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ABSTRACT

This directory resulted from a 1991 survey of 46 programs funded under the Jacob K. Javits Gifted and Talented Students Education Act of 1988. The projects are listed alphabetically by state, city, and name of project. Projects have been divided into two types: (1) those that provide direct services to children and (2) dissemination projects. Projects in each of these types are summarized in a matrix display listing state, grantee, name of program, type of district, age/grade, and target population characteristics. A discussion of the Javits Act covering purpose, eligibility, types of projects funded, and source of further information is also provided. Individual project descriptions comprise most of the document and contain sections providing (1) general information, (2) program description, (3) program implementation, and (4) program evaluation. Among information provided for most projects is the following: project director, address, funding period, telephone, goals of program, program description, type of district, target population, selection criteria, identification procedures, number of children served, number of people involved in program implementation, type of preservice or inservice training, key conditions for replicating the program, cost of replicating the program, availability of technical assistance, most effective features of program, most surprising or challenging features of program, planned followup activities, and evaluation plan. A final section lists project directors, locations, and telephone numbers. (DB)

Programs and Practices in Gifted Education

Projects Funded by
The Jacob K. Javits Gifted and Talented
Students Education Act
of 1988

Sandra L. Berger
Editor

ERIC Clearinghouse on Handicapped and Gifted Children

Funded by
the Office of Educational Research and Improvement

The Council for Exceptional Children

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Contents

I. Introduction

Good things are happening in education. Programs that work are in place in towns and cities throughout the country. A new research base is emerging as practitioners design and implement programs. The challenge lies in communicating the details of those programs to people who are looking for such information.

Programs and Practices in Gifted Education: Projects Funded by The Jacob K. Javits Gifted and Talented Students Education Act of 1988 was designed to communicate the details about some of the work being done in the United States on behalf of children who are potentially gifted. The process of creating this document began in July 1991 when 46 projects were surveyed. The questionnaire sent was lengthy and, as one project director said, "required thoughtful reflective responses." When the questionnaires were returned, the data were entered. Each section was then returned to the project director or contact person for corrections or comments, and in almost all cases the information was updated. This lengthy process has resulted in timely, highly qualitative information. Many of the project directors supplied stories about children in their programs. These appear at the end of the sections. The names of the students whose circumstances are described have been changed.

The Javits Projects included in this product are listed alphabetically by state, city, and name of project. For ease of use however, the projects have been divided into two types: (1) Projects that provide direct services to children, and (2) Dissemination projects (projects that do not provide direct services to children, or those that provide some direct services but focus primarily on dissemination). Information about these programs may be found in the overviews on the following pages.

CEC/ERIC wishes to express sincere appreciation to all the Javits grantees who painstakingly and thoughtfully completed the lengthy questionnaire, and who cared so much about sharing the work they do on behalf of children.

Sandra L. Berger
Staff Editor

II. Overview—Projects Providing Direct Services to Children

State	Grantee	Name of Program	Type of District*	Age/Grade	Target Population Characteristics	Page #
Arizona	Center for Excellence in Education at Northern Arizona University	The Jacob Javits Getting Gifted Project	Rural Small city	Grades K-8	Lower SES, rural/reservation; Limited-English-speaking, primarily Navajo and Hispanic youth.	13
Arkansas	University of Arkansas at Little Rock	Project Promise	Rural Suburban Small city Mid-size city	Grades 5-9	Low income.	17
California	University of California at Irvine	Native American Intertribal University Preparatory Summer Program (NAIUP)	Rural Small city	Ages 12-18 Grades 8-12 Native Am. peer assts. Ages 15-18	80% are from families at or below poverty level; 75% speak, read, and or/write a Native American language (with varying degrees of fluency), 90% of the students are LEP, 100% Native Americans from diverse cultures.	21
California	Alisal Union School District	PROJECT: VIA S.O.I.	Rural Suburban Small city Mid-size city	Ages 5-12 Grades K-6	Economically disadvantaged, migrant-agricultural, high mobility; primarily Hispanic, 10%-95% Spanish/English.	29
California	San Diego State University Foundation	Identifying Underrepresented Disadvantaged Gifted and Talented Children: A Multifaceted Approach	Large urban area	Age 5-17 Grades 2-12	Low SES, transiency, overcrowding, unemployment, free-lunch program; ESL (Hispanic, Tagalog, etc.), Filipino, Indochinese, Hispanic, Asian, African-American, and Caucasian children; child abuse, death of parent, extended military absence of parent.	34
Georgia	Atlanta Public Schools	The Full Potential Program	Urban	Grades 1-5	52% free/reduced-lunch program 91% African American.	43
Hawaii	University of Hawaii & State of Hawaii Department of Education	Hawaii Summer Academy	Rural Suburban Small city	Grade 7 Age 12	Low income, disadvantaged; underrepresented cultural groups, Filipinos and Hawaiians.	48
Illinois	Indiana University, Bowling Green State University, & University of Illinois	Project SPRING (Special Populations Resources Information Network for the Gifted) Illinois Site	Rural Small city	Ages 4-8 Grades pre-K-3	Economically disadvantaged; bilingual, African American, Asian; disabled.	52

*NOTE:
Large urban area—population ≥1,000,000
Mid-size city—population ≥250,000
Small city—population ≤250,000

