority for implementing the recommended services be established as follows:

a. Initiate the programs for gifted students and hire or assign qualified personnel, preferably for SY 79-80.

b. Expand the services to LD students by hiring additional specialists as money is available.

c. Expand the services to EMH and TMH students, i.e. language development, by hiring additional specialists as money is available.

CONSULTANT'S REPORT
MISS CORNELIA TONGUE, STATE DEPARTMENT OF PUBLIC INSTRUCTION
GIFTED AND TALENTED SECTION
3 and 4 MARCH 1976

On 3 and 4 March 1976 the undersigned, at the request of the Camp Lejeune Dependents' Schools, visited Camp Lejeune for the purpose of reviewing existing efforts and programs with respect to meeting the needs of the gifted and talented children. (See attached schedule.)

Prior to my visitation, Dr. Howard, Deputy Superintendent for Academic Affairs, requested that I pay special attention to certain specific projects set up as "special" for those children identified as gifted and talented as well as enrichment processes available in the regular classroom situations for all children. In addition, it was suggested that some attention should be paid to the notion as to whether or not a more formalized program for the enrichment of children with special needs should be established by the Camp Lejeune Dependents' Schools System. My visitation had been well planned in advance and was expeditiously executed to the best advantage for me as a consultant during the short but busy two days. It was a truly delightful experience.

I saw many evidences of excellence in providing opportunities for the enrichment of not only those children classifiable as gifted and talented but also for those throughout the full range of the ability and/or achievement spectrum of the children attending those schools visited.

I indicated to the superintendent, Dr. Sloan, and Dr. Howard at the final meeting, how fortunate they were to have such a wealth of talented teachers, available human resources, specialists, coordinators, elementary guidance counselors, programs designed to help parents, and such financial programs that promote excellence in education as the "minigrant" program.

By way of informing those present at the critique session, I discussed the use of group intelligence tests as a means of placing children is becoming a thing of the past. Specifically, the State of California has already outlawed such use of any intelligence tests for mentally retarded children; there are numerous court cases throughout the country litigating various techniques of placement and grouping of gifted children using group tests. The State Department of Public Instruction is currently involved in a Title V project that will issue a publication on identification of the gifted and talented children. This will be shared with you. As a part of this project, some of the most expert people in the country have been called upon to share their ideas on the identification of the gifted and talented children.

Although my mission was primarily addressed to programs related to the gifted and talented, I raised some questions during the visitation concerning some needed attention in other areas. Specifically, during the session the concept of "mainstreaming" was explored with its application to the current situation at the Tarawa Terrace II Elementary School. I indicated that mainstreaming did not mean putting every child in the same room with regular children. It meant, in concept, putting the classifiable EMR children as close to the regular classroom as possible and for as long as possible (in

the least restrictive atmosphere) so that each could achieve and have his educational and social needs met. It was noted that some children will always be maintained in a self-contained classroom except for activities like lunch or recess. One of your TMR children is in the process of being returned to regular classes which is warmly applauded.

The following comments, suggestions and recommendations for future direction for the Camp Lejeune Dependents' Schools in the area of the gifted and talented programs were made:

1. Programs for the gifted and talented do not mean acceleration. The philosophy in this respect is to broaden out the curriculum, making it more indepth, and base it on a differentiated pattern.
2. There should be a proper mesh between instruction in the cognitive and affective domains. In amplifying upon this the Central Office staff was cautioned that, due to various societal conflicts and issues, there is a movement towards a return to the "basics". (Educators in North Carolina have never gotten away from the "basics".) In order to provide quality as well as quantity in the instructional program, educators should not lose sight of the importance of combining cognitive and affective learning, to accomplish the greatest good for the children.
3. A broad guide should be developed by grades or subjects with topics to be covered at each level within each grade. This could accompany the child when he moves. The Camp Lejeune Dependents' Schools could become the leading unit in the HEW system in not only improving an already good system on base, but also in encouraging feeder systems to upgrade their programs.
4. Attention should be made to the scope and sequence in such areas as math especially at the junior and senior high schools in order to insure that students in the senior high have the opportunity to become involved in differentiated programs during their final years in the high school - i.e. calculus in the expanded Advanced Placement program.
5. A person should be designated full time who is responsible for all programs with children with special needs. This person could coordinate staff development activities also and work closely and in concert with the subject area coordinators.
6. It was strongly urged that the principal must be the instructional leader for his school and intensely involved in all planning for improvement of differentiated activities.
7. Although the existing grouping system probably will be maintained as a base, there should be more attempts made to explore options for regrouping children across age and ability levels in math and language arts. Don't let children get locked in to one place just for the sake of administrative convenience. Fewer levels of grouping would allow for more movement toward a less restrictive alternative, with more student motivation and more modeling possible.

8. The Camp Lejeune Dependents' Schools are urged to use a variety of methods to identify their gifted and talented children and to search out more able minority children for program inclusion.
9. A number of teachers were observed who were quite talented, very competent and interested in working with the gifted children. It was recommended that several of these teachers could be reassigned to serve as itinerant or resource teachers in several schools each for enrichment (differentiated) activities for gifted and talented children. An excellent program model exists presently at DeLalio. Proper planning and good faculty orientation, well in advance with the regular teachers, would be essential in order for this process to be successful. Commitment from the principals is essential for program success. In addition, special attention should be paid to scheduling of students in order that they would not miss the same class periodically when the resource teacher visited a particular school.
10. It was strongly recommended that plans should be established for at least a full year of inservice training of teachers and staff for meeting the needs of the exceptional child. The Division for Exceptional Children will be happy to give some technical assistance.

Dr. Dorothy Sisk, Professor of Education, University of South Florida, should be secured as an inservice consultant for several days, to assist the Camp Lejeune Dependents' Schools in solving problems of initiating proper interest among teachers and administrators and establishing appropriate philosophy in the area of the gifted and talented. Attention needs to be given to help teachers develop skills in the use of different teaching styles and strategies such as convergent-divergent thinking processes, inquiry, higher levels of questioning using taxonomies such as Bloom.

Other suggested resource persons that might be of assistance to this system are: Mr. Stewart Stafford, Director, Title III Project in Cumberland County; Mrs. Sandy Bassler, Lenoir County Schools; and your own Dr. Jean Ball. Opportunities for teachers to visit other programs was warmly endorsed.

11. Call on the Regional Center for technical assistance.
12. Various state and local systems are paying a great deal of attention to due process with respect to placement procedures. This should become a priority in this system to avoid possible future civilian difficulty.

The Third Annual Gifted and Talented Conference will be held on March 19 and 20, 1976 at the Hyatt House in Winston-Salem. Hopefully, many of the faculty and staff will attend.



Cornelia Tongue, Coordinator
Gifted and Talented Section
Division for Exceptional Children

CAMP LEJEUNE DEPENDENTS' SCHOOLS
Camp Lejeune, North Carolina 28542

SCOL:JSG:bb
13 February 1980

From: Chairman, Education Committee
To: Chairman, Board of Education

Subj: Education Committee meeting, 12 February 1980

Encl: (1) Principal, Lejeune High School ltr re Spanish Club Trip dtd 15 Jan 1980
(2) Definition for Gifted/Talented Children
(3) Steps to be Taken in Completing Student Referrals
(4) Booklet, "Parents of the Gifted"
(5) Report on Intramural Sports Program at Brewster
(6) SAT Mean Scores, SY 1979-80

1. The Education Committee met with the Superintendent on 12 February 1980 with all members present except LCDR J. L. Rausch. In attendance also were Laurie Tisdale, Director of Curriculum/Instruction, Robert Baldree, Principal, Brewster Junior High School, Gene Thompson, P.E. Instructor, Brewster Junior High School, and Wesley Guthrie, Curriculum Coordinator.

2. The Superintendent presented a letter from the Principal, Lejeune High School, enclosure (1), requesting approval for the Spanish Club field trip to Williamsburg, Washington, D.C., Busch Gardens, and Charlottesville, Virginia 4-8 April 1980. The trip was approved by the Education Committee.

