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AUTHOR	Blackshear, Patsy Baker: And Others
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ABSTRACT

The report, based on a conference presentation on the exceptional Black child, includes two papers on potentially gifted and talented Black students. The first, "The Identification and Assessment of Black Gifted/Talented Children in Washington, D.C. Public Schools," (P. Blackshear), traces the evolution of the identification effort over a three year period using the Baldwin Identification Matrix. The use of multiple criteria, the view of giftedness as a relative condition, and the inclusion of students who are borderline or potentially gifted are discussed. In the second paper, "Project PEP--Pushing Excellence in Pupils: Fostering the Enchantment of Black Students," (Y. Ewell, et al.), discusses problems in identifying these children and describes the PEP project's curriculum, goals and objectives, staffing, staff development, and parent-community relationship. The PEP project is explained to include one half day in a self contained class and the remainder in enrichment activities with their peers. Sample forms from the project are included. An annotated bibliography with 11 citations concludes the report. (Author)

BLACK AND GIFTED

Patsy Baker Blackshear,
Allen R. Sullivan, Yvonne Ewell, and Karen Rogers

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This ERIC Exceptional Child Education Report provides a detailed exploration of two programs for potentially gifted and talented Black students. This report is based on presentations by Patsy B. Blackshear and Allen R. Sullivan given at a Roundtable Session on The Exceptional Black Child, April 21, 1980.

The first paper, The Identification and Assessment of Black Gifted/Talented Children in the Washington, D.C. Public Schools by Patsy B. Blackshear focuses on the identification process that has evolved over the past three years. A brief look at the curriculum and the program goals is also provided.

The second paper, Project PEP - Pushing Excellence in Pupils: Fostering the Enchantment of Black Students by Ewell, Rogers, and Sullivan, provides a general overview of the problems associated with the identification of these youngsters and then goes on to describe the specific dimensions of the Project. A number of forms are included at the end of the paper which could easily be used by other school systems.

The final section of the report is an annotated bibliography developed from the ERIC and the Exceptional Child Education Resources (ECER) data bases. Only those documents that focus specifically on the Black gifted child were included in this report. Many more documents dealing with the general topic of gifted minority and disadvantaged students are in these data bases.

THE IDENTIFICATION AND ASSESSMENT OF BLACK GIFTED/TALENTED CHILDREN IN THE WASHINGTON D.C. PUBLIC SCHOOLS

Presented as part of a Roundtable discussion on The Exceptional Black Child at the annual convention of The Council for Exceptional Children, Philadelphia, Pennsylvania, April 21, 1980

Patsy Baker Blackshear, Ph.D.
Coordinator
Gifted/Talented Education Program
Washington, D. C. Public Schools

INTRODUCTION

In his often referenced book, Teaching the Gifted Child, Gallagher (1975) explained why identification is still a major issue in the education of the gifted. He pointed out that many gifted children are simply not easy to find through observation. As a result, a number of these children, mostly Blacks and other minorities, and the economically disadvantaged have generally been underrepresented in services for the gifted. Their vast numbers represent an untapped potential in skills and talent sorely needed in our society.

Fitz-Gibbon (1974) argued the need to examine identification procedures especially for Blacks, other minorities, and the economically disadvantaged in urban areas.

> For as long as special funds have been provided for gifted programs, these funds have gone largely to affluent schools, rarely to inner-city schools. One reason for this must be sought in the method of defining the "mentally gifted" student. The criteria has generally been a score at or above the 98th percentile point on an individual intelligence test such as the Wechsler Intelligence Scale for Children (WISC) or the Stanford-Binet (i.e., an IQ score of about 130+). Thus, all students were evaluated against the same kind of yardstick, a test standardized on a white population and subject to cultural influence. (p. 53)

The goal of helping students develop to their full potential can only be realized as potentials are identified. Education programs with large numbers of Black, other minority, and economically disadvantaged students must provide an environment in which these students' potential for superior performance has a chance to be recognized.

Program Initiation

Toward this end, The Gifted/Talented Education Program of the District of Columbia Public Schools undertook a 3 year plan to develop a multiple-criteria identification procedure based upon a relative concept of giftedness using norming data from students in the D.C. Public Schools.

As in other major cities, Washington, D. C. has students from all economic levels. But the vast majority, nearly 60% of the public school students, are economically disadvantaged, as classified by Title I criteria. An even larger percent are eligible for free lunch. Similarly, the city has a wide range of ethnic and racial groupings. The proportion of Black students in this school system, however, is the largest in the nation, better than 95%.

Unlike most urban systems, the D.C. Public Schools do not use group intelligence tests. In the late 1960's the school system banned such tests after the Courts declared that the tracking process resulting from their use was discriminatory.

Considering the uniqueness and the many needs of the student population in the District of Columbia, an ESEA Title IV C grant was secured in the fall of 1977 to enhance the provision of services to the gifted and talented. This grant called for special attention to the economically disadvantaged student. Moreover, it focused on the need for an identification procedure that would be more inclusive than exclusive. These funds have been coupled with school system resources to develop an identification procedure that would provide a scheme which could be applied throughout the city to all academically gifted/talented students, regardless of economic, ethnic, or racial background.

Based upon competitive application, 12 school-based projects representing each of the school systems' six administrative regions (school districts) were identified to participate in the program. One project for students in grades K-3 was chosen from each region. Another project for students in grade 7 was also chosen from each region. The intent was to use data from the 12 projects for the development of a citywide identification procedure. By the end of the proposed 3 year plan, it was also anticipated that the elementary projects would be offering services for students in grades K-6. Similarly, the junior high school projects would be offering services for students in grades 7-9. The projects began serving students identified as potentially academically gifted and talented during the 1978-79 school year.

A team of competent teachers from each of the 12 participating projects worked with parents, community persons and agencies, and other school staff members to provide the instructional program to identified students. Teachers and other school staff were trained to differentiate instruction for the students within the varying resources and administrative designs employed. Parents and community persons support the projects through advocacy efforts as well as instructional contributions, such as mentorship, and experiences to broaden the student's perspectives. Most projects have parents as a part of the school planning and assessment teams. Additional details regarding instruction to students are provided under the sections on programing.

Identification Assumptions

The original identification scheme embraced the following concepts:

1. Use of multiple criteria and fewer single culture specific identification procedures. (Talent Delayed, 1973)

2. Incorporation of divergent thinking into the instructional program for gifted students. It has been shown that tests of creativity are among the nonbiased or less single culture specific screening devices suggested for use with Black gifted students. (Stanley, 1977; Torrance, 1978)

3. Nomination by peers and others as viable identification criteria (Talent Delayed, 1973; Tongue & Spurling, 1977)

4. Use of an identification process that allows for an unbiased weighting of assessment items.

5. Use of a continuous identification process.

6. An inclusive rather than exclusive approach to the identification process.

7. Use of local norms as the yardstick for measuring giftedness.

8. Use of resources that are readily available to ensure the most cost effective identification process possible.

Application of the Identification Process

The program's definition for the potentially academically gifted embraces three major concepts. It holds that giftedness is determined by the use of multiple criteria. Operationally, it promotes giftedness as a relative condition. Furthermore, it holds that the percentage of the population served should include not only those who demonstrate superior performance but many of those who might be deemed sleepers, borderline, or potentially gifted. As a result of these major concepts, the working definition below and the identification process which follows were employed.

> An academically gifted/talented child is one who falls within the upper ten percent of the school population when identified by a multiple criteria identification procedure, which consists of tests, demonstrated performance, and/or scales that rate behavioral characteristics. This child generally demonstrates aptitude or shows potential for superior performance in a specific academic area(s) and requires a specially planned differentiated educational program.

It should be noted that the concept of relativity is employed by comparing students only to others in the same school at the same grade level. This practice promoted the use of school norms for each of the 12 projects. However, systemwide identification norms are being

developed from the data compiled from all projects over a 3 year period. The desire for identification norms based on the population being served is intensified when the population is large and urban with high transiency factors, has large economically disadvantaged groups, and has a majority of Black and other ethnic group students.

To date, the identification process has evolved through 2 years of field testing and modification. The general process calls for the assessment of each student's performance by using the Baldwin Identification Matrix (BIM) (Baldwin, 1977). This matrix provides a structure for comparing students, yet it offers flexibility of use, since the items employed can vary as desired. The matrix also provides a mechanism for ensuring equal weighting of each assessment item used.

During the spring of 1978, the first application included the completion of a BIM for each student in the target grade. Multiple assessment items were used in this process. The total score obtained from the BIM was compared to select those in the top 20% of the grade. The students were interviewed based upon an interest inventory. The judgment of an interview team yielded those students identified as the top 10%. This process and the items used are exemplified in Diagram 1, Figure 1. A completed BIM for this process is shown in Figure 2.

An analysis of the application process provided the following information:

1. High congruency between performance on CTBS and PMT/PRT.

2. High congruency between students in the top 10% selected by the interviewer process and those selected directly from the BIM.

3. Spring identification of prekindergarten students does not include all of the full kindergarten population.

4. Teachers' assessment showed that the top 10% did not represent a group that was too inclusive. Furthermore, only 4% of the students were discontinued for poor performance.