II. Overview—Projects Providing Direct Services to Children (Continued)

State	Grantee	Name of Program	Type of District*	Age/Grade	Target Population Characteristics	Page #
Illinois	Chicago Public Schools	Limited-English-Proficient Hispanic Students — Identification and Programming for Gifted Students	Large urban area	Grades 7 and 8	SES disadvantaged; LEP—Hispanic.	59
Illinois	Quincy School District	High Success for the High Risk	Rural	Grades K-6	Chapter 1 status.	63
Indiana	Indiana University, Bowling Green State University, & University of Illinois	Project SPRING (Special Populations Resources Information Network for the Gifted) Indiana Site	Rural	Grades 4-6	Economically disadvantaged, rural, white, Appalachian; regional dialect.	66
Kentucky	Western Kentucky University, The Kentucky Dept. of Education, & The Fayette County Schools	Enhancing Educational Opportunities for Gifted Middle-School Students	Rural Suburban Mid-size city	Middle school	Economically disadvantaged.	74
Maryland	Montgomery County Public Schools (MCPS)	Early Childhood Gifted Model Program	Suburban	Ages 4-8 Grades pre-K-2	Economically disadvantaged; LEP.	77
Massachusetts	University of Massachusetts at Boston	Urban Scholars	Mid-size city	Ages 11-20 Grades 7-12	Low-income, single parent, and working poor families; African American, Caucasian, Hispanic, Asian, and other racial/ethnic groups including Cape Verdean, Native American, and Indian; 25% of the students are not native English speakers.	82
Michigan	School District of the City of Kalamazoo Kalamazoo College	New Horizons Intervention Project (NHIP)	Small city	Ages 5-9 Grades K-3	Low income, migrant; racial/ethnic minorities, limited-English-proficiency; Disabled.	89
Missouri	Future Problem Solving Program	Future Problem Solving Program	Rural Suburban Small city Mid-size city Large urban area	Grades 1-12	Economically disadvantaged.	93

*NOTE:
Large urban area—population ≥1,000,000
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Small city—population ≤250,000

II. Overview—Projects Providing Direct Services to Children (Continued)

State	Grantee	Name of Program	Type of District*	Age/Grade	Target Population Characteristics	Page #
Nebraska	University of Nebraska/Lincoln, Teachers College	The Nebraska Project: A Project to Identify Creative and Able Children Early	Rural Suburban Small city Mid-size city	Ages 4.5-8.5 Grades K-2	Economically disadvantaged; Hispanic, Asian, Native American, African American (9.5% of total population).	100
New Jersey	Educational Information and Resource Center	Low-Cost, High Quality Gifted Program: APOGEE	Suburban Urban Rural	Ages 6-17 Grades 1-12	Highly diverse population that includes economically disadvantaged and advantaged, culturally diverse and "mainstream" American, high achieving, and underachieving.	105
New Mexico	University of New Mexico, Albuquerque Public School District, & Los Lunas Public School District	Twice-Exceptional Child Project: Identifying and Serving Gifted/ Handicapped Learners	Mid-size city Rural	Grades 1-8	SES: 56% mid-upper, 44% low; 70% Anglo, 30% cultu-ally/ethnically diverse (Hispanic, African American, Native American, Biracial, & Other). 85% Gifted/Learning Disabled 5% Gifted/Communication Disordered 10% Gifted/Behavior Disordered.	111
New York	Community School District 22, Brooklyn	Alternate Pathways	Large urban area	No information given	Economically disadvantaged; African American, Hispanic, Asian, Caucasian, myriad of emerging immigrant groups; LEP/bilingual.	119
New York	Community School District 18, Brooklyn	Javits 7+ Gifted and Talented Program	Large urban area	Grades K-3 Ages 5-8	Low SES, high mobility rate; immigrant population, 100% minority; high crime, drug abuse; high unemployment.	123
New York	Hunter College Educational Foundations & Hunter College High School	Discovery and Nurturance of Scientific and Mathematical Talent in Adolescents: A School-College Collaboration	Large urban area	Grades 6-9	SES: full range, but 3/4 economically disadvantaged. All English speaking, but for approximately 1/3, second language; Asian, Caucasian, African American, and Hispanic.	128

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Small city—population ≤250,000

II. Overview—Projects Providing Direct Services to Children (Continued)

State	Grantee	Name of Program	Type of District*	Age/Grade	Target Population Characteristics	Page #
New York	Columbia University Teachers College, Dept. of Special Education, and the Leta Hollingworth Center for the Study and Education of the Gifted	Project Synergy	Large urban area inner city	Ages 5-8 Grades K-2	Economically disadvantaged; 25% bilingual; Spanish/English; African American & Hispanic. Some parents are drug addicts or incarcerated.	132
New York	Arts Connection	Talent Beyond Words	Large urban area inner city	Ages 8-11 Grades 3-5	Economically disadvantaged; 35% bilingual, 42% African American, 35% Hispanic, 18% Caucasian, 2% Asian; many recent immigrants from the Caribbean or Eastern Europe.	137
New York	Community School District 27, Ozone Park	Project STRENGTHS (Staff Training, Recognition, and Enrichment of Nontraditional Gifted and Talented to Head for Success)	Large urban area	Grades K-3	No information given.	143
New York	Yonkers Public School District	Jacob's Ladder	Mid-size city	Grades 6-8	No information given.	150
North Carolina	Wake County Public Schools	Project EXCEL (EXcellence, Challenge, Enrichment, Learning Alternatives)	Mid-size city	Grades K-2	Free and reduced lunch participants; underrepresented populations (African American, Hispanic, Native American, Asian); other children in K-2 classes.	163
Ohio	Indiana University, Bowling Green State University, & University of Illinois	Project SPRING (Special Populations Resource Information Network for the Gifted) **Bowling Green Site**	Mid-size city	Ages 12-18 Grades 7-12	Economically disadvantaged, urban; Spanish-speaking, Mexican American, Puerto Rican, African American.	170
Ohio	Kent State University	Early Assessment for Exceptional Potential (EAEP) in Young Minority and/or Economically Disadvantaged Students	Rural Suburban Small city Mid-size city	Grades K-3 Ages 5-9	Disadvantaged, rural; low-middle-upper SES; multiple cultures, multiple ethnic groups.	174