3. Academically Gifted/Talented (G/T) Program.

a. In September 1978 the Superintendent asked the Camp Lejeune Dependents' Schools (CLDS) counselors to prepare a plan for the initiation of a system-wide program for students identified as gifted and talented. The findings and recommendations of the counselors were presented to the School Board on 6 April 1979 and were accepted. The Superintendent was tasked to initiate this program. Mr. Guthrie was assigned the task of identification of G/T students and the development of a program to serve these needs, grades K-12.

b. Mr. Guthrie, at the invitation of the Committee Chairman, presented the progress of the program to date. CLDS defines G/T children in accordance with Public Law 91-230 as shown in enclosure (2).

c. Four criteria have been selected--I.Q. score, achievement score, performance data, and teacher recommendation. North Carolina guidelines were revised to fit our particular needs. DeLalio Elementary School was chosen as the first school to begin the identification process. All other elementary schools are now in the process of identifying G/T students. Steps to be taken in completing student referrals are attached as enclosure (3). Our objective is to identify all G/T students by May. We can then start thinking in terms of programs that are compatible with CLDS goals. New programs will not be initiated until SY 1980-81. Enclosure (4) is a booklet presented to parents of identified G/T students at their request.

d. The Chairman commended Mr. Guthrie and those who worked with him on the methodology used in the G/T program. The Superintendent stated that the program has an excellent foundation in terms of research and surveying of systems looked at--the program will withstand any scrutiny.

1. Brewster Junior High School Athletic Program.

a. The Board Chairman tasked the Superintendent and his staff to provide an interim report in February on subject program, designed to accomplish the objectives recommended by the Education Committee at the 18 January 1980 Board meeting.

b. Mrs. Tisdale and Mr. Thompson gave a presentation, enclosure (5), on the intramural sports program at Brewster. The Chairman queried whether or not the administration was going to explore the program beyond what appeared to be a successful intramural sports program--to increase the participation. The Superintendent responded that this was intended.

5. The Superintendent presented the Committee with a report of the SAT mean scores for SY 1979-80 showing a comparison with SY 1978-79.

6. GYSGT Griffin stated that the objective to show the safe driving film, "Room to Live," is being accomplished.

7. GYSGT Griffin stated that he has been approached by several parents about school supplies, and he recommended that in June of each year the students be given a list of supplies needed for the next school year and the Marine Corps Exchange informed so that they can supply the items by September.


J. S. GRINALDS

DLB:cjk
18 Apr 1980

From: Dr. Dale L. Brubaker, Consultant
To: Superintendent, Camp Lejeune Dependents' Schools

Subj: Progress Report on G/T Program

1. The groundwork for a G/T Program has been done in a thorough, well organized way. Two major factors have accounted for this: (1) the strong support of this program from the Office of the Superintendent and of the Director of Curriculum and Instruction; and (2) the energy and expertise of the G/T Coordinator.

2. Extensive on-site conversations between the G/T Coordinator and the Principal and Staff at DeLalio Elementary School have led to very strong support for their role in the G/T Program. This was evident in three group meetings I participated in at DeLalio School. The faculty and principal cited several strong features of the G/T Program: (1) its integrated rather than isolated nature; (2) the fact that students were first chosen before programs to serve children were constructed; (3) the team spirit that pervades the school with regard to the G/T Program; and (4) the sincere, consistent, and reliable qualities of the G/T Coordinator. I would add one feature to their list, a feature I observed on-site: the G/T Coordinator talked to participants in advance about who the consultant was and what he would do.

The kind of professional dialogue I observed in the two small groups at the DeLalio Elementary School was of a very high level. Colleagues discussed the case histories of particular G/T candidates in a "clinical way" - much like physicians discuss a case in a hospital seminar. I applaud all concerned for setting the stage for this kind of professional sharing of information and perspective. This kind of event, a rare one in most school systems, demonstrates that the inservice efforts at CLDS in the last few years are paying rich dividends.

3. The G/T Coordinator has developed an excellent network within the total school system and with organizations and persons outside the school system - namely, the State Department of Public Instruction, the Regional Education Center, and national G/T centers. These relationships add to the Coordinator's expertise and give him emotional support.

4. All involved in the G/T Program are clear that programs, personnel, and bureaucratic-administrative functions exist in order to provide a better education for students.

5. In conclusion, the CLDS School Board can be assured (and proud) that resources invested in the G/T Program have been wisely spent. A strong foundation for future developments is now in place.


DALE L. BRUBAKER

30 April 1980

RESULTS OF GIFTED AND TALENTED IDENTIFICATION

<u>School</u>	<u>Enrollment</u>	<u>Number Tested</u>	<u>Number Identified</u>	<u>Total School Population</u>	<u>Total Tested</u>	<u>Total Identified</u>
Stone Street	486	89	55			
Berkeley Manor	492	33	11			
Tarawa Terrace #1	442	9	8			
Tarawa Terrace #2	488	73	22			
DeLalio	324	24	11			
Elementary Totals				2232	228	107
Brewster Junior High						
7th Grade	186	26	16			
8th Grade	182	35	19			
Junior High Totals				368	61	35
Lejeune High School						
Ninth Grade	171	35	20			
Tenth Grade	157	13	8			
Eleventh Grade	113	20	15			
Twelfth Grade	128	26	19			
High School Totals				569	94	62
Grand Totals				3169	383	204

CAMP LEJEUNE DEPENDENTS' SCHOOLS
Camp Lejeune, North Carolina 28542

16 June 1980

From: Superintendent
To: Chairman, Board of Education
Via: Chairman, Education Committee, Board of Education
Subj: Recommended programs for gifted/talented students
Ref: (a) Board of Education minutes of 15 Feb 1980 meeting
Encl: (1) Results of Gifted and Talented Identification

1. In July 1979 the undersigned requested a staff member to design a model for identifying those students in the Camp Lejeune Dependents' Schools (CLDS) who were gifted and who might require special programs and/or services. It was stated that the model should be at least comparable to those criteria set forth by the state of North Carolina for identifying gifted children.
2. In February 1980 an interim report, reference (a), presenting the definition for giftedness, the identification guidelines set forth, and the forms designed to implement the model for identifying the gifted/talented students was presented to the School Board.
3. In May 1980, the task of identifying the gifted/talented students in the CLDS, K-12, was completed. A graph of statistical data has been compiled and is submitted as enclosure (1).
4. These statistics reveal a gifted population of 6 per cent in the CLDS. Considering the normal variance, these numbers are indicative of the gifted population which may be anticipated for the 1980-81 school year.
5. Based on these statistics, current evaluation of the gifted child's curriculum, and interviews with the identified gifted to see how we were dealing with them, the following recommendations are the outcome of a consultation, May 1980, with Ms. Cornelia Tongue, Chief Gifted and Talented Consultant, North Carolina State Department of Public Instruction, Raleigh, North Carolina:
 - a. The Senior High School will continue to meet the needs of gifted/talented students through the multi-phased curriculum. Phases 5 and 6 provide within their structure a program for the gifted. Students identified as gifted will be located in the phase 5 or 6 program and teachers carefully selected to challenge these gifted students. No additional classroom teachers for gifted are recommended for grades 9-12.
 - b. In accordance with paragraph 5.a., the multi-phased curriculum at the Junior High School is considered appropriate if selected teachers are matched with the gifted students to assure an effective phase 5 program. The gifted children should be afforded additional enrichment within the regular academic settings. With this assured, no additional classroom teachers are recommended for grades 7-8.
 - c. Because the elementary grades, K-6, do not provide a multi-phased curriculum and because it is vital for the younger students to be exposed to the regular curriculum in order to obtain necessary academic skills, it is recommended that

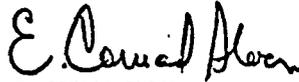
two itinerant teachers for the gifted be assigned to the five elementary schools in the school system. To supplement the children's conventional curriculum, these teachers would offer a "pull out program" to provide special enrichment for those students identified as gifted.

(1) One itinerant teacher should be assigned to Stone-Street and Berkeley Manor Elementary Schools, K-4. This would involve approximately 66 students according to this year's statistics.