Consideration of these four points led to a revision of the identification process which was applied during the spring of 1979. The first revision of the identification procedure resulted in a reduction in the number of achievement test items used for all grades except kindergarten and preschool. It also resulted in fall identification, rather than spring, for kindergartners. Additionally, the revisions excluded the interview step. Figure 1, Diagram 2 outlines the specific items used and the process applied. The completed BIM in Figure 3 shows application of this revised process.

Figure 1

CHANGES IN THE D.C. PUBLIC SCHOOL SYSTEM'S IDENTIFICATION PROCESS (SY77-80)

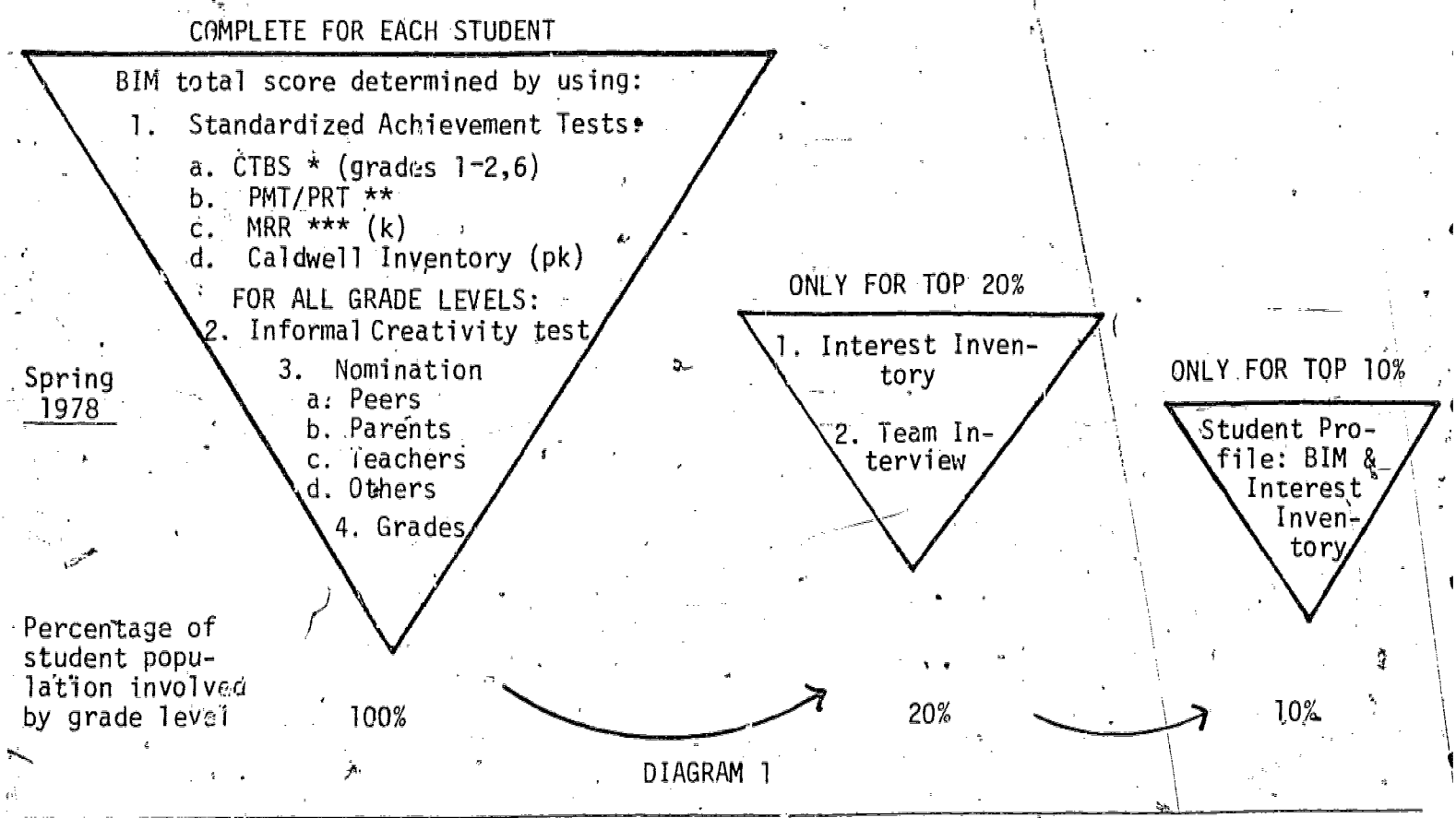

DIAGRAM 1

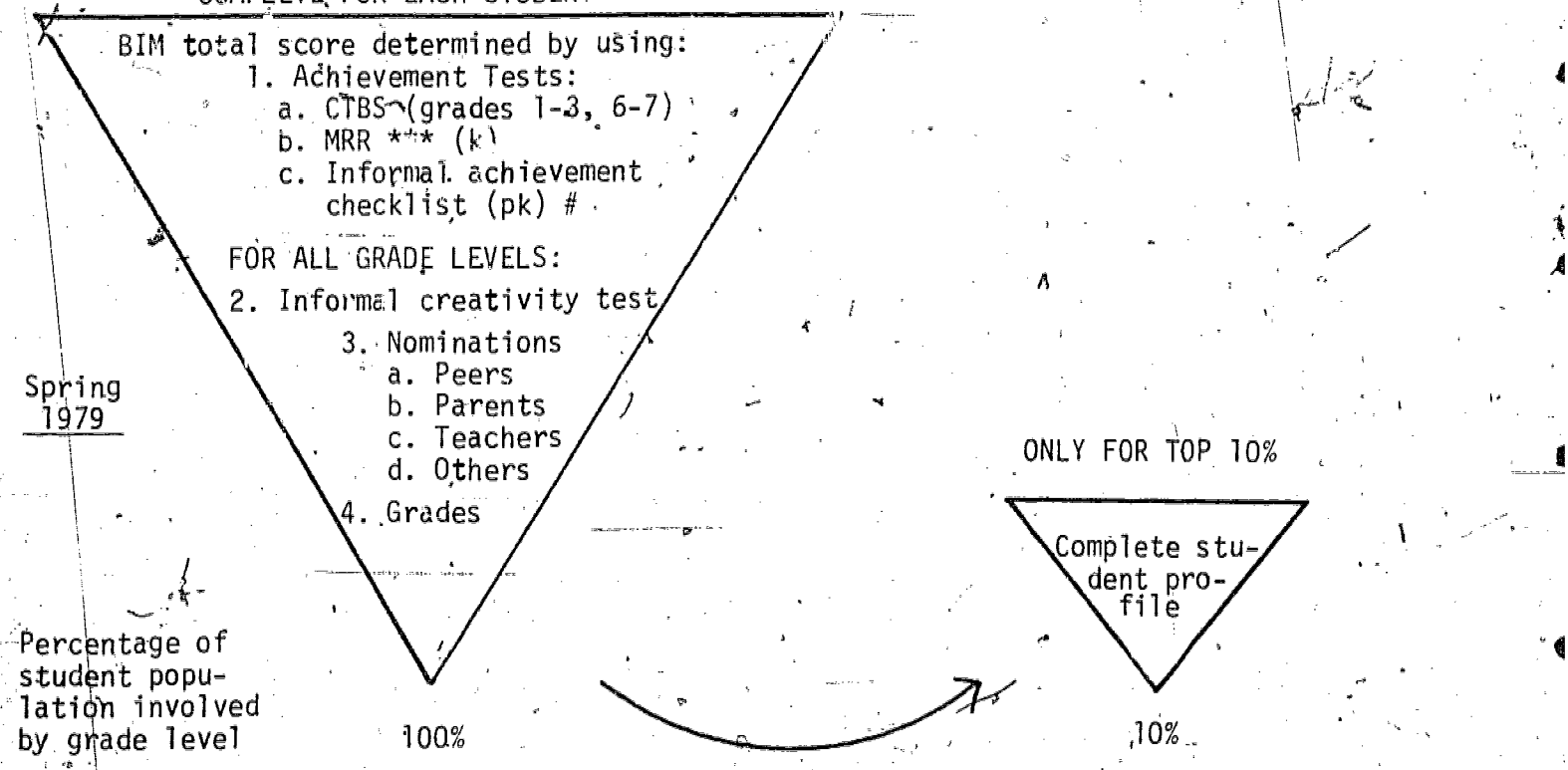

DIAGRAM 2

Figure 1
(cont.)