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Small city—population ≤250,000

II. Overview—Projects Providing Direct Services to Children (Continued)

State	Grantee	Name of Program	Type of District*	Age/Grade	Target Population Characteristics	Page #
Oklahoma	American Indian Research and Development, Inc.	Explorations in Creativity (Project EIC)	Mid-size city	Grades 8-12	Low SES; cultural Tribal awareness, American Indian/Alaska Native.	179
Oregon	Oregon State Department of Education	Oregon Statewide Development: A Consortium Project	No information was received from this project	No information given	No information given.	
Pennsylvania	School District of Philadelphia	Jacob Javits Program	Large urban area	Grade 4 Ages 9-11	Economically disadvantaged, high crime rate; primarily Latino, African American, some Asian, some Caucasian; language minority Latino.	182
Texas	Texas Education Agency	The Javits Project	Urban Rural	Grades Pre-K-5	Disadvantaged and minority students.	187
Texas	Lamar University	Project STEP-UP: Systematic Training for Educational Programs for Underserved Pupils	Rural Suburban Small city Mid-size city	Grades 2-4 Ages 7-9	Disadvantaged; bilingual; African American, Hispanic, Asian, Native American.	191
Texas	Texas A & M University	Identification of Creatively Gifted Children from Economically Disadvantaged Backgrounds	Small city Mid-size city	Ages 4-5 (Pre-K)	Low SES/Head Start.	196
Virginia	The College of William and Mary	Project Mandala	Rural Suburban Urban, inner city	Ages 4-14 Grades K-7	Economically disadvantaged; 2% bilingual, African American, Hispanic American, and Anglo American; 9% disabled (learning or physically). Many intact, functional families, some single parent families.	200
Virginia	The College of William and Mary	Science Curriculum K-8 for High Ability Learners	Rural Suburban Small city	Ages 5-14 Grades K-8	Low and middle SES; mixed ethnicity, approximately 20-50% African American.	207
Wisconsin	University of Wisconsin and Wisconsin Dept. of Public Instruction	STREAM: Support, Training, and Resources for Educating Able Minorities	Rural Mid-size city Large urban area	Ages 12-18 Middle & senior high schools	Emphasis is on low income, but not exclusively; African American, Hispanic, Native American, and Southeast Asian.	211

*NOTE:
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Small city—population ≤250,000

III. Overview—Dissemination Projects

State	Name of Program	Grantee	Page #
California	Building a Coalition for Excellence: Project Open GATE	State Department of Education	25
Connecticut	The National Research Center on the Gifted and Talented (NRC/GT)	The University of Connecticut The University of Georgia The University of Virginia Yale University	38
Kansas	Comprehensive System of Program Development for the Gifted Students in Kansas	Kansas State Board of Education	70
Montana	Project EDGE: Excellence in the Dissemination of Gifted Education	Montana Association of Gifted and Talented Education	97
New York	Language Arts Curriculum K-8 for High Ability Learners	Saratoga-Warren BOCES	147
North Carolina	Gifted Policy Studies Program (1) Gifted Underserved, (2) Effects of Educational Reform	Gifted Education Policy Studies Program	155
North Carolina	Gifted and Talented/Learning Disabled Training Project	University of North Carolina at Charlotte	160
North Dakota	North Dakota Javits Project	Department of Public Instruction	167

IV. Information About The Jacob K. Javits Gifted and Talented Students Education Act of 1988

What is the purpose of the program?

The Jacob K. Javits Gifted and Talented Students Education Act of 1988 is designed to provide financial assistance to state and local educational agencies, institutions of higher education, and other public and private agencies and organizations that provide educational services to gifted and talented students. Special emphasis is on students from economically disadvantaged families and areas, and students of limited English proficiency. The purpose is to initiate a coordinated program of research, demonstration projects, personnel training, and similar activities to identify and meet the special educational needs of gifted and talented students.

Who is eligible to apply?

State educational agencies, local educational agencies, institutions of higher education, and other public and private agencies and organizations (including Indian tribes and organizations as defined by the Indian Self-Determination and Education Assistance Act and Hawaiian Native organizations).

What types of projects are funded?

The following kinds of projects are funded under this program:

- Preservice and inservice training for personnel involved in the education of gifted and talented students.
- Model projects and exemplary programs for the identification and education of gifted and talented students.
- Projects which strengthen the capability of state educational agencies and institutions of higher education to provide leadership and assistance to local educational agencies and nonprofit private schools in identifying and educating gifted and talented students.
- Programs for technical assistance and information dissemination.

How long is the project period?

The discretionary grants will be awarded for a maximum of 3 years. Funding for the second and third years is contingent upon satisfactory performance and availability of funds.

Where is the application package and more detailed information available?

The application package and specific instructions needed to apply for the discretionary competition were published in the *Federal Register* in December 1991. If you would like to be placed on the mailing list to receive an application package, call 202/219-1719 or mail your request to: Norma Lindsay, OERI/PIP/RAD, 555 New Jersey Avenue, N.W., Room 504, Washington, DC 20208-5643.