(2) The second itinerant teacher should be assigned to Tarawa-Terrace I, Tarawa Terrace II, and DeLalio Elementary Schools, K-6. This would involve approximately 41 students according to this year's statistics. Although this teacher will potentially service a smaller number of gifted students, it is recognized that he/she would be responsible for two additional grade levels (5-6), and a travel factor would be involved.

6. In addition to the above recommendations, it is requested that \$2500 be allocated in the budget to provide curriculum enrichment materials for the gifted.

7. It is recommended that a Curriculum Coordinator be employed in the Superintendent's office who would be responsible for the supervision of these, and subsequent, programs for the gifted/talented students in the CLDS. The Curriculum Coordinator charged with this responsibility, among his/her chief duties, would direct and coordinate the gifted program implementation for grades K-6 with the two itinerant teachers and also coordinate and in-service teachers of phase 5-6 courses in grades 7-12.


E. CONRAD SLOAN

CAMP LEJEUNE DEPENDENTS' SCHOOLS
Camp Lejeune, North Carolina 28542

SCOL:JSG:bb
19 June 1980

From: Chairman, Education Committee
To: Chairman, Board of Education

Subj: Education Committee meeting, 18 June 1980

Encl: (1) In-School Suspension Program
(2) Recommended Programs for Gifted/Talented Students
(3) Position Description for Curriculum Coordinator
(4) Policy Statement for Student Records
(5) Competency Test Program, Year-end Report
(6) Staffing Plan 1980-81

1. The Education Committee met with the Superintendent on 18 June 1980 with all members present except CDR J. L. Rausch. Also in attendance were Laurie Tisdale, Director of Curriculum and Instruction, and H. S. Parker, Principal, Lejeune High School. The Superintendent commended the Committee for its interest, support and help to the various aspects of the education program.

2. The following items of business were addressed:

a. Proposed In-School Suspension Program. During the last month of school a pilot project was conducted at the High School with 23 students assigned to the program. Parental consent was obtained. As stated by Mr. Parker and the Superintendent, High School administrators, faculty and parents regarded the program as a viable and workable alternative to out-of-school suspension since lessons and assignments were kept up to date, one-to-one supervision was accomplished, an improvement in grades and behavior was noted, and the students remained in school. Funds are also requested for a teacher for this program; the teacher would be used in other areas when the special classes were not in session. The Education Committee endorses the program, enclosure (1), and recommends to the Board of Education that this program be adopted for inclusion in next school year's curriculum.

b. Recommended Programs for Gifted/Talented Students.

(1) The Superintendent presented enclosure (2) which resulted from a study initiated in July 1979 to identify those students in the Camp Lejeune Dependents' Schools (CLDS) who were gifted and who might require special programs and/or services.

(2) Major changes would be the assignment of two itinerant teachers for the gifted to the five elementary schools to supplement the children's conventional curriculum, additional funds to provide curriculum enrichment and challenging materials to develop more indepth thinking; and the addition of a new position, Curriculum Coordinator, to the Superintendent's staff to be responsible for the supervision of these and subsequent programs for the gifted/talented students.

(3) The Committee recommends adoption of the program by the Board of Education. The Committee further recommends that the Superintendent and his staff be tasked to make an assessment of the opportunities for cultural enhancement (art and music) of the students and feasibility of those opportunities in terms of the resources he has at hand, on a schedule to be determined by the Superintendent.

ENCLOSURE (1)

c. Position Description for Curriculum Coordinator. The Education Committee recommends to the Board of Education that enclosure (3) be accepted in the process of selecting a curriculum coordinator for the gifted/talented program in the CLDS.

d. Policy Statement on Student Records.

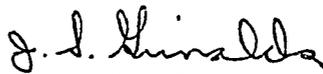
(1) CLDS do not have a policy on the subject of how student records are to be kept based on the requirements of the Privacy Act. Upon the request of the Superintendent, CLDS counselors and other staff members studied the method of record keeping, revised actual records, and standardized forms. The Education Committee recommends to the Board of Education the approval of enclosure (4).

(2) For the Committee's information, the Superintendent stated that when a student is transferred, his records are sent to the next school. Also, a total transcript is kept on microfilm on each student after he graduates. Any data not pertinent to the transcript is destroyed after three years.

e. Competency Test Program. The year-end report, enclosure (5), on this program was presented to the Education Committee as a matter of information. All seniors for School Year 1979-80 passed both sections of the competency test and received diplomas. It is the feeling of the Superintendent and the staff that the remedial program is a definite asset.

f. Staffing Plan for 1980-81. Enclosure (6) is a copy of the staffing plan for 1980-81. The Superintendent stated that the plan represents a reduction of 3½ teachers and 5 aides over the 1979-80 school year and an increase of 2 gifted/talented teachers and 1 physical education teacher to the school system. The reduction is necessary to keep in line with the enrollment next school year. The average teacher ratio of 26:1 is in accordance with State Department of Public Instruction recommendations.

3. The Chairman stated that the retiring members of the Education Committee would like to express "our appreciation to the Superintendent and his staff with whom we have worked closely this year and for whom we have the greatest respect and admiration for their professionalism and dedication to the welfare and education of the Camp Lejeune children. We commend the Superintendent and his staff and wish them well in their future efforts."


J. S. GRINALDS

LEJEUNE DEPENDENTS' SCHOOLS
Camp Lejeune, North Carolina 28542

POSITION DESCRIPTION: Curriculum Coordinator

INTRODUCTION:

This position is located in the Camp Lejeune Dependents' Schools, Marine Corps Base, Camp Lejeune, North Carolina. The purpose of the position is to provide program development and staff development services for grades K-12 in designated curriculum areas.

A. MAJOR DUTIES

1. Identifies needs and establishes goals and objectives for program improvement and in-service in selected curriculum areas including gifted/talented.
2. Directs and coordinates the implementation of programs for gifted students K-12 to include staff development.
3. Meets with teachers, principals, and parents to interpret and help implement the district's curriculum.
4. Works with individuals and groups on problems of curriculum content.
5. Analyzes student progress and teaching methods in specific content areas.
6. Assists in the planning, organization, and implementation of in-service projects.
7. Assists teachers at their request in organizing classrooms for effective learning.
8. Confers with other staff members to suggest ways in which the curriculum can be adjusted to meet the special learning needs of children.
9. Participates in proposed and ongoing curriculum development projects.
10. Engages, as assigned, in research and formal evaluation related to curriculum development.

B. QUALIFICATIONS REQUIRED OF THE POSITION

A Master's Degree plus 30 hours of graduate work in curriculum and related areas and a North Carolina certificate, Instructional Specialist Level II, are prerequisites for this position. Experience and/or certification in gifted and talented education are also required.

ENCLOSURE (4)

APPENDIX B

CHECKLISTS: COMMON CHARACTERISTICS
OF GIFTED AND TALENTED

TRAITS COMMON TO INTELLECTUALLY GIFTED STUDENTS

1. Displays a great deal of curiosity about objects, situations, or events. Has the capacity to look into things and be puzzled; gets involved with many exploratory type activities; is interested in a wide variety of things.
2. Asks many questions of a provocative nature; is inquisitive about knowing why instead of what.
3. Is self-initiated; usually needs little help in knowing what to do; starts on his own; pursues individual interests.
4. Reveals originality in oral and written expression; gives unusual, clever, or unique responses away from the stereotype.
5. Has the ability to generate many alternatives and seeks different directions.
6. Is a good elaborator; continually adds on to ideas, responses, or solutions.
7. Is perceptually open to his environment; is keenly alert to things that are done as well as things that are not done.
8. Displays a willingness for complexity; thrives on problem situations; selects a more difficult response, solution, or problem over the easier.
9. Has the capacity to use knowledge and information other than to memorize, store and recall; can make applications.
10. Shows superior judgment in evaluating things; reasons things out; can see implications and consequences.
11. Is able to hypothesize; makes good educated guesses.
12. Has the ability to see relationships among unrelated facts, concepts, or information.
13. Learns rapidly, easily, and efficiently.
14. Retains and uses information which has been heard or read.
15. Uses a large number of words easily and accurately.
16. Uses common sense; seeks a practical approach.
17. Makes consistently good grades in most subjects.
18. Performs academically at a level two years in advance of the class on one or more disciplines of knowledge.