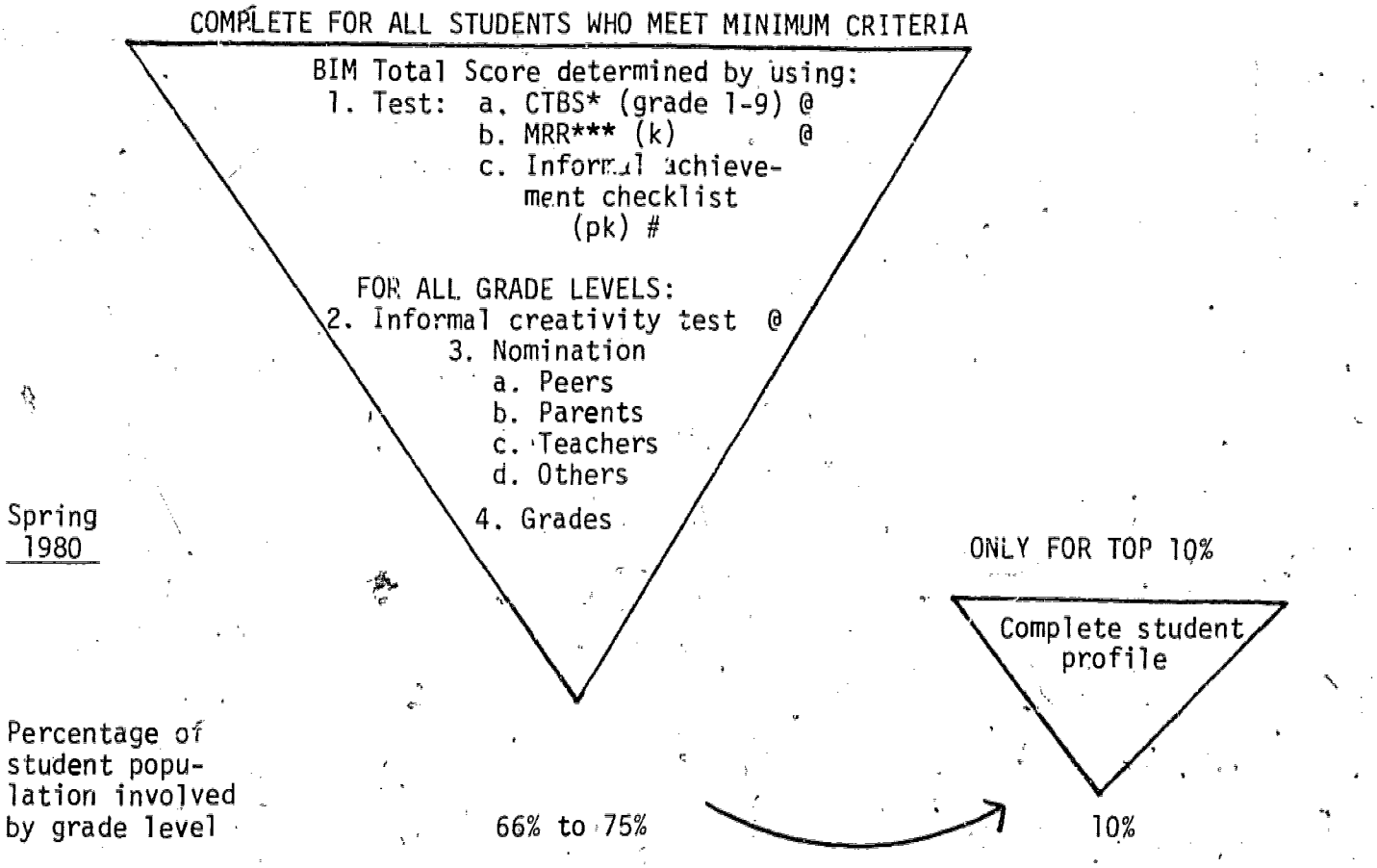

DIAGRAM 3

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* Comprehensive Test of Basic Skills
** Prescriptive Mathematics Test and Prescriptive Reading Test (School System developed)
*** Metropolitan Reading Readiness
**** Profile items: Interest inventory, home assessment and teacher assessment forms and BIM information
\# The process for these students is applied during the fall of the school year
@ Minimum scores used (for the one point on the BIM) are based upon the average score of the students who have been successful in the program over the last two years, by grade levels.

Figure 2

Baldwin Identification Matrix (BIM)

ADAPTED FOR USE BY: D.C. Public School DATE: May 1978

STUDENT: Bruce Baker | SCHOOL: Brown Elementary

AGE: 7 GRADE: 2 SEX: M | SCHOOL DISTRICT: Region I

ASSESSMENT ITEMS	SCORES 5	4	3	2	1	B-NA
1. CTBS Math	90 ✓89	82.5	75	67.5	60	
2. CTBS Reading	99	87.75 ✓85	76.5	65.25	54	
3. Prescriptive Math Test	44	39.25	34.5 ✓33	29.75	25	
4. Prescriptive Reading Test	32	29 ✓28	26	23	20	
5. Grades	A		B ✓		C	
6. Creativity Test	120	110 ✓111	100	90	80	
7. Nomination (How many different sources)				✓ (Peer,	Teacher)	
8.						
9.						
10.						
11.						
COLUMN TALLY OF CHECKS	1	3	2	1	0	
WEIGHT	x5	x4	x3	x2	x1	
ADD ACROSS	5 +	12 +	6 +	2 +	0	= 25
TOTAL SCORE	25	13				

Figure 3

Baldwin Identification Matrix (BIM)

ADAPTED FOR USE BY: D.C. Public Schools DATE May 1979

STUDENT James Smith SCHOOL Baker Elementary

AGE 7 GRADE 2 SEX 1 SCHOOL DISTRICT: Region I

ASSESSMENT ITEMS	SCORES 5	4	3	2	1	B-NA
1. CTBS Math	95	80.25 ✓ 79	65	51.95	36	
2. CTBS Reading	94 ✓ 92	78	62	46	30	
3. Creativity Test	124	109 ✓ 108	92	75	58	
4. Grades	A ✓		B		C	
5. Nomination (How many different sources)			✓ (Teacher, Peer, Parent)			
6.						
7.						
8.						
9.						
10.						
11.						
COLUMN TALLY OF CHECKS	2	2	1	0	0	
WEIGHT	x 5	x 4	x 3	x 2	x 1	
ADD ACROSS	10 +	8 +	3 +	0 +	0	= 21
TOTAL SCORE	21					

Analysis of the Spring 1979 process and the identification data from the last 2 years has led to the establishment of:

1. Minimum criteria for screening participation

2. Minimum performance levels of the BIM for both the standardized test (CTBS and MRR) and the informal creative thinking test

It should be noted that a matrix was completed for all students in the target grade level during the last 2 years. No justifiable criteria existed to exclude a student from consideration. Analysis of the data has enabled us to identify two exclusion conditions that can lead to a reduction in the total population screened. Hence, beginning with the Spring 1980 application process, a student will be excluded from the total assessment process if he or she does not have a grade performance level of at least a "C," or obtain the minimum performance on the standardized test.

If only one of the conditions is met, a BIM will be completed on the student. But if neither condition is met the student is excluded from the screening. It is anticipated that one fourth to one third of the students will fail both conditions. Hence, only three fourths to two thirds of the population will have the BIM completed on them.

The additional change in the 1980 application process is that minimum score levels, based upon data analysis over the last 2 years, will be used for the standardized test data and the informal creative thinking test. During the last 2 years the minimum score was the median score made by the students at a school site. The future minimum scores will be based upon the minimum score of students who have been successful in all the projects over the last two years, at a particular grade level. An outline of this process is reflected in Figure 1, Diagram 3.

The completed BIM shown in Figure 4 exemplifies application of this third revision identification process. Highlights of successive revisions are observable in the sample BIM's for the last 3 years.

To provide for continuous assessment of students, two processes are followed. One is designed to assess the students identified for program services. Teachers are the mainstay of this assessment component. They are responsible for examining the students' performance in terms of the project's objectives and the students' strengths and weaknesses. Students who experience learning difficulties within the project have their instruction modified, to provide individualized services. Teachers are responsible for documenting whatever strategies and approaches are used to resolve learning deficiencies. Students who are experiencing learning difficulties remain within the project for at least one grading period before being transferred out, thereby reducing the risk of error.

The other process, incorporated to provide for continuous assessment, relates to students who are not selected for placement in the

Figure 4

Baldwin Identification Matrix (BIM)

ADAPTED FOR USE BY: D.C. Public School DATE May 1980

STUDENT Slowe Pace SCHOOL Jump Elementary

AGE 7 GRADE 2 SEX M SCHOOL DISTRICT: Region 4

ASSESSMENT ITEMS	SCORES 5	4	3	2	1	B-NA
1. CTBS (Composite)	99-90	89-80 ✓87	79-70	69-60	59-50	
2. Creativity Test	120	115 ✓117	110	105	100	
3. Grades	A	✓B+	B		C	
4. Nominations (Weighted)	✓ (Parents, Peers, Teachers)					
5.						
6.						
7.						
8.						
9.						
10.						
11.						
COLUMN TALLY OF CHECKS	1	3	0	0	0	
WEIGHT	x 5	x 4	x 3	x 2	x 1	
ADD ACROSS	5 +	12 +	0 +	0 +	0	= 17
TOTAL SCORE	17	16			1	

projects. Any student who is not identified when his or her particular grade level is first screened is eligible for yearly rescreening during the spring screening period. At this time, students not participating in the project, but performing "well" in the regular instructional program (summary grade of "B" or better) are rescreened on all assessment items. Those whose BIM scores are in the top 10% of the rescreened group are added to the potentially academically gifted population.

The program is currently analyzing the data to examine the following questions:

1. Is peer nomination effective in the identification process?

2. What students are being identified by peers?

3. Does the identification process discriminate on the basis of the student's socioeconomic status?

4. Is the creativity test effective in the identification process?

5. What students are being identified by the creativity test?

Future analysis will include examining the validity of the minimum standards established for the Spring 1980 identification process.