V. Projects Listed Alphabetically By State

Project Descriptions

SECTION I: GENERAL INFORMATION

Name of Program
The Jacob Javits Getting Gifted Project

Project Director
Stephen D. Lapan, Ph.D. and Patricia A. Hays, Ed.D.

Contact Person
Stephen D. Lapan, Ph.D.

Address
Center for Excellence in Education
Northern Arizona University, Box 5774
Flagstaff, AZ 86011-5774

Project #
84-206A

Funding Period
1990 to 1992

Telephone
602/523-7131

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To target schools with high-minority populations, particularly American Indian and Hispanic children.
- To provide intensive (9 week) teacher training to at least two teachers from 20 to 25 school sites.
- To follow-up with technical assistance in identification, instruction, and evaluation of gifted minority programs.

Program Description

Overview. Northern Arizona University's Center for Excellence in Education (NAU-CEE) has been awarded a grant to collaborate with schools in developing special gifted programs for minority gifted youth. The primary focus of this 3-year project is to provide resources and training to schools so that they are able to develop their own programs as well as assist other districts to develop similar programs.

The NAU-CEE staff will provide leadership and technical assistance in planning for Spring 1990, organize training for teachers, administrators, students, and parents for Summer 1990, and facilitate follow-up implementation during the fall 1990 and spring 1991. Throughout the grant, project staff will be collecting data to use in making adjustments along the way and to monitor the effectiveness of the project.

Personnel in selected school districts will be asked to offer commitments as well. These include giving time and support to developing programs, identifying teachers and others who will receive training, allowing grant-supported release time for teachers when needed, cooperating in making schedule and curriculum changes that will be necessary to program success, and supporting efforts to evaluate the new programs.

Collaboration and Follow-Through. This collaborative effort between NAU-CEE and schools has developed in three states during the first year (1990). The spring will be used for school site selection and planning meetings (initial meetings were used as part of the selection process). The

summer involved 10 weeks of training for teachers and a few days of orientation and idea exchange for selected students, parents, and administrators. The fall of 1990 was slated for the identification and programming for gifted Native Americans in the project schools. Follow-up help was provided in the spring of 1991 when efforts also began anew with other gifted minority populations (American Indian and Hispanic youth in 1991 and Hispanic youth in 1992).

Project Outcomes. NAU-CEE project staff will continue to offer technical assistance and summer training in years two and three of the grant. School districts will have programs in place during the fall of each year, and first year sites will have trained and qualified teachers fully endorsed by the state no later than May 1991. Also, with financial support and the assistance from the grant staff, each first-year school site would be asked to conduct inservice with their respective staffs and to offer development assistance to other school districts. This will be carried out again in 1991 and 1992, and second-year trained teachers will begin outreach inservice in their regions.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Rural and small city (≤250,000).

Target Population Characteristics

- Environmental: Rural/reservation; lower SES.
- Socio-Cultural: Limited-English speaking; primarily Navajo and Hispanic youth.

Age/Grade Level

Primarily K through 8.

Selection of Population

- Primarily matrix and case study, portfolio approaches involving self, parent, peer, and teacher nominations.
- Long-term observation during K-1 years.
- Specific performance analysis during special instruction.
- Use of specially developed tests (e.g., GAIN for Navajos) and specially normed tests (e.g., Raven and Torrance).

Specific Identification Procedures or Protocols

Different for each school site.

Number of Children Served

520 (fall, 1991)

Total Number of People Involved in Implementation of Program 62

Teachers 41 **Administrators** 16

Other Staff

3 Doctoral students.
2 co-directors.

Type of Preservice or Inservice Training Provided

Nine weeks (7 hours per day, 5 days a week) during summers of 1990, 1991, and 1992 for teachers. Training includes working directly with children using video tape analysis, developing lessons and units in higher-level thinking, discovery and creative problem solving,

and developing culturally related identification and instructional materials.

Resources or Materials Necessary to Implement Program

- Travel to sites.
- Instructional and special testing material.
- Use of special consultants especially in culturally-related areas.

Training Provided to Parents or Community

Parents, School Board members, and administrators are given a 2-day orientation and training experience by our staff and their trained teachers during the summer. Content is related to gifted education, cultural imperatives, identification, instruction, and use of and need for community resources.

Important Factors for Adapting Program to Other Settings

- Intensive teacher training.
- Involvement of parents, school board members, school administrators.
- Site-based program planning and development.
- Some of the instruments and procedures developed.

Key Conditions for Replicating Program

- School district commitment.
- At least 2 teachers from each site intensively trained.
- State support through teacher endorsement and gifted funding.
- Qualified training staff at the university.
- Quality and nature of the training is the key condition in this change effort.

Cost of Replicating Program

Minimum training and assistance costs, approximately $600,000, or about $25,000-$30,000 per school.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

- Training is absolutely necessary for teachers.
- Without local commitment, successful implementation is impossible.
- Local site training from summer-trained teachers is essential.

Most Effective Features of Program

- Special training changes how teachers work with children.
- Changing teachers changes how program/classrooms operate.
- Site-based programming essential to the change process. Each program is different but they have common threads of quality.
- Identification. In the first year of the project, only 9 students had been identified. As a direct result of training, 253 were identified (mostly Navajos).

Most Surprising/Challenging Features of Program

Learning who is committed to support the program through thick and thin, and who is not. Most encouraging are the 5 to 6 administrators who have held steadfastly to their promises and support of gifted education for minority youth.