.....from Creative Production in the Classroom by
Frank Williams and Robert Eberle

APPENDIX C

CLDS IDENTIFICATION GUIDELINES FOR GIFTED
AND TALENTED ASSESSMENT FORMS

SOME LEARNING CHARACTERISTICS OF GIFTED CHILDREN
MAY V. SEAGOE

Obtained through Dorothy Sisk--University of South Florida

<u>Characteristic</u>	<u>Concomitant Problems</u>
1. Keen power of observation; naive receptivity; sense of the significant; willingness to examine the unusual.	1. Possible gullibility; social rejection; value system and its defense.
2. Power of abstraction, conceptualization, synthesis; interest in inductive learning and problem solving; pleasure in intellectual activity.	2. Occasional resistance to direction; rejection or omission of detail.
3. Interest in cause-effect relations, ability to see relationships; interest in applying concepts; love of truth.	3. Difficulty in accepting the illogical.
4. Liking for structure and order; liking for consistency; as in value systems, number systems, clocks, calendars.	4. Invention of own systems, sometimes conflicting.
5. Retentiveness.	5. Dislike for routine and drill; need for early mastery of foundation skills.
6. Verbal proficiency; large vocabulary; facility in expression; interest in reading; breadth of information in advanced areas.	6. Need for specialized reading vocabulary early; parent resistance to reading; escape into verbalism.
7. Questioning attitude, intellectual curiosity, inquisitive mind, intrinsic motivation.	7. Lack of early home or school stimulation.
8. Power of critical thinking; skepticism, evaluative testing; self-criticism and self-checking.	8. Critical attitude toward others; discouragement from self-criticism.
9. Creativeness and inventiveness, liking for new ways of doing things; interest in creating, brainstorming, free-wheeling.	9. Rejection of the known, need to invent for oneself.
10. Power of concentration; intense attention that excludes all else; long attention span.	10. Resistance to interruption.

Characteristic

11. Persistent, goal-directed behavior.
12. Sensitivity, intuitiveness; empathy for others; need for emotional support and sympathetic attitude; ego-involvement; need for courage.
13. High energy, alertness, eagerness; periods of intense voluntary effort preceding invention.
14. Independence in work and study; preference for individualized work; self-reliance; need for freedom of movement and action; need to live with loneliness.
15. Versatility and virtuosity; diversity of interests and abilities; many hobbies; proficiency in art forms such as music and drawing.
16. Friendliness and out-goingness.

Concomitant Problems

11. Stubbornness.
12. Need for success and recognition; sensitivity to criticism; vulnerability to peer group rejection.
13. Frustration with inactivity and absence of progress.
14. Parent and peer group pressures and nonconformity; problems of rejection and rebellion.
15. Lack of homogeneity in group work; need for flexibility and individualization; need for help in exploring and developing interests; need to build basic competencies in major interests.
16. Need for peer group relations in many types of groups; problems in developing social leadership.

CAMP LEJEUNE DEPENDENTS' SCHOOLS
Marine Corps Base
Camp Lejeune, North Carolina 28542

GIFTED AND TALENTED PROGRAM

I D E N T I F I C A T I O N G U I D E L I N E S *

I. Program for Academically Gifted

- A. Definition: Gifted and talented students are defined as those students who possess demonstrated or potential intellectual, creative or specific academic abilities and need differentiated educational services beyond those being provided by regular school programs in order to realize their potentialities for self and society. A student may possess singularly or in combination these characteristics: general intellectual ability; specific academic aptitude; creative or productive thinking abilities.
- B. Identification Standards: Identification of students must be accomplished by multiple means. These methods include, but are not limited to, teacher, peer and/or parent nominations; assessments of intelligence, achievement, performance, and/or creativity/divergent thinking; anecdotal records; and biographical data. No child shall be denied entry into the program on the basis of only one method of identification. Consideration must be given to the total minority populations in the school in making up the racial composition of the classes. Gifted children who are handicapped are not to be discriminated against in placement.

Students previously identified by another school system as being academically gifted must qualify according to CLDS standards.

Data on identification of gifted students for placement into programs and services must include the following (4):

1. standardized achievement or aptitude total or subtest scores
2. an intellectual assessment score
3. superior ability demonstrated in one or more content areas as indicated by grades or by evidenced skills (products such as science projects, etc.)
4. recommended by one or more school personnel

*Adapted from Identification of Gifted and Talented, Division for Exceptional Children, State Department of Public Instruction, North Carolina, July 1979.

The Student Identification Profile (see CLDS Form G/T-5) shall be used to evaluate each referred student to Camp Lejeune Dependents' Schools (CLDS) programs. Additional data may be gathered for assessing students who have narrowly missed the cutoff point and to ensure non-discrimination.

PROCEDURES FOR THE IDENTIFICATION OF
GIFTED/TALENTED STUDENTS

I. General Information

According to the Rules Governing Programs and Services for Children With Special Needs, a "child with special needs" must have an annual review of the Individual Education Program (IEP) to see that placement and services are appropriate. Each child will have an indepth reassessment every three years.

II. Identification Procedure

In beginning the identification procedure, a pool of possible candidates will develop. This pool will be created by referrals from parents, staff, or students. Such a pool will ensure that children who are academically gifted will be evaluated for placement and services. School-Based Committees will collect the data to be used to evaluate students in the pool and to identify those students eligible for the gifted program. Those students achieving a cutoff score of 19 points, or higher, will be eligible for special programs and/or services.

A. Achievement or Aptitude Test Data:

The chart below will be used to obtain the points a student receives on standardized achievement or aptitude test data. Total reading or total math scores or a composite score may be used depending on program goals. Since a child is not necessarily gifted in all academic areas, discretion must be exercised in selection of test data to match the child's area of giftedness - for example, use math scores, not composite scores, to assess a child highly gifted in math alone. Serious consideration should be given to use composite scores for enrichment programs and appropriate subtest scores for content areas.

Achievement or Aptitude Conversion Chart

96% and up	=	8 points
93%-95%	=	7 points
89%-92%	=	6 points
85%-88%	=	5 points
77%-84%	=	4 points

Use the North Carolina Statewide test data (i.e., C. A. T. and C. T. B. S.) or other comparable tests of this type.

B. Intelligence Quotient Data (IQ)

An administrative unit has the option of using individual test data, which are preferred, or group data. Individual test data are more discrete.

Intelligence Quotient Data Conversion Chart

96% and up	=	5 points
93%-95%	=	4 points
89%-92%	=	3 points
85%-88%	=	2 points
77%-84%	=	1 point

C. Performance Data

Grades in a specific subject such as math (do not use courses such as music, art, physical education) or an average of academic grades may be used for student evaluation. Grade averages should consist of at least one year of academic work. In classes not using numerical averages, the School-Based Committee will convert the grading system into percentiles to equate letters to this scale: A=5, B=4, C=3.

If demonstrated ability/interest (such as science projects, writing projects, etc.) is used rather than grades, this ability should be listed with a brief accompanying explanation (anecdotal records or biographical data) and where possible, with examples of student's work. This option will enable a child successful in product production but lacking in grade score success to receive consideration for services. (i.e., independent project: mouse orbiting the earth in a space rocket.)

Evaluation in demonstrated ability/interest (superior, very good, etc.) will be compared with average student's performance.

D. Recommendations

The Renzulli-Hartman Scale to be used beginning Grade Four has been validated by Exceptional Children as an instrument valuable along with other data for identifying gifted/talented students. (See CLDS Form G/T-10.) Students are evaluated by professional personnel, usually teachers, who are familiar with them, on predetermined characteristics of gifted child behavior in the area of ability to learn (academics), motivation and perseverance traits, creativity and productive thinking abilities, leadership characteristics. Use of this instrument channels teacher opinion in recognizing the gifted child and helps to avoid lack of knowledge of desirable characteristics. Use of this behavioral scale will reveal student behavioral characteristics in a broader vista than just academics. It is recommended that more than one person rate the student to avoid a single subjective opinion. An average of the personnel rating for the student could be used. Professional personnel need training in the use of this checklist to accurately assess the student's abilities.