Purpose/Philosophy

As has been previously indicated, the program was established as a catalyst for the development of citywide services for the gifted and talented. Specifically, the program establishes pilot projects that are designed to develop a multiple criteria identification procedure that has citywide application and to determine feasible procedures for the development of school based models for serving the gifted and talented. School based models refer to those programs developed and operated by personnel within the school with minimum outside financial support. These programs vary in academic areas of focus because of the unique needs and resources of the schools involved. Yet, because they are developed by the individual school sites, they represent approaches that have high feasibility for maintaining and replicating services.

During the 1978-79 school year, projects received Title IV, C Mini-grants of approximately $4,000 each. The second year grants were reduced to approximately $1500. Grant amounts during the third year are not specified; each project receives materials and support for student transportation and teacher training. It is anticipated that during the fourth year, school year 1981-82, projects will operate without funding. Grant amounts received are used for the purchase of project supplies and materials and student field experiences.

Because the projects are pilots and are supported with such limited resources, they are designed to serve students in the target schools. They are not designed as citywide facilities for the gifted and talented. Therefore, movement into these projects is restricted during the pilot phase.

Curriculum

The minigrant projects all differ in the academic offerings promoted by the school. Initially the projects provide a singular or combined focus in the areas of science, mathematics, language arts, and social studies. Each, however, is designed to promote the following goal: to help the students develop their potential in the academic area(s) by providing a stimulating and challenging program of enrichment that is balanced in the promotion of cognitive and affective growth.

Beginning with the 1980-81 school year, each project must focus on the base-content areas of mathematics and language arts. Each project, however, can extend its instructional components to include differentiation in any additional areas, as school resources allow.

The instructional program provided relates to the characteristics of gifted children. These include:

1. The ability to conceptualize, develop relationships, and conduct abstract thinking.
2. Multiple interests.
3. Interests in applications.
4. Ability for advanced achievement.
5. High retention capabilities.

Because of the uniqueness of people, the particular characteristics by individual students vary. Nevertheless, the major principles related to instruction for the gifted and talented are the same:

1. Teach to the highest cognitive level possible.
2. Teach students to utilize thinking processes.
3. Teach important ideas about all aspects of their life and time.
4. Teach methods by which the gifted and talented can discover themselves.

The Gifted/Talented Education Program promotes these instructional principles in the training provided to staff in the pilot projects. Scheduled meetings, workshops, courses, conferences, and disseminated materials support this effort. More specifically, the program provides training on the use of teaching-learning models developed by Renzulli, Bloom, Williams, and Guilford, all of which are designed to assist the project teachers in the application of the major instructional principles. Books, articles, and curriculum materials are disseminated and used as teaching guides. These resources provide teachers with specific strategies to use in working with their gifted students in all curriculum areas.

The models focus on a curriculum that integrates content with process. Content in this context refers to the body of knowledge presented to the student, whereas process refers to the methods of thinking which are emphasized.

The programs offered to the gifted and talented student population emphasize the assimilation of concepts and generalizations within the body of knowledge. Specific skills are developed as a means rather than an end. The skills and concepts taught are taken from the school system's Competency Based Curriculum (CBC) guides after which lessons are developed that focus on concepts and generalizations, relationships, and indepth learning. CBC is the K-12 instructional format employed by the D.C. School System to ensure continuity in the instructional program.

The learning in these lessons is similarly promoted through a focus on process learning, which is designed to develop thinking skills by:

1. Learning through discovery and inquiry.

2. Finding and solving problems.

3. Generating new information.

4. Analyzing and evaluating information.

5. Transferring information.

The instructional programs offered are designed to promote the instructional principles through enrichment experiences that offer multiple resources, flexibility, and individualization of needs. These services are provided through varying schedule designs. Each project, however, offers an instructional program than enables the identified students to interact with the teacher(s) as a group, at least three times weekly.

The application of the instructional principles promoted by the Gifted/Talented Education Program is designed to further student

objectives in both the cognitive and affective domains. These objectives are designed to help the student:

1. Demonstrate predicted competencies in the academic areas of science mathematics, language arts, and social studies.

2. Demonstrate a positive attitude toward self.

3. Demonstrate social behavior that shows responsibility toward others and independence toward self.

4. Transfer knowledge to other situations.

5. Develop and apply creative thinking processes.

6. Develop and apply higher level thought processes.

Figure 5 provides an overview of the 12 pilot projects. As was previously mentioned, these projects will provide two types of data over a 3 year period, 1978-81. These include data for the development of the identification procedures and school based programs.

The overview of the 12 projects includes a general description for services provided during the 1979-80 school year. Again, it should be noted that during the 1980-81 school year, the last year of this pilot effort, the elementary projects will serve students in grades K-6; junior high schools will serve grades 7-9. Furthermore, all projects will include a core instructional program which includes language arts and mathematics. Differentiated services in other subjects will be offered based upon the individual resources of each school.

Figure 5

School Year 79-80

Pilot Projects for Academically Gifted Students

SCHEDULE	SCHOOL	REGION	GRADE LEVEL	NUMBER OF STUDENTS	NUMBER OF TEACHERS	ACADEMIC AREA	ABSTRACT
Mon-Fri 9:00 - 12:20	Hart JHS	I	7-8	42	4	Math/ Science	An accelerated/enrichment program in math and science emphasizing the development of independent thinking skills through investigative and problem solving experiences.
Wed-Thurs 1:15-2:45	McGogney ES	I	K-4		2	Lang. Arts	A program in Language Arts that utilizes a Language Arts Exploration Center to provide differentiated and individualized instruction.
Daily Modules	Bancroft ES	II	K-4	51	11	Science/ Communications	A science and communications program that expands the process approach curriculum (SAPA II) used for instruction in the science component and integrates all other academic areas.
Mon-Fri 9:55-12:25	Jefferson JHS	II	7-8	39	2	Lang. Arts & Math	A cognitive-process instructional program designed to emphasize creative and critical thinking in language arts and math through individualized and contractual teaching.
Mon-Fri 9:10-2:10	Feltcher-Johnson Ed. Center	III	7-8	36	3	Lang. Arts	The "Peer Produced Television Program" will provide a mediated approach to creative writing and speaking incorporating English and music.
Tues, Wed, Thur 1:00-3:00	Harris ES	III	K-4	33	3	Math/ Science/ Lang. Arts	"A Mediated Approach to Mathematics, Science and Literature" offers an interdisciplinary approach using multi-media strategies to solve problems found in mathematics, science and literature.
Mon, Tues, Thur 9:00-11:30 1:30-2:15	Bryan ES	IV	K -4	26	6	Lang. Arts	"Project Stretch" is an activity centered program that focuses on language arts.
M, F 9:20-2:55 M, F 9:00-10:40 M, W, F, 9:10-10:50 Tues & Thur 9-10:00	Stuart JHS Terrell JHS Eliot JHS	IV IV IV	7-8 7-8 7-8	42 37 52	3 3 3	Science/ Music English Journal. Math	"Tri Set" presents a three-school consortium approach to promoting excellence in science, music, mathematics, English and journalism.
Mon-Fri	West ES	V	K-4	24	2	Math/ Science Lang. Arts Soc. Stu.	A differentiated curriculum approach to enrichment in all major academic areas.
Mon-Fri 9:15-12:30 1:00-3:00	Garnet Patterson JHS	V	7-8	17	3	English Math/ Science	"The Forgotten Children: The Gifted" will focus on developing creative and critical thinking as well as the transferral and application of learning in English, math and science to other areas.
Mon-Fri 9:20-12:30 1:00-3:00	Langley JHS	VI	7-8	41	4	English Math/ Science Soc. Stu.	"The Gifted: A Consumer and a Producer" is geared to the development of a positive self image, creative and critical thinking, and the exploration of career opportunities by focusing instruction in math, science, English and social studies.
Mon-Fri 9:00-3:00	Emery ES	VI	K-4	38	1	Science/ Soc. Stu.	"An Enrichment Program for Gifted and Talented Students" is a pull out multi-disciplinary multi-age class in science and social studies.

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PROJECT PEP-PUSHING EXCELLENCE IN PUPILS: FOSTERING THE ENCHANTMENT OF BLACK STUDENTS

Yvonne Ewell
Associate Superintendent

Karen Rogers
Associate Planner

Allen R. Sullivan
Deputy Associate Superintendent

Prepared for Presentation at the Roundtable on The Exceptional Black Child, International Convention of The Council for Exceptional Children, Philadelphia, April 21, 1980

INTRODUCTION

Historically, interest in public education for the gifted and talented has occurred in waves. Many educators attribute the fluctuations in policy affecting the education of this population to a major philosophical dilemma of American education -- whether to give priority to excellence or to equality.

Generally, support for gifted education comes from those who stress the need for excellence in education. They emphasize both the social and personal imperatives for developing the potential of the gifted. The social value of utilization of one of the most important natural resources is limitless. Gifted youth are considered the reservoir from which will emerge national and international leaders for the future. Solutions to the precarious problems created by a faulty relationship of nature to man are expected to originate with the gifted. A study by the Educational Policies Commission of the National Education Association concluded that special provisions for gifted and talented children can and do produce measurable results, and that the cost to the nation and to the individual is enormous when talent and giftedness go undiscovered and undeveloped. Experience has clearly demonstrated that provisions for the gifted need not be made at the expense of provisions for others.