Wish List of Additional Materials/Resources

Continued support for intensive training and follow-up technical assistance. Not much can replace these efforts in starting new programs, especially in rural areas.

Planned Follow-Up Activities

- Second-year teacher trainees have been trained in program evaluation and additional training will be provided next summer.
- Continued communication using modems.
- Case studies of programs are underway.

SECTION IV: EVALUATION

Evaluation Plan

Currently conducting detailed evaluation studies of program. Preliminary data has already been analyzed and reported.

SECTION I: GENERAL INFORMATION

Name of Program
Project Promise

Project Director
Dr. Ann Robinson

Contact Person
Same as above

Address
University of Arkansas at Little Rock
2801 South University
Little Rock, AR 72204

Project #
R20600010

Funding Period
10/1/90 to 9/30/93

Telephone
501/564-3012

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To develop and implement a model community-based program for gifted middle- and junior-high school students.
- To implement a process for identifying and placing students (especially low income) in a continuum of services based on need.
- To provide training and support to school personnel implementing Project Promise.
- To evaluate the effect of these services on students and school personnel.
- To disseminate information and reports of effectiveness to national, state, and local audiences.
- To conduct systematic management of Project Promise to ensure that goals and objectives are achieved.

Program Description

Project Promise provides direct services to low-income gifted and talented students in Grades 5 through 9 and their teachers. The University of Arkansas at Little Rock is working in collaboration with Kansas State University to implement the project in 5 school districts in Arkansas, 3 in Kansas, and 1 in Missouri. The sites represent both rural and urban populations.

The cornerstone of Project Promise is its unique approach to identifying and serving low-income gifted and talented students. School programs for the gifted generally design curricula for students with rich experiential backgrounds and then, to address problems of inequity, make extra efforts to identify and place culturally diverse and low-income students in these programs. Traditionally, the logic is that the program is designed, then low-income students are sought. Project Promise reverses that order. Low-income gifted students are identified, a community-based program structured to their talents is implemented, and gifted students from more advantaged circumstances are also given the opportunity to participate in the program and benefit from it.

Project Promise serves gifted students with a continuum of services embedded in a leadership and career education program. Two major types of programming options will be used: leadership and career development and home-school collaboration. The proposed career development

model serves both low-income and more advantaged students. The home-school collaboration component targets low-income gifted students with career, college, and life-planning counseling.

The key components of Project Promise are:
- Identification of gifted youth (especially low-income).
- A continuum of integrated community-based services for students based on individual need.
- Provision of curricula, support materials, and inservice training for teachers/school personnel.
- Dissemination of this research-based model through state educational cooperatives and nationally through the Project Promise Newsletter.

The objectives of Project Promise are:
- To influence awareness of future options and to increase educational and occupational goals (especially for low-income gifted students).
- To increase gifted students' positive "investment behavior" by encouraging commitment to the school and community.
- To develop decision-making skills in a realistic context.
- To examine policy issues related to giftedness in the context of the reform movement and the middle school.

In addition, it is anticipated that school personnel will increase their skills in identifying traditionally underserved gifted students and in implementing community-based programs for gifted and talented youth.

The cooperative nature of Project Promise will advance collaborative efforts between agencies and across state lines. The capabilities of the State Departments of Education, urban and rural school districts, educational cooperatives, and the universities will be strengthened by the involvement of the community, business and industry, and social agencies generally untapped by professionals who provide services to gifted students.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Rural, suburban, small city (≤250,000), and mid-size city (≥250,000).

Target Population Characteristics

- Environmental: Low income.
- Socio-Cultural: No information given.

Age/Grade Level

Grades 5 through 9.

Selection of Population

Students are selected through multiple criteria.

Specific Identification Procedures or Protocols

Project Promise has developed protocols for screening and placement of low income gifted and talented youth.

Number of Children Served
250 per year for 2 years.

Total Number of People Involved in Implementation of Program 26

Teachers Yes **Administrators** Yes

Other Staff
Home-school counselors.

Type of Preservice or Inservice Training Provided
Formal inservice and technical assistance.

Resources or Materials Necessary to Implement Program
Replication guide.

Training Provided to Parents or Community
Parents of low-income gifted youth are provided with home visitation, academic, and career planning for their child.

Important Factors for Adapting Program to Other Settings
- Flexible identification procedures.
- Sufficient numbers of low-income students to provide a talent pool.
- Release time or opportunity for staff training and curriculum development.

Key Conditions for Replicating Program
Same as above.

Cost of Replicating Program
Depends on size of school district.

Technical Assistance Available
Limited.

Suggestions for Those Who Wish to Replicate Program
Project Promise is successful as part of the school restructuring movement in a district. Implement the program initially in volunteer buildings, rather than district wide.

Most Effective Features of Program
- Home visitation to low-income families.
- Involvement of community members in school advisory boards.

Most Surprising/Challenging Features of Program

Surprising:
- Counselors report they have returned to counseling families and students, rather than spending their time scheduling classes and doing paperwork.
- Community members have made several donations to individual low-income students for special opportunities and to address severe needs for the students and their families.

Challenging:
- Documentation of low-income status.

- Gifted and talented professionals do not have extensive preparation in working with low-income families.

Wish List of Additional Materials/Resources

- Additional curriculum materials to support teachers.
- Additional person hours for home visitation.
- Tuition for students to attend summer programs.

Planned Follow-Up Activities

- Technical assistance for adoption sites.
- Follow-up studies of participants.
- Dissemination/publication of replication guide.