Behavioral Characteristics Conversion Chart, 4-12

17-20	=	5
13-16	=	4
8-12	=	3
5-7	=	2
1-4	=	1

The Early Childhood Checklist to be used in Grades K-3 will direct teacher attention in a parallel way to the Renzulli-Hartman, as it reflects similar student behaviors. (See CLDS Form G/T-9.)

Behavioral Characteristic Conversion Chart, K-3

106-112	=	5
98-105	=	4
84-97	=	3
70-83	=	2
56-69	=	1

III. Maximum Points and Cutoff Score

Use of the Procedures and Student Identification Profile sheets will result in a maximum possible score of 23 points. All students who receive 19 points will be eligible for programs and/or services. Procedures will result in identification standards that are consistent with North Carolina. Under extenuating circumstances, the behavioral characteristics scale may be omitted with the approval of the School-Based Committee. Even though the original four criteria are preferred in screening, in certain situations the point system may be adjusted by either of these two methods:

- A. Omit the behavioral characteristics scale, double the points for performance to keep the 23 total points, and use the same cutoff and option.
- B. Omit the behavioral characteristics scale and use 18 total points with 15 points required for eligibility and 14 points for the option (See IV below.)

- IV. All students who receive 18 points according to this formula may be re-evaluated. Likewise, if one of the four criteria used results in a much lower score than the other three, the child can be re-evaluated in that area with the approval of the School-Based Committee.

V. Release of Records

By using the attached records release form (G/T-i), the student's complete file regarding his or her identification as gifted and talented will be made available for schools receiving identified G/T students from the CLDS. Requests for records should be forwarded to:

Gifted/Talented Coordinator
Camp Lejeune Dependents' Schools
Bldg. 855
Marine Corps Base
Camp Lejeune, North Carolina 28542

RECORDS RELEASE FORM

GIFTED AND TALENTED PROGRAM

CAMP LEJEUNE DEPENDENTS' SCHOOLS
 Marine Corps Base
 Camp Lejeune, North Carolina 28542

Pursuant to the provisions of Section 513, Public Law 93-380, The Family Educational Rights and Privacy Act of 1974, I hereby grant permission to Camp Lejeune Dependents' Schools to release information pertaining to educational data used in testing my child for gifted and talented education.

Please print.

Date of request: _____

Name of Student: _____

Date of Birth: _____ Age: _____

Father's Social Security Number: _____

Current Address: _____
 (Street Address)

_____ (City) _____ (State) _____ (Zip Code)

Send to: _____

_____ (Street Address)

_____ (City) _____ (State) _____ (Zip Code)

 Signature of parent/guardian of student Relationship
 (Student's signature if 18 years or older)

RECEIVING AGENCY: This information shall not be released to a third party without written consent of the parent, guardian, or eligible student.

Date Records Sent: _____

CAMP LEJEUNE DEPENDENTS' SCHOOLS
Marine Corps Base
Camp Lejeune, North Carolina 28542

STEPS TO BE TAKEN IN COMPLETING STUDENT REFERRALS FOR THE
GIFTED AND TALENTED PROGRAM

Dates:

- _____ 1. Initial referral by staff, parent, or student has been properly filled out.
 - _____ 2. Student has been placed in pool.
 - _____ 3. Student Identification Profile Sheet has been initiated by the School-Based Committee. (The School-Based Committee may function later on as an Administrative Placement Committee.)
 - _____ 4. Parent has been notified of initial referral.
 - _____ 5. Parental permission for for student evaluation has been signed.
 - _____ 6. Wide Range Achievement Test score has been recorded on profile sheet.
 - _____ 7. Peabody Picture Vocabulary Test (I.Q.) score has been recorded on the profile sheet.
 - _____ 8. Grade point average has been recorded OR demonstrated ability score has been recorded on profile sheet.
 - _____ 9. Student's teacher has completed K-3 Checklist. Score has been recorded on profile sheet.
- OR-
- _____ 10. A Renzulli-Hartman Checklist has been completed by teachers and scored by counselor. Composite score has been recorded on profile sheet.
 - _____ 11. Counselor has cross-checked individual score entries on profile sheet to assure accuracy.
 - _____ 12. Scores on profile sheet have been tabulated by counselor. Maximum score is 23; cutoff score is 19. (See G/T Guidelines for options.)
 - _____ 13. Student receiving 18 points has been retested and rescreened.*
 - _____ 14. School-Based Committee/Administrative Placement Committee has reviewed profile sheet and made a decision regarding the referral.
 - _____ 15. Parent has been notified of School-Based Committee/Administrative Placement Committee's decision.
 - _____ 16. Parent permission for child to participate in G/T Program has been received.

*Additional data are obtained by the counselor or psychologist through the use of the following approved instruments: Stanford-Binet; Wechsler; California Achievement Tests; Iowa Tests; and others as described in the NC Identification Model Handbook.

G/T-1

CAMP LEJEUNE DEPENDENTS' SCHOOLS
 Marine Corps Base
 Camp Lejeune, North Carolina 28542

STAFF NOMINATION
GIFTED AND TALENTED PROGRAM

I would like to nominate _____, _____
 (Name) (Grade)
 _____ as an applicant for giftedness identification.
 (School)

I have checked the traits that, in my judgment, make me feel he/she should be considered as gifted/talented.

	<u>YES</u>	<u>NO</u>
1. Displays a great deal of curiosity.	_____	_____
2. Generates ideas or solutions to problems and questions.	_____	_____
3. Sees many aspects of one thing; fantasizes, imagines, manipulates ideas; elaborates.	_____	_____
4. Is a high-risk-taker; is adventurous and speculative.	_____	_____
5. Displays ability in oral and/or written expression.	_____	_____
6. Shows evidence of independent reading for information and pleasure.	_____	_____
7. Resourceful. Can solve problems by ingenious methods; generates many ideas.	_____	_____
8. Creative in thoughts, new ideas, seeing associations, innovations, etc. (Not artistically.)	_____	_____
9. Takes a close look at things, is inquisitive.	_____	_____
10. Has ability to generate many alternatives.	_____	_____
11. Displays a willingness for complexity.	_____	_____
12. Performs academically two years above grade level.	_____	_____
13. Anxious to complete a task.	_____	_____
14. Indicates special interest in a particular subject.	_____	_____
15. Has ability to evaluate his/her own productivity.	_____	_____
16. Is bored by routine.	_____	_____
17. Gets along better with older persons than those his age.	_____	_____

Describe briefly, but specifically, the reasons for which referral is being made:

 (Teacher's Signature)

 (Date)

CAMP LEJEUNE DEPENDENTS' SCHOOLS
Marine Corps Base
Camp Lejeune, North Carolina 28542

PARENT NOMINATION
GIFTED AND TALENTED PROGRAM

I would like to nominate my child, _____
(Student's Name)

_____, _____
(Grade) (School)

as an applicant for giftedness identification. I have checked the traits that my child has, which, in my judgment, make me feel he/she should be considered as gifted and talented.

- ___ 1. Learns rapidly and easily.
- ___ 2. Thinks clearly; recognizes implied relationships, comprehend meanings.
- ___ 3. Reads above grade level.
- ___ 4. Retains what he has heard or read without the need for much rote or drill.
- ___ 5. Has advanced vocabulary; expresses himself/herself well.
- ___ 6. Is independent, individualistic, self-sufficient.
- ___ 7. Is curious and investigative.
- ___ 8. Is challenged by complex questions.
- ___ 9. Can concentrate for long periods; persistent; hates to stop something he is interested in.
- ___ 10. Produces original products or thoughts.
- ___ 11. Investigates complex ideas.
- ___ 12. Uses unique and unusual ways of solving problems.
- ___ 13. Has ability to evaluate his/her own productivity.
- ___ 14. Gets along better with older persons than those his/her age.