The occasional peaks of interest in gifted education have apparently occurred out of concern for excellence as prompted by social and political crises, such as the American frustration which followed the announcement of the Sputnik flight. When not experiencing the benefits of one of the peaks, gifted students suffer from dire neglect. After each wave of enthusiasm, interest has subsided to a fairly low level. The spasmodic nature of these thrusts has precluded the continual momentum which would ordinarily lead to a well developed program. Special provisions for the gifted are most frequently considered debatable addenda to mainstream American education. A primary source of neglect resides in those persons in positions of power who express a lack of interest in gifted education. Efforts to establish programs affirming and enhancing intellectual superiority and youthful creativity have been deterred by two types of opponents. The first includes those who through commitment to a limited conception of equality misunderstand, fear, and/or reject excellence, especially in areas of intellectual ability. The second includes those who are opposed to the use of public education for the perpetuation of elitism and racism which have characterized earlier gifted education movements.

There are merits and limitations to both the excellence and equality views. The limitations of shifting too far in either direction have been succinctly summarized in the following statement by Tannenbaum (1972):

> By leaning too far in the direction of excellence, the country is in danger of creating a special kind of elitism out of meritocracy; by leaning heavily in the direction of equality, it loses sight of real human differences and ignores outstanding potential rather than offering special privileges for its cultivation.

As Tannenbaum suggested, the task is pursuance of both goals with equal vigor at the same time. The challenge is to make gifted education the purveyor of both excellence and equality.

National commitment to the acceptance of this challenge may be assumed from two contemporary policies: (1) the expressed concern for education of gifted students in ethnic or economically disadvantaged populations and (2) the adoption of an expanded, more inclusive definition of gifted ability which encompasses five areas of giftedness.

Title IX of P.L. 95-561, the Education of Gifted and Talented Children and Youth Act of 1978, includes the following definition:

> ...the term "gifted and talented children" means children, and whenever applicable, youth, who are identified at the preschool, elementary, or secondary level as possessing demonstrated or potential abilities that give evidence of high performance capability in areas such as intellectual, creative, specific academic, or leadership ability, or in the performing and visual arts, and who by reason thereof, require services or activities not ordinarily provided by the school.

This definition includes areas of giftedness not widely recognized in years past. A dynamic, rapidly changing society needs creative, productive, inventive thinkers who can synthesize the information uncovered during the knowledge explosion. The definition reflects that societal need and highlights the obsolescence of certain abilities related to the former limited high I.Q. definition of giftedness, such as speed and storage aspects of problem solving which are now handled by computers. Further, the definition reflects a renewed interest in cognitive processes not measured by conventional intelligence tests. This more inclusive definition provides an opportunity for growth to many children with exceptional abilities who have not been identified by conventional procedures and/or not provided services to encourage development of their skills. Of necessity, that opportunity must be the thrust of the program East Oak Cliff provides for its talented and gifted students. Because of the lack of viable educational programs to meet their needs, most children of color and/or low income groups fall into the latter category of misidentified children.

The mind-set which has held to mythical notions about the achievement potential of ethnic and economic groups must be broken. Benjamin Bloom stated, "Most students (over 90%) can master what we have to teach them and it is the task of instruction to find the means which will enable our students to master the subject." The East Oak Cliff thrust is to enable the highest achieving students to accelerate their learning as rapidly as possible while raising the levels of thinking and learning of all students across the entire achievement spectrum.

The failure to provide services to people of color and/or low income groups has been a major difficulty in the East Oak Cliff Sub-District. Generations of students with special abilities have graduated from East Oak Cliff schools without having had attention given to the development of their particular abilities. Recognizing the traditional failure to identify and serve the gifted students within its boundaries, the leadership of the East Oak Cliff Sub-District is committed to provision of a program for gifted and talented students which will cut through inappropriate identification procedures and provide viable educational opportunities for qualifying students.

PHILOSOPHY AND RATIONALE

Excellence, especially in areas of intellectual ability and academic achievement, has been misunderstood, feared, and even rejected by many, including public school personnel. Responding perhaps to a misdirected commitment to "equality," educators have guarded against programs affirming intellectual superiority. Some have failed to recognize, and even stifled, creativity in youngsters. The result has been elevation of mediocrity to that of the accepted standard.

Fortunately, educators are awakening to the imperatives, both personal and social, for the development of the potential of the gifted. Philosophically, educators must pledge themselves to the full development of the individual and to the nourishment of personal capabilities. Beyond this, society benefits from the education of the gifted, for the creative activity of a small number of people often determines the direction of the larger society. Giftedness is one of our most important natural national resources. Gifted students go on to become great leaders, to create important inventions, to lead society through times of crisis. Albert Einstein's genius in physics, the Kennedys' skill as statesmen, Martin Luther King, Jr.'s vision and leadership, Robert Frost's words which heal the human spirit -- all are products of gifted minds. They are resources so valuable that it would be dreary to live in a world void of the gifts of those minds and sobering to consider that other talents may have gone undeveloped in the past. Critical for the present is the need to identify and tap the natural resources of creative minds.

Recognizing the critical need for addressing the education of gifted children, the state of Texas has recently organized a special program.

The program should prevent and/or reduce the exodus from the public schools of children of all ethnic groups who demonstrate exceptional ability or potential. Schools which neglect the talents of students and fail to promote their potential will have difficulty in justifying themselves to the publics they serve. The call for accountability demands that we strive for educational excellence for all students. Because Black, Mexican-American, Asian, and poor children of all races are grossly underidentified by the traditional methods, many of the best minds from these groups go undetected, undernourished, and unchallenged.

In the East Oak Cliff Sub-District, a unique strategy for identifying students included in the program for the gifted is being initiated. The Sub-District will continue to consider standardized achievement scores and intelligence quotients where available and appropriate, but not to the exclusion of other nonpsychometric strategies which may more clearly identify giftedness among the student population it serves.

The focus of Project PEP is to create and provide experiences which will develop excellence. Benefits should accrue to all students in the schools through the development of new instructional strategies, improved teacher competence, and increased teacher/student enthusiasm.

PROGRAM GOALS AND OBJECTIVES

GOAL 1
Design and implement an identification procedure and a specialized program which meets the needs of formerly unrecognized, unnurtured, gifted students from ethnic and economically disadvantaged backgrounds.

Objectives
- Develop an improved means of identification of giftedness in students of color and various socioeconomic levels.
- Develop a parent/professional/community support base for the program.
- Provide a learner centered program with qualitatively differentiated educational activities.

GOAL 2
Develop replicable models for curriculum design, staff development, and resource dissemination which will facilitate the marginal (poor and/or minority) child's personal growth and provide the knowledge and skills necessary for functioning in a multicultural society and world.

Objectives
- Develop instructional models for teaching gifted students.
- Develop instructional models to aid regular classroom teachers in providing activities which would facilitate student identification.

- Train a cadre of highly competent teachers of gifted students.
- Create instructional models that are replicable for populations comprised of people of color.
- Provide a program which educates the total child including consideration of mental, physical, socio-emotional, moral-spiritual growth needs.
- Provide a program which strengthens the gifted child's cultural identity.

PROGRAM DESCRIPTION

Program Sites

The program for gifted and talented students in grades 4-6 in the East Oak Cliff Sub-District is being piloted on seven campuses: Maynard Jackson, T.L. Marsalis, Clara Oliver, Clinton P. Russell, R.L. Thornton, Whitney Young, and the new 4-6 Center which will be housed in the East Oak Cliff Educational Complex. These sites provide the program with students who have diverse socioeconomic backgrounds from a broad cross section of the Sub-District, thus ensuring that the program is not limited to the middle or upper class or to those students who have had the opportunity for diverse and expanded experiences.

Schedule

There is one teacher in each of the identified sites who devotes at least one-half day to the instruction of the identified students. Students meet together in a multi age grouping for their PEP class and return to their respective classes for the remainder of the school day. Students spend one-half day (morning) in a self contained class during which time the language arts and social sciences are presented within the context of an integrated curriculum focusing on the humanities. The other half day is individually scheduled within each school to provide time in a skill development center, time with peers in recreative arts, fine arts, etc., and as the schedule permits, electives and/or minicourses, educational tours, and other enrichment activities.

CURRICULUM

An effective curriculum for talented and gifted students must reflect a program designed to offer added dimensions of study to its clients. The Project PEP curriculum is based on the humanities. It makes extensive use of the arts (literature, foreign language, drama, painting, sculpture, music, poetry, dance, etc.) as tools to help understand major concepts and

the cultural settings of historically significant events. Major themes are presented in modular forms which cross discipline lines and present an integrated approach to subject matter. Each study topic is presented in a way which offers the student opportunities to affirm her or his own cultural heritage, appreciate the contributions of other ethnic groups, recognize possibilities for career inclusion, and consider the implications of the topic for future societies. Students in the program are provided learning experiences directing them toward acquisition of a second or third language (French or Spanish) as one method of expanding intellectual ability through ultimate proficiency in the command of two languages and as an additional method of increasing familiarity and appreciation of other ethnic groups.