SECTION IV: EVALUATION

Evaluation Plan

Students are evaluated on:

- Post-secondary school planning.
- Career aspirations.
- Knowledge of community leaders.

A multiple-site case study is being conducted on exemplary implementation schools. Qualitative information on curriculum development, community support, and positive diffusion effects are early themes.

All participants (students, teachers, counselors, parents, and community leaders) provide consumer satisfaction information about the program.

SECTION I: GENERAL INFORMATION

Name of Program

Native American Intertribal University Preparatory Summer Program (NAIUP): Intersegmental Partnership to Teach Critical Thinking to American Indian Gifted and Talented Secondary Students Through Oral History and Ethnohistory)

Project Director

Dr. Kogee Thomas, Co-Director, ORSC
Summer Program Director: Sharon Cruz McKinney, Director of Outreach, ORSC

Contact Person

Barbara Al-Bayati, Director
Program Research and Development, ORSC

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Project #

R206A00198-90A

Funding Period

1/10/90 to 12/31/92

Telephone

714/856-7818

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To establish methods for the identification of Native American students who are gifted or talented.
- To create a pipeline of gifted and talented Native American students who will prepare for social and academic success at postsecondary institutions.
- To facilitate the application of strategies and development of curriculum and other materials to assist gifted and talented Native Americans, their parents, communities, and schools in developing students' full potential as leaders, artists, and intellectuals.

Program Description

The program has three main foci:

- ***Curriculum.*** Program offers three strands for summer 1992 curriculum: p otecting and preserving the environment, aesthetic perceptions, and Native American themes and concerns. Program will infuse all curricula with critical and creative thinking. Special emphasis is placed on oral history and ethnohistory methods and curriculum development. Guest lecturers include well-known Native American artists and tribal leaders who validate students' cultural backgrounds, as well as the place of the Native American student in an academic or postsecondary setting.
- ***Identification of Gifted and Talented Native Americans.*** Program will develop a replicable model which will contribute to a nationwide ability to identify Native American students who are gifted and talented. It will also assist the students and their parents in recognizing and developing students' full potential as leaders, artists, and intellectuals within Native American communities.
- ***Preservation of Native American Cultures.*** A video history project will assist Native American peoples to preserve their cultures through video-taped in-depth interviews of Native American artists and leaders. Much of the filming is done by Native American student participants and/or

graduate students under the direction of a Native American professional filmmaker. An oral history methods course is taught by a Native American graduate student, who is in great demand as a consultant to tribes wishing to begin or expand tribal oral history projects.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Rural (majority of students come from reservations/rural areas) and small city (≤250,000).

Target Population Characteristics

- Environmental: 80% are from families at or below poverty level.
- Socio-Cultural: 75% of the students speak, read and/or write a Native American language (with varying degrees of fluency); twenty to thirty-five Native American languages are represented among the students; 90% of the students are LEP.
  100% are Native Americans from diverse cultures.

Age/Grade Level

Years 1 & 2: Ages 14 through 18, entering 10th, 11th, and 12th grades and completed 12th grade.
Year 3: Student participants, ages 12 through 14, entering 8th and 9th grades; Native American peer assistants, ages 15-18, entering 10th, 11th and 12th grades.

Selection of Population

Student applications must include the following: transcript with grades and standardized test scores; two recommendations from teachers; a 300-word essay written by the student; and interview results.

Specific Identification Procedures or Protocols

A tribal education director, school administrator, guidance counselor or teacher must sponsor the student's candidacy for admission to the summer program as a gifted or talented Native American student. An admissions committee headed by UCI Associate Director of Admissions reviews each student's application. Student must meet all deadlines in the application process. Student applicants and their parents are interviewed by a program representative, either by telephone or in the field, to assess levels of enthusiasm and support. After selection, student is pre-/posttested on a project designed attitudinal survey regarding giftedness/talentedness, which incorporates Gardner's multiple intelligences. Beginning in summer 1992, project will administer the SOI to participating students.

Number of Children Served

Summer 1990: 38.
Summer 1991: 48 student participants + 7 peer advisors.
Summer 1992: 150 student participants + 10 peer advisors.

Total Number of People Involved in Implementation of Program Summer 1992: 50

Teachers 10 teachers (full-time for 6 weeks) **Administrators** 10 administrators (UCI staff)

Other Staff

10 residential assistants.
10 university faculty for individual presentations.
15 Native American cultural experts.

Type of Preservice or Inservice Training Provided

One-week preservice prior to starting date of 1992 summer program will focus on finalizing curriculum objectives for gifted and talented students, effective curriculum delivery to Native American populations, sensitivity to and respect for Native American cultures and beliefs, and contemporary concerns of Native American peoples.

Resources or Materials Necessary to Implement Program

- Videotape equipment and supplies.
- Books, periodical subscriptions and good bibliographic databases to stay abreast of current developments in gifted and talented education and Native American affairs.
- Various art supplies.
- Educational software.
- Textbooks.

Training Provided to Parents or Community

Years 1990 and 1991: Five to 10 parents accompanied their students to the summer program, remaining for the full two weeks, and participated in some classes with their students. Program offered special sessions on parenting, parenting the gifted and talented, motivating the college-bound gifted and talented student, options for postsecondary education, admission requirements for postsecondary institutions, academic counseling on college preparatory, honors and AP curricula.

Year 1992: An anticipated 250 parents will visit the summer program during a parent weekend. Weekend will include an all-day parent conference covering the same topics as in years 1990 and 1991.