Hobbies and special interests (leisure time activities):

What special lessons, training, or learning opportunities does your child have outside school? (Use the back of this sheet if necessary.)

(Parent's Signature) (Date)

Address: _____

Note: Programs and/or services for gifted students do not necessarily mean placement in special classes. It may mean modification of his/her existing classes. G/T-3

CAMP LEJEUNE DEPENDENTS' SCHOOLS
Marine Corps Base
Camp Lejeune, North Carolina 28542

STUDENT NOMINATION
GIFTED AND TALENTED PROGRAM

I would like to nominate _____, _____
(Student's Name) (Grade)
_____ as an applicant for giftedness
(School)

identification.

My reasons for referring (strengths and weaknesses) are:

Note: After you submit this form to your counselor, he/she will set up an appointment with you to discuss this nomination.

CAMP LEJEUNE DEPENDENTS' SCHOOLS
 Marine Corps Base
 Camp Lejeune, North Carolina 28542

STUDENT IDENTIFICATION PROFILE
GIFTED AND TALENTED PROGRAM

Student's Name _____	Age _____
School _____	Grade _____
Total Number of Points _____	

Indicate points after each item. Add the total number of points earned by student.

REQUIRED DATA:

I. Achievement or Aptitude Test Data:

Test Name _____

Subtest Uses _____
 (If applicable)

Date Given _____

Composite or Subtest(s)
 Percentile Score _____ %

I. Subtotal (Maximum 8 points)

* _____

II. Intelligence Quotient Test Data:

Test Name _____

Date Given _____

Percentile Score _____ %

II. Subtotal (Maximum 5 points)

* _____

III. Performance Data:

	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 1
Grades (average or specific subject)	96%+	90-95%	86-89%	80-85%	Below 79%
or	Superior	Very Good	Good	Average	Below Average
Demonstrated Ability	()	()	()	()	()

Area

III. Subtotal (Maximum 5 points)

* _____

IV. Recommendations: School Personnel

K-3 Checklist

Total Points _____

IV. Subtotal (Maximum 5 points)

or

Renzulli-Hartman Scale - (Grades 4-12)

* _____

Total Points _____

G/T-5

CAMP LEJEUNE DEPENDENTS' SCHOOLS
Marine Corps Base
Camp Lejeune, North Carolina 28542

GIFTED AND TALENTED PROGRAM

(Date)

Dear _____:

Your child, _____, has been referred to my office as being possibly gifted and talented. (Please see enclosed list of traits common to gifted students.)

A part of the determination of eligibility requires gathering data in four specific areas: (1) achievement scores; (2) I.Q. scores; (3) performance ratings; and (4) behavioral characteristics scale ratings.

If you are interested in having your child evaluated for giftedness, please sign the parent consent form for testing and return it to my office. Please return this form within three days. You will be notified if your child is eligible and/or recommended for gifted and talented classes and your consent to place him or her in the program will be requested at that time.

Please note that eligibility is determined on the basis of multiple criteria and not on the basis of one test instrument alone. Even though your child may have been previously identified as gifted and talented in another school system, he or she must be screened according to our school system's standards.

If you have any questions, please contact my office.

Sincerely,

(Name)

(Title)

(School)

(Phone Number)

CAMP LEJEUNE DEPENDENTS' SCHOOLS
Marine Corps Base
Camp Lejeune, North Carolina 28542

PARENT CONSENT FOR TESTING
GIFTED AND TALENTED PROGRAM

(Date)

Dear School-Based Committee:

I have received notification that my child has been referred to the counselor's office as a candidate for gifted and talented programs. I understand that a part of the determination of eligibility requires gathering data in four specific areas: (1) achievement scores; (2) I.Q. scores; (3) performance ratings; and (4) behavioral characteristics scale rating.

I consent to my child being screened through stated criteria used for gifted and talented placement and would be interested in having her or him considered for placement in the program for gifted and talented students if she or he is found to be eligible.

Signature of Parent/Guardian

Relationship

Date

TRAITS COMMON TO INTELLECTUALLY GIFTED STUDENTS

1. Displays a great deal of curiosity about objects, situations, or events. Has the capacity to look into things and be puzzled; gets involved with many exploratory type activities; is interested in a wide variety of things.
2. Asks many questions of a provocative nature; is inquisitive about knowing why instead of what.
3. Is self-initiated; usually needs little help in knowing what to do; starts on his own; pursues individual interests.
4. Reveals originality in oral and written expression; gives unusual, clever, or unique responses away from the stereotype.
5. Has the ability to generate many alternatives and seeks different directions.
6. Is a good elaborator; continually adds on to ideas, responses, or solutions.
7. Is perceptually open to his environment; is keenly alert to things that are done as well as things that are not done.
8. Displays a willingness for complexity; thrives on problem situations; selects a more difficult response, solution, or problem over the easier.
9. Has the capacity to use knowledge and information other than to memorize, store and recall; can make applications.
10. Shows superior judgment in evaluating things; reasons things out; can see implications and consequences.
11. Is able to hypothesize; makes good educated guesses.
12. Has the ability to see relationships among unrelated facts, concepts, or information.
13. Learns rapidly, easily, and efficiently.
14. Retains and uses information which has been heard or read.
15. Uses a large number of words easily and accurately.
16. Uses common sense; seeks a practical approach.
17. Makes consistently good grades in most subjects.
18. Performs academically at a level two years in advance of the class on one or more disciplines of knowledge.

.....from Creative Production in the Classroom by
Frank Williams and Robert Eberle

**CAMP LEJEUNE DEPENDENTS' SCHOOLS
MARINE CORPS BASE
CAMP LEJEUNE, NORTH CAROLINA 28542
GIFTED AND TALENTED PROGRAM
Grades K-3**

Student's Name _____ School _____
Teacher(s) _____ Grade _____ Current School Year _____
Date Evaluation Completed _____

Directions: Read each statement carefully and place an X in the appropriate place according to the following scale of values.
4 - Most Outstanding of the Group
3 - Superior
2 - Above Average
1 - Average
0 - Below Average

	4	3	2	1	0
LEARNING CHARACTERISTICS					
1. Has advanced vocabulary for age or grade level					
2. Has information about a variety of topics					
3. Has quick mastery and recall of factual information					
4. Sees relationships among separate concepts, facts, or objects					
5. Makes valid generalizations about events, people, or things					
6. Is a keen and alert observer					
7. Learns independently					
8. Asks provocative questions					
9. Reads independently for pleasure					
10. Becomes deeply involved with topics or problems					
MOTIVATIONAL CHARACTERISTICS					
1. Displays high interest in a selected topic or hobby					
2. Displays evidence of self-motivation					
3. Persists until tasks are completed					
4. Organizes for efficient completion of personal and school tasks					
5. Exhibits independence in his/her work					
6. Eagerly shares new ideas or discoveries					
7. Has confidence in his/her ability					
8. Can work and play well with others					
9. Strives toward quality or perfection					
10. Is assertive about personal beliefs					
CREATIVITY CHARACTERISTICS					
1. Displays a great deal of curiosity about many things					
2. Generates many ideas or solutions to problems					
3. Behaves individualistically; does not fear to be different					
4. Offers unusual or unique responses					
5. Uses material in original ways					
6. Displays a strong imagination or ability to fantasize					
7. Recognizes and responds to subtle humor					
8. Is sensitive to beauty					
(For Counselor's Use Only)					
Conversion Chart:					
106-112 = 5 pts					
98-105 = 4 pts					
84-97 = 3 pts					
70-83 = 2 pts					
56-69 = 1 pt					
Column Total (add X's in each column)					
Column Weight	4	3	2	1	0
Weighted Column Total (multiply each column total by column weight)					
TOTAL SCORE (add across Weighted Column Totals)					

CAMP LEJEUNE DEPENDENTS' SCHOOLS
MARINE CORPS BASE
 CAMP LEJEUNE, NORTH CAROLINA 28542
GIFTED AND TALENTED PROGRAM
 Grades 4-12