Experience Based Learning

Learning experiences in the Project PEP curriculum build upon the natural curiosity of gifted children by dealing with problems relevant to their own needs, purposes, and interests. At the same time, the children are allowed to take part in the organization and planning of learning activities. The teacher provides real life experiences which call for active participation and stresses the skills necessary for that participation. The teacher acts as a resource for learning rather than a dispenser of information -- a "guide on the side" rather than a "sage on the stage." All aspects of the program are kept flexible enough to encourage exploration and invention, encouraging initiative, originality and a questioning attitude.

Thinking Skills

A major thrust of the Project PEP curriculum is development of thinking and reasoning skills. Students are encouraged and stimulated toward critical and productive thinking skills, problem analysis and problem solving, and system analysis with focus on alternative and creative solutions. They are provided opportunities to participate in many experiences which lead to development of psychosocial and leadership skills. Emphasis on the following kinds of activities aids the teacher in stressing the importance of the process of learning more than the product:

- Problem solving
- Classifying and categorizing
- Comparing and contrasting
- Making judgments according to criteria
- Using resources
- Conducting research projects
- Discussing and debating
- Taking part in class meetings involving group processes
- Planning future activities
- Evaluating experiences

Reading

A strong reading program is emphasized in the Project PEP curriculum. Of necessity, reading programs for the gifted differ in methods, materials, and content utilized, but certain features are recognized as necessary components of any program for the gifted. Early assessment of intellectual, perceptual, and reading abilities is vital. A combination of achievement and readiness tests, along with careful teacher observation and skill checklists, give a fair indication of the child's level of competency. The ultimate test is, of course, whether the student can and does read and comprehend written materials. The reading program should be highly individualized with special care being taken to assure that the program includes the mastery of skills that provide the foundation for reading growth. The reading program should emphasize development of higher mental processes, including the following:

- Discovering clues from which to infer hidden meanings and probable outcomes.
- Analyzing selections to detect author bias and subtle propaganda.
- Locating materials on a given topic.
- Organizing and synthesizing materials for purposes of reporting.
- Evaluating materials in terms of worth and relevance to purpose.
- Understanding the use of connotation, figures of speech, plot, setting, and characterization in reading selections.
- Appreciating the motives, intents, and feelings of the author and/or characters in a selection.
- Selecting a reading technique and speed appropriate to the difficulty of the material and the purpose for reading it.

And, most certainly, the reading program should extend interest in reading. The teacher maximizes opportunities for reading in the content areas and provides a wealth of interesting, pluralistic reading material. He or she helps students choose books to broaden and enrich their interests as well as to satisfy them. Reading is combined with social experience through the use of group projects, play writing and production, creative dramatics, discussion of favorite books, debate of a social issue, and sharing of creative writing.

In short, the school program is tailored to meet the needs of the gifted children in the seven East Oak Cliff pilot schools by modifying the curriculum and establishing a special learning environment which fosters academic learning, the expression of self, and cultural affirmation.

Product Oriented Teaching for the Average*	Process Oriented Teaching for the Gifted*
Emphasis on end result (product)	Emphasis on learning pattern (process)
Leader-participant teacher	Learner-participant teacher
Predetermined learning direction	Learning direction is determined by each student for himself
Content-bounds evolve from teachers' resources	Content-bounds evolve from students' resources
Teacher is evaluated and evaluates students on the basis of quantitative measurement of the end result (product)	Teacher is evaluated and evaluates students on their involvement in the learning process

STUDENT IDENTIFICATION

Identification of a special subgroup of students defined as gifted is not a simple matter. Giftedness and the dimensions of giftedness are determined by cultural values. As values change, so do views regarding the nature of intelligence. Definitions of giftedness which purport to be all encompassing are not. For this reason many tools must be used to aid in student identification.

Simple achievement and intelligence test scores often fail to tap such intellectual functions as creative, elaborative, and evaluative thinking. Test scores alone identify only a fraction of the number of gifted students to be found in any population and many are so culturally weighted that they may fail almost entirely to identify giftedness among people of color or the poor of any ethnic group. The value system which defines giftedness adds to the problem.

The values and experiences of talented students from less economically advantaged environments are often accorded inferior status. When identification procedures or tools limited to the cultural values of the Eurocentric culture group are used, the result is clearly the omission of many students from other cultural groups. A public school system cannot justify continuance of identification procedures which automatically eliminate large numbers of eligible students on the basis of cultural or economic backgrounds. In the East Oak Cliff Sub-District, a differentiated approach to the identification of gifted students has been established.

*Note. From "Teaching the Gifted -- A New Frame of Reference" by Walter B. Barbe and Edward C. Frierson, Psychology and Education of the Gifted, 1975.

Process

Nominations for program participants are accepted from principals, teachers, students, parents, and other community persons. Nominations are reviewed by a selection committee which makes use of available formal and informal data to group, prioritize, and make final recommendations for class membership. Approval and commitment to involvement are received from a parent, guardian, or advocate of each child participating. Opportunities are available for students to withdraw from or enter the program as the school year progresses and changes seem appropriate.

Selection Criteria

Project PEP classes are composed of students selected from three groups:

1. Students who are high achievers.
2. Students who are highly creative thinkers.
3. Students who evidence high potential but who are underachieving.

1. Students who are high achievers

Students who are high achievers are easily identifiable. In many programs for gifted and talented students, the only students identified are those who have achieved high scores on mental maturity and/or achievement tests. It should be understood that the East Oak Cliff students who have already demonstrated high achievement on standardized tests have overcome tremendous odds to do so. They have succeeded intellectually in a system which has traditionally shortchanged them in their educational development and have performed admirably on test measures written by and reflecting the cultural values and styles of a Europeanistic, middle class society. Among students enrolled in the first year of Project PEP, more students scored near the 74th percentile on the composite of the Iowa Tests of Basic Skills than at any other single level, though approximately one fourth (¼) scored at or above the 90th percentile in reading, mathematics and/or composite categories. As high achievers are screened, students with outstanding scores, even if only in one area, are considered for placement in the class -- a student who scored at the 90th percentile or above in math may be given more consideration than a student scoring at the low 80th percentile on the composite. Distribution of grade level and sex are also taken into consideration.

2. Students who are highly creative thinkers

Standard achievement and intelligence tests do not, in any way, identify students who are highly creative thinkers. Common traits of creative thinkers such as abilities to invent, think fluently and productively, visualize mentally, and take psychological risks may go completely undiscovered and unnurtured unless student identification procedures allow the

flexibility and differentiated approaches which permit such gifts to be recognized. The Guilford Creativity Test is the primary tool used for screening of creative students now enrolled in Project PEP. Scores on portions of that test, along with teacher observation, aid in identification of a few of each school's most creative thinkers. Approximately 20% of the students now enrolled in Project PEP are those who have been identified for their creative thinking abilities. Because such students are frequently overlooked, larger numbers will be identified and placed in Project PEP as it continues to develop in future years.

3. Students who evidence high potential but who are underachieving

Professional educators should perceive that high potential may often be found among students who are underachieving. Gifted and talented students are often, at an early age, dismayed by the rigidity or lack of responsiveness of the educational system into which they are trust. Frequently, their frustration with the school environment is displayed in behaviors which their teachers consider disruptive. Rather than correcting the cause of the frustration, teachers often label such students troublemakers, shaping a mold into which unchallenged students may be forced for the rest of their school careers. Other frustrated students may withdraw, as completely as possible, from active participation in meaningless classroom activities, and fall behind in achievement. It is most important that such students with high potential who are underachieving be recognized and provided ample opportunities to develop their gifts. As with the highly creative thinkers, increasing numbers of gifted underachievers will be enrolled in classes for the talented and gifted students of East Oak Cliff.

Criteria Summary

Criteria for screening of students for Project PEP include:

- Composite score at or above the 80th percentile on the Iowa Tests of Basic Skills, based on large city norms for grades 3, 4, and 5.
- Score at grade level or above on the Shaw/Hiehle Test of Computational Skills.
- I.Q. score derived from individual testing where available and relevant.
- Professional assessment by a local building identification team.
- Demonstrated leadership potential.
- Peer rating.
- Outstanding scores on aspects of Guilford Creativity Test.
- Evidence of potential for high achievement.
- School records.
- Participation in extracurricular activities.
- Approval by parent or guardian.
- Commitment to involvement in the program by parent, guardian, and/or advocate.
- Recommendations by school and/or community leaders.

STAFFING

The East Oak Cliff Sub-District provides one professional teacher at each of the seven pilot schools and one itinerant teacher to coordinate the program and serve as a resource person for the pilot sites. Characteristics of teachers in the program are:

- The teacher demonstrates superior teaching performance.
- The teacher shows outstanding academic performance in preparatory training and in continued professional growth.
- The teacher demonstrates traits of self initiation, self assurance, and self confidence.
- The teacher relates well to staff and parents.
- The teacher is involved in continuing professional growth activities.
- The teacher is curious and excited about learning.
- The teacher has a commitment to instructional excellence for third world and/or low income children.
- The teacher has demonstrable evidence that students with whom he or she works have grown academically.
- The teacher recognizes that he or she is to be an exemplary model for his or her students through behavior, speech, and dress.
- The teacher possesses the understandings and skills to adapt to the different learning and motivational styles of students.