Important Factors for Adapting Program to Other Settings

The summer program is labor intensive and requires the following:

- A shared vision (among staff and participants alike) of the significance of the program.
- Commitment to agreed upon goals and objectives on the part of sponsoring institution and program staff.
- Good working relationships among project staff.
- High expectations for student success communicated to students, parents, and other interested parties.
- Cooperation from Native American parents and tribal representatives.

Key Conditions for Replicating Program

Same as above.

Cost of Replicating Program

Depending on the number of students served and the number of days students are served, the cost of a summer program runs between $200,000 and $750,000.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

Same as Factors for Adapting Program—see above.

Most Effective Features of Program

- College student residential assistants (of various ethnic and cultural backgrounds) mentor student participants and peer advisors, thus helping to demystify postsecondary education and motivate students to seriously pursue an education.
- Environmental concerns, Native American themes, and aesthetic preferences are infused in the curricula, including oral history and ethnohistory methods classes and special hands-on classes in video/photography, gourd and eggshell painting taught by well-known artists.
- The full schedule of activities, including academic classes, recreation, field trips, hands-on workshops, and well-known guest speakers, gives students a sense of the excitement of being in an environment which supports active learning.

Most Surprising/Challenging Features of Program

- Program has received requests for consulting on oral history methodology from various southwestern tribes wishing to start or expand oral history and language preservation projects.
- Program has received support from some of the nation's most talented Native American artists and educators, who serve on project advisory committee.
- The level of interest generated in Native American communities for such a project; e.g., UCI received more than 3,000 telephone inquiries regarding the student application process during the months of March and April, 1992, indicating a pressing need for more such programs serving Native American gifted and talented populations.
- While we anticipated community input and the emergence of community protocols regarding identification of gifted and talented, we were surprised at the frequent lack of correlation between community recognition of student giftedness and student academic achievement, as reflected on transcripts.

Wish List of Additional Materials/Resources

Clones of our summer program director and other staff members, especially the participating Native American graduate students who contribute so heavily to the oral history and ethnohistory curricular components.

Planned Follow-Up Activities

Project will maintain contact with students, their home schools, and tribal educational agencies in order to track students' academic progress through secondary to postsecondary school and provide regular academic counseling.

SECTION IV: EVALUATION

Evaluation Plan

Evaluation will include analysis of pre-/postattitudinal survey, pre-/postSOI, student performance with regard to NAIUP learning objectives, including portfolio and other assessments, and teacher assessments regarding their own personal and professional growth. In addition, an evaluation team will do an ethnography of the program.

SECTION I: GENERAL INFORMATION

Name of Program
Building a Coalition for Excellence: Project Open GATE

Project Director
Barbara Abbott

Contact Person
Same as above

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Project #
R206A00117

Funding Period
1/1/90 to 12/31/92

Telephone
916/324-7240

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To increase the numbers of professional educators statewide who are knowledgeable about and committed to providing advanced learning opportunities at every level of schooling.
- To expand the statewide population of those served by programs and services designed for gifted and talented students by increasing significantly the percentages of gifted and talented students statewide among categories currently underrepresented in these programs—specifically including students who are economically disadvantaged and those with limited-English-proficiency.
- To develop professional acceptance and use of curriculum and instructional strategies that encourage students who are highly able—but unidentified as gifted and talented through traditional assessment methods—to develop and display their gifts and talents through enriched academic experiences.
- To increase the scope, type, and range of model programs and services available that will provide and support advanced learning opportunities, with an emphasis on school-wide, collaborative responsibility for advanced and exceptional learners.
- To develop an ongoing statewide staff development infrastructure that utilizes existing satellite communications, broadcast capability, and other types of electronic networking as well as traditional training formats that will serve those responsible to plan, conduct, and improve gifted and talented education programs and services.
- To develop a cadre of regional trainers/facilitators throughout California who are knowledgeable about gifted and talented education issues, programs, and policies in California; who are capable of facilitating teleconferences; and who are able to serve as trainers for professional development.

Program Description

Building a Coalition for Excellence: Project Open GATE is a statewide staff development effort utilizing satellite broadcast technology, conventional workshop format, and print materials to build collaborative responsibility among educators from a variety of programmatic backgrounds for nurturing academic excellence in greater numbers of students. The goal of the project is to

improve substantially the representation of students from groups traditionally underrepresented in the most academically challenging programs.

Building a Coalition for Excellence is based on the premise that the goal of academic excellence is one which must be broadly shared. Regular education and categorical programs must join forces to nurture academic excellence. The project also seeks to establish a foundation for appropriate differentiation of curriculum and instructional strategies based on California's curriculum frameworks.

In the first year, the project provided a common frame of reference around newer thinking about the nature of abilities; curriculum and learning; and strategies for supporting student success. Teams representing a range of regular and special programs came together to learn and share perspectives. During the second year, district teams will have the opportunity to extend and deepen their knowledge of topics introduced during the first year, and to develop plans for site and district changes. A staff development module on differentiating the curriculum to provide advanced learning opportunities for a diverse student population will be offered statewide through an existing staff development organization, the California School Leadership Academy (CSLA). A second CSLA module will focus on the school-wide services needed to support advanced learning opportunities.

At the end of the second year, schools and districts ready to initiate, adapt, or adopt changes in curriculum, assessment, student support, or other strategies will apply for mini-grants to be used during the third year of the project. During the second and third years, project-produced documents will complement the knowledge, skills, and information provided through teleconferences and regional workshops. The first document will be a position paper, Differentiating the Curriculum to Provide Advanced Learning Opportunities; additional papers will complement the first paper to provide a Handbook which will provide guidance to districts in meeting project goals and generally improving services in gifted and talented education. A spring, 1992 nationally broadcast teleconference will address timely issues of interest to educators nationwide as well as in California; a Spring, 1993 teleconference will provide an opportunity for educators statewide to learn of specific resources developed through the Javits grant.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Not applicable.