Student's Name _____ School _____

Teacher(s) _____ Grade _____ Current School Year _____

Date Evaluation Completed _____

Directions Read each statement carefully and place an X in the appropriate place according to the following scale of values.
 4 - Most Outstanding of the Group
 3 - Superior
 2 - Above Average
 1 - Average
 0 - Below Average

LEARNING CHARACTERISTICS		4	3	2	1	0
1.	Has advanced vocabulary for age or grade level					
2.	Possesses a large storehouse of information about a variety of topics					
3.	Has quick mastery and recall of actual information					
4.	Has rapid insight into cause-effect relationships, tries to discover the how and why of things					
5.	Asks many provocative questions (as distinct from information or factual questions)					
6.	Has an understanding of underlying principles and can make valid generalizations about events, people or things					
7.	Is a keen and alert observer; usually sees more or gets more out of a story, film, etc. than others					
8.	Reads a great deal on his or her own					
9.	Tries to understand complicated materials, reasons things out for himself or herself					
10.	See logical and common sense answers					
(For Counselor's Use Only)						
	Column Total					
	Weight	4	3	2	1	0
	Weighted Column Total					
	TOTAL					

MOTIVATIONAL CHARACTERISTICS		4	3	2	1	0
1.	Becomes absorbed and truly involved in certain topics or problems					
2.	Is persistent in seeking task completion					
3.	Is easily bored with routine tasks; seeks challenging work					
4.	Needs little external motivation to follow through in work					
5.	Strives toward perfection, is not easily satisfied with his or her own speed or products					
6.	Prefers to work independently, requires little direction from teachers					
7.	Is interested in issues which are advanced for his or her age such as religion, politics, race					
8.	Has strong convictions about his or her beliefs					
9.	Likes to organized and bring structure to things					
10.	Is quite concerned over right and wrong, good and bad					
(For Counselor's Use Only)						
	Column Total					
	Weight	4	3	2	1	0
	Weighted Column Total					
	TOTAL					

CREATIVITY CHARACTERISTICS		4	3	2	1	0
1.	Displays a great deal of curiosity about many things, is constantly asking questions					
2.	Generates a large number of ideas or solutions to problems and questions					
3.	Is uninhibited in expression of opinion; is sometimes spirited in disagreement					
4.	Is a high risk taker (does not fear trying new and different things)					
5.	Displays a good deal of intellectual playfulness; fantasizes, imagines					
6.	Often offers unusual or unique responses					
7.	Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others					
8.	Is accepting of his/her own interests (ex. freer expression of feminine interest for boys and freer expression of masculine interest for girls)					
9.	Shows emotional sensitivity to others and to self					
10.	Is sensitive to beauty					
11.	Uses materials in original ways					
12.	Does not accept authoritarian pronouncements without critical examination					
(For Counselor's Use Only)		Column Total				
		Weight				
		4	3	2	1	0
		Weighted Column Total				
		TOTAL				

LEADERSHIP CHARACTERISTICS		4	3	2	1	0
1.	Carries responsibility well					
2.	Is self confident with children his or her age as well as with adults					
3.	Can express himself or herself well; has good verbal facility and is usually well understood					
4.	Adapts readily to new situations					
5.	Seems to enjoy being around other people; is sociable					
6.	Is often self-assertive					
7.	Generally directs the activity in which he or she is involved					
8.	Values and encourages contributions from others					
(For Counselor's Use Only)		Column Total				
		Weight				
		4	3	2	1	0
		Weighted Column Total				
		TOTAL				

	<input type="checkbox"/>				
Learning Scale Score	40	35-39	30-34	25-29	20-24
	()	()	()	()	()
Motivational Scale Score	40	35-39	30-34	25-29	20-24
	()	()	()	()	()
Creativity Scale Score	48	42-47	36-41	30-35	24-29
	()	()	()	()	()
Leadership Scale Score	32	28-31	24-27	20-23	16-19
	()	()	()	()	()
Subtotals	()	()	()	()	()

Total Points

Conversion Chart: Calculate at
 17-20 = 5
 13-16 = 4
 8-12 = 3
 5-7 = 2
 1-4 = 1

Subtotal (Maximum 5 points)

G/T-10B

CAMP LEJEUNE DEPENDENTS' SCHOOLS
Marine Corps Base
Camp Lejeune, North Carolina 28542

REPORT OF THE SCHOOL-BASED COMMITTEE*
GIFTED AND TALENTED PROGRAM

Date
Pupil's Name _____ Date of Birth _____
School _____ Grade _____
Parent's Name _____

Summary of Pupil's Evaluations:

Maximum Points: _____ Comments: _____
Cutoff Points: _____
Pupil Points: _____

Summary of Pupil's Strengths and Weaknesses:

Achievement: _____ Comments: _____
I.Q.: _____
Performance: _____
Behavioral _____
Characteristics: _____

General Recommendations:

___ Pupil is recommended for gifted and talented programs.
___ Pupil is not recommended for gifted and talented programs.

Recommendation for placement is in the following area(s):

___ English _____ Math
___ Social Studies _____ Science

*Program Recommended: "Pull Out Enrichment" or Phase 5 Instructional Program

Signatures of Committee Members:

_____ Title _____
_____ Title _____
_____ Title _____
_____ Title _____

CAMP LEJEUNE DEPENDENTS' SCHOOLS
 Marine Corps Base
 Camp Lejeune, North Carolina 28542

GIFTED AND TALENTED PROGRAM

Date _____

Dear _____:

Your child, _____, has been identified as gifted and talented according to the standards set forth in the CLDS Gifted and Talented Program. Criteria used for identification are comparable to that of the gifted and talented identification criteria used in the State of North Carolina.

The School-Based Committee has recommended that your child be placed in gifted and talented education in the area(s) of his or her strengths:

I. Grades K-6

Identified gifted children are recommended to participate in a "pull out enrichment program." These students will be challenged with additional teaching strategies to enhance their thinking skills. The students will spend approximately 2 hours per week in the enrichment program. Parental permission for your child to participate in the gifted education program is requested. Please see enclosure (G/T-13).

II. Grades 7-12

Identified gifted children in the secondary schools will be encouraged to take Phase 5 instructional courses. Phase 5 instruction meets the criteria for gifted and talented programs. (Admission to Phase 5 classes, however, is not restricted to students who have been identified as gifted and talented.) If your child is not already enrolled in Phase 5 based on his or her particular academic strength(s), the School-Based Committee recommends phase change. Parental permission for phase change is requested. Please see enclosure (G/T-13).

If you have any questions, please contact my office, phone 451-_____.

Sincerely yours,

 Name

 School

 Title

G/T-12

CAMP LEJEUNE DEPENDENTS' SCHOOLS
Marine Corps Base
Camp Lejeune, North Carolina 28542

PARENTAL PERMISSION FOR CHILD TO PARTICIPATE IN
THE PROGRAM FOR ACADEMICALLY GIFTED STUDENTS

GIFTED AND TALENTED PROGRAM

I/We, _____, parent(s)
of _____, do hereby
request/do not request placement for the above-named student
in a program for academically gifted students at _____
_____ School.

(Signature)

(Date)

CAMP LEJEUNE DEPENDENTS' SCHOOLS
Marine Corps Base
Camp Lejeune, North Carolina 28542

GIFTED AND TALENTED PROGRAM

(Date)

Dear _____:

The process for screening your child for gifted and talented education has been completed; however, he/she does not meet all the necessary criteria for being classified as gifted and talented according to G/T identification guidelines for the Camp Lejeune Dependents' Schools.

Having collected data in four specific areas: (1) achievement score; (2) I.Q. score; (3) performance ratings; and (4) behavioral characteristics scale rating, your child has not met the minimum cutoff of 19 points.

If you have any questions concerning your child's gifted and talented referral, please feel free to contact my office.

Sincerely yours,

(Name)

(Title)

(School)

451-_____
(Telephone Number)

CAMP LEJEUNE DEPENDENTS' SCHOOLS
Marine Corps Base
Camp Lejeune, North Carolina 28542

PERFORMANCE DATA

GIFTED AND TALENTED PROGRAM

Demonstrated ability for _____
(Student's Name)

is determined to be:

Superior	Very Good	Good	Average	Below Average
()	()	()	()	()

This judgment was made for the following reasons: (Explanation is required.)