Other persons closely involved in the program are building principals, instructional leaders, instructional facilitators of the East Oak Cliff Sub-District, DISD instructional services staff, and psychological services personnel who will be used on a part time basis to ensure that initial and continued tests are correctly administered and test results accurately interpreted.

STAFF DEVELOPMENT

Teachers of talented and gifted students must themselves have special gifts. They must be abundantly knowledgeable in their subject matter and must be able to obtain maximum growth from students. Inservice training is a necessary vehicle to assist the teacher in continual development of those personal gifts and in expansion of his or her own knowledge base. Resources available in group training sessions exceed what can be duplicated for individual teachers. The stimulation of interaction with other teachers of talented and gifted students provides a sense of enthusiasm and single minded attention to the task which cannot be obtained in other settings.

The staff development program is designed to give the Project PEP teacher:

- An exposure to the general theoretical basis of gifted education.

- An indepth understanding of problems and issues in education of gifted students of color and of low income backgrounds.
- Concrete experiences which will help develop skills in the uses and creation of strategies, materials, etc., for education of gifted children.

These three objectives are to be accomplished through activities and sessions scheduled throughout the year.

In most cases, the PEP teacher participates with the rest of his or her building staff in staff development activities planned to meet local building or special subject area needs, and participates in specific talented and gifted inservice during times which will not interfere with other pertinent training. PEP teachers also engage in intensive training experiences conducted in a workshop setting during the summer. Teachers are encouraged to take advantage of other opportunities for professional development in the field of talented and gifted education by participation in local, state, and national conferences and seminars.

PARENTAL/COMMUNITY RELATIONS

The Task

The East Oak Cliff Sub-District program for talented and gifted children has as one component a Community Relations Program. Parents and the community are willing and valuable partners in education and should be actively involved in continual program refinement and participation. Parents of students identified for the program may support their child's educational development by:

- Providing a place for home study.
- Involving students with enriching experiences outside the school environment.
- Working with the child's teacher in a partnership role.
- Participating in development of the child's educational program.
- Engaging the student in conversations which broaden vocabulary, build upon experiences, and elicit higher levels of thinking.
- Reading to and with the child from a variety of literary sources.
- Encouraging the student to recognize and understand varying points of view within his or her home and community environments.
- Leading the child to interpret critically what she or he sees and hears at and away from the school setting.
- Looking for cause and effect relationships in daily experiences.
- Encouraging the student to identify causes of problems which occur in his or her experience and to seek alternative solutions.
- Engaging the child in dialogue which involves goal setting and clarification of values.
- Assisting the child in securing a library card and using the public library.

The Plan

The parents of Project PEP students have been organized into a group which meets periodically to share ideas and participate in the development of the talented and gifted program. The parent group has selected a chairperson and organized a steering committee which takes a major role in planning experiences for the group. East Oak Cliff parents have evidenced a high degree of interest, enthusiasm, and willingness to become active participants in their children's education. At an initial meeting of the parents, each signed a statement confirming their intent to support their children's instructional program in very specific ways. In addition, the Community Relations Program provides information to the community about Project PEP and provides opportunities for the community and private sector to share in the instructional program. Diverse human and material resources available within the community are used to stimulate the creative productivity of students.

PROJECT PEP

STUDENT INFORMATION FORM

School _____ Principal _____

PEP Teacher _____ Date _____

Student Name _____ Grade _____

Student I.D. Number _____ Birthdate _____

Ethnicity _____ Sex _____

Parents' Names _____

Address _____

Home Phone _____ Business Phone _____

List the last two reading comprehension scores from the ITBS:

Date Given _____	Date Given _____
Grade _____	Grade _____
Grade Equivalent Score _____	Grade Equivalent Score _____
Percentile _____	Percentile _____

List the last two mathematics scores from the ITBS:

Date Given _____	Date Given _____
Grade _____	Grade _____
Grade Equivalent Score _____	Grade Equivalent Score _____
Percentile _____	Percentile _____

Project PEP

Teacher Selection

Please consider the following characteristics when recommending teachers for assignment to the Project PEP class in your school:

- The teacher demonstrates superior teaching performance in preparatory training and in continued professional growth.
- The teacher shows outstanding academic performance in preparatory training and in continued professional growth.
- The teacher demonstrates traits of self initiation, self assurance, and self confidence.
- The teacher relates well to staff and parents.
- The teacher is involved in continuing professional growth activities.
- The teacher is curious and excited about learning.
- The teacher has a commitment to instructional excellence for third world and/or low income children.
- The teacher has demonstrable evidence that students with whom he or she works have grown academically.
- The teacher recognizes that he or she is to be an exemplary model for his or her students through behavior, speech, and dress.
- The teacher possesses the understandings and skills to adapt to the different learning and motivational styles of students.

I recommend _____ for assignment to
(teacher name)
the Project PEP teacher position. SS#_____

_____ _____
Date Principal

PEER NOMINATION FORM

Ask your students to write one or two names in response to each of the following questions. Any name may be used more than once. Collect and retain student answers. Complete the following form with the names of the students most frequently mentioned by their peers.

1. Who gets the best grades?

2. Who is the smartest student in your class?

3. Who has the best ideas?

4. Who thinks of a lot of different ways to do things?

5. Who is very smart, but gets into trouble?

6. Who has the most unusual ideas?

Nominations submitted by section(s) _____

Date _____

PROJECT PEP

EAST OAK CLIFF SUB-DISTRICT

CHECKLIST OF SKILLS AND CONCEPTS ADDRESSED

At the end of each week of instruction, please check off those skills and concepts addressed in your classroom that week.

		August	September		October		November	December	January	February	March	April	May	
RECURRING THEMES	affirming the black experience													
	cultural pluralism													
	career inclusion													
	futurism													
SOCIAL SCIENCES	psychology													
	anthropology													
	sociology													
	geography													
	history													
	economics													
	political science													
LITERATURE	fiction													
	nonfiction													
	mythology													
	biography													
	autobiography													
	folk tales													
	poetry													
	novels													
LANGUAGE	basal reading													
	vocabulary													
	spelling													
	grammar													
	usage													
	creative writing													
	handwriting													
	listening													
	public speaking													
	oral reading													
FINE ARTS	music													
	painting													
	sculpture													
	photography													
	architecture													
	drama													
PSYCHO-SOCIAL	values													
	self worth													
	leadership													
	controversy													
	challenge													
THINKING	creative/lateral													
	critical													
	productive													
	logic													
	generalization													
	research													
	study													
	test taking													

LOCAL BUILDING IDENTIFICATION TEAM

RECOMMENDATION FORM

The local building team of the _____ School recommends the following students for composition of the 1979 - 1980 Project PEP - Talented and Gifted Class on this campus:

High Achievers

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

Highly Creative Thinkers

1.
2.
3.
4.
5.

High Potential Underachievers

1.
2.
3.

Reservoir List (in order of priority)

Category

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Signatures of Team Members:

_____
Principal

_____
Teacher of PEP class (or designee)

_____
Instructional Leader

_____

_____
Date

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PROJECT PEP CLASS MEMBERSHIP
1979 - 80

School _____ Teacher (signature)_____

Principal (signature) _____

Please indicate the reading, math, and composite ITBS percentiles for each student in your class. Mark the category under which the child was identified for a position in the class.

Fourth Grade / Student I.D. No.	high achievers	creative thinkers	under-achievers	% reading	% math	% composite
Fifth Grade						
Sixth Grade						

EC114035
Enhancing Self-Concept with Gifted Black Students.
Exum, Herbert A.; Colangelo, Nick
Roeper Review VI, N3, P. 5-6, Mar 1979; 1979-Mar 2 p.
EDRS: Not available
The article describes some of the self concept needs of gifted Black students and presents a model for helping Black secondary students develop positive self concepts. A description of a cognitive curriculum is presented that touches on 17 topics, including African art, slavery, Black power, intelligence theories, and third world membership. (CL)

ED176487 EC120544
Community-Based Efforts to Increase the Identification of the Number of Gifted Minority Children.
Davis, Paul I. Eastern Michigan Univ., Ypsilanti. College of Education.
Aug 78, 89p.; submitted in partial fulfillment of the requirements for the degree, Specialist in Arts, Eastern Michigan University.
EDRS Price - MF01 Plus postage. PC not available from EDRS.
Language: English. Geographic source: U.S./Michigan.
The document reports on a study of community-based identification of gifted and talented Black middle-school students, as an adjunct to formal identification procedures. A developmental framework for the identification of the gifted minority child was distributed to 17 known leaders in the Black community (including ministers, youth leaders in athletics, and scoutmasters) who normally come into contact with middle-school-age children. These leaders were then asked by questionnaire to recommend students they felt were gifted. Among the results were that a total of 15 students were identified as being gifted, that 13 of these were considered to possess cognitive superiority, that 13 were considered to possess psychosocial superiority, that 13 were considered to possess talent-specific superiority, and that a high percentage were considered to have exceptional abilities in more than one of these three focus areas. A literature review is also presented, focusing on such aspects as culturally biased tests, teacher screening, the inability or disinterest of school administrators in identifying the gifted minority child, and nonadministrative factors contributing to disinterest in identifying the gifted minority child. (DLS)