(Teacher)

(School)

CAMP LEJEUNE DEPENDENTS' SCHOOLS
 Marine Corps Base
 Camp Lejeune, North Carolina 28542

PERFORMANCE DATA
 for
 Gifted and Talented Program

Demonstrated Grade Point Average for _____
 (Student's Name)

is determined to be:

<u>Course</u>	<u>Letter Grade</u>	=	<u>Conversion Grade</u>
English	_____	=	_____
Math	_____	=	_____
Science	_____	=	_____
Soc Studies	_____	=	_____
Other	_____	=	_____
Total			_____

Conversion Chart:

- A = 5
- B = 4
- C = 3
- D = 2

*Divide grade total by number of grades used for calculating performance.

 (Teacher)

 (School) (Grade)

ACADEMICALLY GIFTED PROGRAM

GIFTED/TALENTED POOL

CAMP LEJEUNE DEPENDENTS' SCHOOLS
 Marine Corps Base
 Camp Lejeune, North Carolina 28542

6/T-17

Name/Date	Parent Consent Testing	Testing Completed		Additional Testing	Teacher Recomm.	Assessment Completed	Committee Decision	Parent Notified
		Achv.	I.Q.					
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								
25.								

School: _____

Counselor: _____

APPENDIX D

CORRESPONDENCE WITH CONSULTANTS

DEPARTMENT OF PUBLIC INSTRUCTION



STATE OF NORTH CAROLINA
 SOUTH CENTRAL REGIONAL EDUCATION CENTER
 POST OFFICE BOX 786
 CARTHAGE, NORTH CAROLINA 28327
 AREA 919-947-5871

A. CRAIG PHILLIPS
 STATE SUPERINTENDENT

GLADYS S. BRITT
 DIRECTOR

September 7, 1979

Mr. Wesley Guthrie
 Camp Lejeune Dependents' Schools
 Building 855, Marine Corps Base
 Camp Lejeune, North Carolina 28542

Dear Mr. Guthrie:

This letter is to confirm a meeting I'll conduct with selected personnel in Camp Lejeune Dependents' Schools on October 2 to include the following on The Identification of Gifted and Talented:

- A. Characteristics of Gifted and Talented
- B. Identification Simulation Activity
- C. North Carolina Definition of Gifted and Talented

I'll be available to answer participant's questions during your presentation, and hopefully finalize with you an agenda for a future G/T workshop for selected regular classroom teachers as per your request.

Please send me the number of participants, and location to your central office en route from Goldsboro.

I'll need the following equipment for my presentation:

- | | |
|------------|-------------------------------------|
| 1 overhead | 1 kodak slide carousel |
| 1 screen | 1 wollensak or cassette tape player |

Sincerely,

Ruby S. Murchison

(Mrs.) Ruby S. Murchison
 Consultant for Gifted and Talented
 Division for Exceptional Children

cc: Mr. Theodore Drain
 Mr. Bill McGrady
 Mr. David Mills
 Dr. E. Conrad Sloan

Dale L. Brubaker
14 Sep 1979

PROGRESS REPORT ON THE PROGRAM TO IDENTIFY GIFTEDNESS AT CLDS

1. Considerable progress has been made in developing a program to identify giftedness in students at CLDS largely due to central office leadership and support from the Superintendent.
2. A model for development and evaluation has been constructed and is the basis for progress achieved. There is therefore both a theoretical base and operational guidelines for implementing a program.
 - a. Goals and objectives have been identified.
 - b. Priorities have been established.
 - c. An assessment of resources has been made with a good deal of correspondence and personal visits to key persons having occurred.
 - d. An identification model for giftedness has been designed.
 - e. Forms necessary for screening students have been constructed.
 - f. A narrative on the procedures of referring and screening students has been written.
 - g. Plans for the coordination of a workshop on student giftedness for principals and counselors have been made.
 - h. Plans for the coordination of a workshop(s) for selected regular classroom teachers have been made.
 - i. Plans for inservice training in gifted education at local faculty meetings have been made.
 - j. A pre-program instructional manual for teachers of gifted students is in progress.
3. It is recommended that the Curriculum Coordinator of the Program for the Gifted continue to be supported in his own personal inservice development.
4. It is also recommended that leaders in the CLDS continue to give attention to relationships between identification of the academically gifted student and other parts of the curriculum.
5. The support system for the Curriculum Coordinator of the Program for the Gifted has been excellent. For example, Ms. Pat Lawler, School Psychologist, has shared her resources and expertise. Mrs. Laurie Tisdale, Director of Curriculum and Instruction, has kept the Curriculum Coordinator of the Program for the Gifted fully informed of resources important to the Coordinator's growth and development.

APPENDIX E

STUDENT PERFORMANCE INDICATORS

U.S. GOVERNMENT PRINTING OFFICE
5 H 0107 LF 778 8098
DEPARTMENT OF THE NAVY

Memorandum

SCOL:WEG:cjk
DATE 22 Jan 1980

FROM Curriculum Coordinator

TO Deanna Scroggs

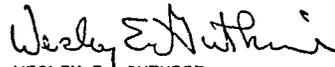
SUBJ Student case study information; request for

1. Cal Lloyd has been identified as gifted/talented. To help me write the necessary case studies on our first identified gifted/talented children in Camp Lejeune Dependents' Schools, I am requesting the following information:

Please write a brief biography of Cal, explaining how you see him in comparison to his classmates. Note his good and weak points. What characteristics set him apart from the others? Please mention anything you feel would help me understand the child.

2. Please attach to the biography some samples of Cal's classwork.

3. Your cooperation is greatly appreciated. If you have any questions, you may call me at 2461.


WESLEY E. GUTHRIE

DELALIO ELEMENTARY SCHOOL

"Striving For Excellence"

Pearlie L. James
Principal
Cheryl M. Ahner
Secretary

Marine Corps Air Station (H)
Jacksonville, North Carolina 28540
(919) 451-0601
February 6, 1980

Edith Price
Counselor

To: Wesley Guthrie

From: Deanna Scroggs

Subject: Cal Lloyd - Gifted/Talented Program

Cal Lloyd is an extremely versatile young man. He has a very logical mind and eagerly tackles the complex math problems in Level 19. The other students look to him for solutions to their questions. He does everything in a well-organized, systematic manner.

When given art projects to do or puzzles to color, he does a fantastic job. He sees colorful patterns and designs with an artistic eye. His work is always neat, original, and punctual.

Cal acts very mature for a sixth grader. He has poise, confidence, self-esteem and is an extremely courteous, thoughtful person. Naturally, he is very likeable and gets along well with his peers. The other children seek him out to be their friend.

I enjoy having Cal as a student because he is attentive and eager to please. He puts forth 100% effort into all his work. He is a natural leader and works well taking command of small-group situations.

CAMP LEJEUNE DEPENDENTS' SCHOOLS
MARINE CORPS BASE
Camp Lejeune, North Carolina 28542

Interview of Student

Student's Name _____ Date _____

School _____ Grade _____

1. Which classes are easiest for you in school?

2. Which classes are hardest for you in school?

3. In which class do you feel you are learning most? Why?

4. When you have a choice in school, do you choose to work alone or with others?

5. Which sports do you enjoy watching?

6. Which sports do you enjoy playing?

7. What are your favorite hobbies outside school?

8. What school activities do you like?

-
9. Do you like to create things? What?
-
10. What are some of the things your family does together?
-
11. What profession do you want to enter as an adult?
-
12. List some things that are problems to you.
-
13. Do you take classes outside of school?
-
14. Are you as sociable as you want to be?
-
15. Do you like everybody you know? Why or why not?
-
16. Do you give up easily? Why or why not?
-
17. Would you rather win or lose in a game? Why?
-
18. Do you feel at ease with others?
-
19. Do you find it hard to talk to strangers?
-
20. Are you as smart as you want to be?
-