ED164478 SP013413
S.P.I.C.E. Workshop Model: An Approach to Alternative Programs for the Disadvantaged Gifted.
Mitchell, Bruce M.; Dodson, Edward
Ventura County Superintendent of Schools, California. 78, 8p.
EDRS Price MF-$0.83; HC-$1.67 plus postage
Language: English. Geographic source: U.S./Washington.
Major problems associated with subcultural variations in school performance that interfere with the development of special programs for

disadvantaged, gifted students are discussed. These problems include the difficulty of identifying gifted minority students by usual testing methods, the nature of programs that may be devised to benefit them, and obtaining acceptance of such programs by school authorities. A model program is outlined in an attempt to deal with these multiple problems. Development of "culture fair" tests is proposed as a first step in identifying students for the program. Recognizing the culture conflict between the powerless poor and the average middle class is an important factor in successful program planning. The cooperation of the family and the community is a desirable goal. It is emphasized that the responsibility for developing this program must be shared equally with the adult members of the minority group. (JD)

EC112215
A Proposed Plan for Identifying Black Gifted Children.
Gay, Joyce E.
Gifted Child Quarterly, V. 22, N.3, P. 353-360, Fall 1978; 1978 Fall 8p.
EDRS: Not available
Proposed is a plan for identifying Black gifted children within the framework of the integrated school. It is explained that the plan utilizes the case study method and involves the following six steps: getting commitment, locating the nominees, setting up case studies, achieving parental contact and involvement, interviewing and testing, and engaging in a group problem solving task. (BD)

ED111413
Educational Planning for the Gifted. Overcoming Cultural, Geographic, and Socioeconomic Barriers.
Baldwin, Alexinia Y., Ed. and Others
The Council for Exceptional Children, Reston, VA. 1978, 76p. Sponsoring agency: Office of Education (DHEW), Washington, DC. Office of Gifted and Talented.
The Council for Exceptional Children, Publication Sales Unit, 1920 Association Dr., Reston, VA ($5.25).
EDRS: Not available; mf
The book presents theoretical considerations and practical recommendations concerned with school planning for gifted children who might not be identified nor have an opportunity to develop their mental capacities because of external influences such as cultural diversity, socioeconomic status, or geographic isolation. Six different approaches to identification are presented. "Using the System of Multicultural Pluralistic Assessment (SOMPA) to Identify the Gifted Minority Child" (J. Mercer, J. Lewis) describes the extension of SOMPA to the identification of children whose potential has been masked by cultural differences between the home and school. "The Identification of Gifted Chicano Children" (E. Bernal) discusses how Chicanos themselves view giftedness, along with three types of identification techniques. "Nondiscriminatory Testing Procedures to Assess Giftedness in Black, Chicano, Navajo, and Anglos" (M. Meeker) discusses the identification and separation of gifted

abilities apart from a gifted score, and the identification of gifted level cognitive abilities in disadvantaged minority children. "Finding the Ablest Mathematical Reasoners in a Specifically Designated Group" (J. Stanley) presents a model that can be applied to almost any special group. "Ways of Discovering Gifted Black Children" (E. Torrance) discusses tests that lack minority group bias and those that tap cultural strengths. "The Baldwin Identification Matrix" (A. Baldwin) presents a format to more equitably assign students to gifted programs. In "Curriculum and Methods -- What is the Difference" (A. Baldwin), the definition and components of a quality program for gifted children with unique needs are discussed. "Within the Community and Its Schools" (G. Gear) explores factors that affect the success of programs for gifted children with unique needs. "Summary, Analysis, and Future Directions" (R. Fuchigami) concludes the booklet. (DLS)

ED179657 UDO 19992
The Gifted Black Child: Problems and Promise.
Howard, John R.
29 Oct 77, 20p.; Keynote Address delivered at the Conference on Living and Working with the Gifted Black Child (Purchase, NY, October 29, 1977); Not available in paper copy due to reproduction quality of original document.
EDRS Price - MF01 Plus Postage. PC not available from EDRS.
Language: English. Geographic Source: U.S./New York
In this paper, it is noted that there are three reasons for studying the Black gifted child. First, Black destiny has in part been shaped by talented Blacks -- for example, Malcolm X and Martin Luther King. Second, the Black gifted are a minority within a minority. The gifted Black female, subject to sexism, is even more of a minority. Third, whether or not programs for the gifted should exist is not at question: they do exist and Black children should participate fully in these programs. The Black gifted child presents different problems from the White gifted child in terms of the following: (1) identification of the gifted and mislabeling; (2) the social milieu of the gifted, particularly family and peers; and (3) programs and possibilities for facilitating the identification and development of the Black gifted. A short review of programs for the gifted, a list of Passow's five recommended steps for developing programs for the culturally different gifted, a short bibliography on the minority gifted, and a list of sources for information concerning the gifted and talented are included. (Author/PMR)

ED171866 UD019534
*I Ain't No Group, I'm Me (Gifted and Talented Educational Program Perspectives)
Parker, Robert H.; Parker, William C.
77 22p.

EDRS Price - MF01/PC01 plus postage.
Language: English. Geographic source: U.S./New Jersey.
To effectively address minority educational concerns, educators must understand and be sensitive to minority group students' cultural and social differences. In addressing the unmet educational needs of gifted and talented minority students, they must recognize the fact that minority cultures are "legitimate" and that the influence of these cultures can (and often do) render minority students profoundly different from students in the majority culture. These differences must be considered in educating or counseling minority youth. (Author/EB)

ED145621 EC102563
Discovery and Nurturance of Giftedness in the Culturally Different.
Torrance, E. Paul
The Council for Exceptional Children, Reston, VA Information Services and Publications.
7 101p.
Sponsoring agency: National Institute of Education (DHEW), Washington, DC.
Available from: The Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, VA 22091 ($6.00)
EDRS Price MF-$0.83, HC-$6.01 plus postage.
Discussed in the monograph are methods for identifying and developing programs for culturally different gifted students. In an overview section, the important issues and trends associated with the discovery and nurturance of giftedness among the culturally different are considered; and screening methods which involve modified traditional procedures, instruments that seem to lack cultural bias, and culture specific procedures are reviewed. A nonpsychometric approach is offered for identifying strengths and using strengths to motivate learning, select learning experiences, and develop career plans in 18 areas (which include ability to express feelings and emotions; ability to improvise with commonplace materials and objects; and articulateness in role playing, sociodrama, and story telling). A final section focuses on alternative programs, approaches, and additional general guidelines for discovering and nurturing giftedness. Appended are a table summarizing studies of racial and socioeconomic bias of the Torrance Tests of Creative Thinking, a sample checklist for observing signs of giftedness among the culturally different, and an annotated list of biographies and autobiographies of successful culturally different people for young readers. (SBH)

ED148038 EC103067
Alternative to IQ Testing: An Approach to the Identification of Gifted "Minority" Children. Final Report.
Hilliard, Asa G., II
San Francisco State University, California
30 June 76, 169p.; Bibliography may be marginally legible due to print quality.

Sponsoring Agency: California State Dept. of Education, Sacramento Division of Special Education.
EDRS price MF-$0.83, HC-$8.69 plus postage.
The final report addresses the problems involved in identifying gifted minority children. Reviewed is the historical perspective of cross cultural assessment in behavioral research. Typical gross errors and misinterpretations of data in cross cultural assessment are pointed out. Among fundamental considerations listed include the use of items suited to the child's environment and the ability of the child to understand what is required. Various behavioral styles (such as the atomistic-objective, obsessive-compulsive, and hysterical styles) are reviewed, and their impact on assessment interactions is analyzed. Cited are examples of behavioral styles in religion, music and language. Described is the revision of a prescreening instrument containing items on P. Torrance's checklist for creativity, and emphasized is the importance of viewing style as the vehicle through which intelligence is expressed. A final section considers the implications of behavioral style on education for the gifted. (CL)

EC093500
Identifying Gifted Minority Children Through the Use of Non-Verbal Test.
Hilliard, Priscilla
1975 189p.
Note: Yeshiva University.
University Microfilms International, P. O. Box 1346, Ann Arbor, MI 48106, Catalog No. 76-10, 324 ($20.00 Hard Copy, $10.00 Microfiche).
EDRS: Not available
Among findings of the study in which 109 elementary level Black children from four ability groups (intellectually gifted, high achievers, middle achievers, and low achievers) were tested was the groups that displayed intellectual promise were not the same groups as the class that excelled in creativity. (SBH)

EC093467
Early Identification of Intellectually Superior Black Children
Ryan, Judith S.
1975 164p.
Note: University of Michigan.
University Microfilms International, P. O. Box 1346, Ann Arbor, MI 48106. Catalog No. 76-9501 ($20.00 Hard copy, $10.00 Microfiche).
EDRS: Not available
In a study designed to show that intellectually superior Black children can be identified in low and middle income public school areas by conventional methods, 21 kindergarten Ss and 28 third grade Ss were screened and tested. Among findings were that identification is more difficult at kindergarten than at third grade, that teacher nomination was found helpful in screening, and that information provided by parents can be useful in identification. (IM)