Target Population Characteristics

Not applicable.

Age/Grade Level

Not applicable.

Selection of Population

Not applicable.

Specific Identification Procedures or Protocols

Not applicable.

Number of Children Served

Not applicable.

Total Number of People Involved in Implementation of Program Not applicable.

Teachers Not applicable. **Administrators** Not applicable.

Other Staff

A staff development program involves a changing cast of program writers, producers, professional experts, etc.

Type of Preservice or Inservice Training Provided

This is primarily an inservice program for teachers, administrators, and categorical specialists. The project provides several types of training. During the first project year, we offered five sequenced staff development days from October to May. On each occasion, the day's activities centered around a one-hour teleconference which was broadcast via satellite and downlinked at regional sites around the state. In addition to the teleconference, each day included written materials and planned activities for participants. Project-trained "down-link site facilitators" led the group at each site.

During 1992, two two-day staff development opportunities are offered at regional sites across the state. First year "site facilitators" will become trainers for the two training"modules." Each module combines readings, video materials, and activities over a two-day period. Although the modules will be presented simultaneously across the sites initially, each module can be offered again at a regional level, or can be offered at the district or even school level, if a team of trainers is available.

Resources or Materials Necessary to Implement Program

During the first year, the project produced the teleconferences and accompanying written materials. The teleconferences obviously require substantial broadcast production capability; two organizations with that experience and capability aided in production. Participation during that initial experience required going to a site with downlink capability. The teleconferences are now available on videotape for anyone wishing to use them, along with the print materials, for local staff development.

During the second project year, presentation of the modules will require the written materials and equipment for video presentations; downlink capability is not required. During the second and third years one teleconference each year will be produced, as well as an additional videotape.

Training Provided to Parents or Community

This program is not geared to parents, although some have attended some of the staff development sessions.

Important Factors for Adapting Program to Other Settings

Project programs and materials are suitable for use with any group of interested professional personnel, at a school-site level, district level, or on a regional basis.

The successful use of program materials at any level will depend on the interest and goodwill of the participants. The first year materials are primarily at an awareness level, which was found appropriate for the audience. "Experts" in any one of the areas may find the materials insufficiently in-depth.

Key Conditions for Replicating Program

See Important Factors for Adapting Program—above. The program is largely dependent on professional staff from a variety of backgrounds willing to listen, collaborate, and share responsibility for all learners. Participants must also be willing to listen and consider new ideas and information, and to risk thinking about important issues in new ways.

Cost of Replicating Program

First-year materials are available free of cost until supply is depleted. Implementation would require several blocks of time for staff to meet, go through the materials, and view the videos.

Technical Assistance Available

Not applicable—not a technical assistance program.

Suggestions for Those Who Wish to Replicate Program

Those who would wish to replicate the program should be firm in their convictions, and willing to face some degree of opposition from others. The program requires participants to be comfortable with ambiguity and uncertainty; this effort is complex, and there are no certain answers, nor a single "best way" to reach project goals.

Most Effective Features of Program

The facilitator/training of trainers has been an effective way of building support for the project goals, as well as encouraging collaboration at the district level among categorical specialists. Video presentation of exemplary practices; discussions about the issues among district personnel; and discussion/presentation by "state" leaders is particularly cost-effective for a large state or one where size and population density (high or low) make "live" conferences impractical. Video can be an extremely effective means of communication when done carefully; it should never replace print media and live presentations entirely, but it does offer an efficient and effective vehicle for meaningful staff development.

Most Surprising/Challenging Features of Program

The most challenging aspect of the program is convincing people to look forward. In the face of massive demographic shifts in our school-age population, a small but vocal group has been encountered who is determined to hold on to the past. Change is uncomfortable for almost everyone; those who resist the most make it uncomfortable even for those who are willing and ready to challenge their beliefs and move ahead.

Wish List of Additional Materials/Resources

Project funds have been adequate for the scope of the program, at least in terms of materials and products (teleconference production included). If additional funds were available, the services of a marketing/production coordinator might substantially enhance the impact of the project. A budget for marketing would provide additional funds to market and distribute materials (at cost recovery only).

Planned Follow-Up Activities

Following the completion of the project in June, 1993, changes in representation of underrepresented groups in programs for advanced learners will be reviewed, especially in district-run, state-funded GATE programs. The extent to which districts have modified their programs, including identification and program services, will be examined to better accomplish the goal of improving the representation of underrepresented groups

SECTION IV: EVALUATION

Evaluation Plan

No information given.

SECTION I: GENERAL INFORMATION

Name of Program
PROJECT: VIA S.O.I.

Project Director
Roberta M. Infelise

Contact Person
Dr. Robert R. Flores, Superintendent

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Project #
R206A00189

Funding Period
1/90 to 12/92

Telephone
408/753-5748

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To develop a collaborative process for the implementation of Structure Of Intellect (S.O.I.) testing in elementary classrooms as an alternative assessment and cognitive criteria for the identification of underserved gifted and talented Migrant Ethno-Linguistically Diverse (MELD) students.
- To develop a staff development inservice program for elementary districts to use as a trainer of trainers model for training teachers and support personnel (Reading, Bilingual Resource, English as a Second Language ESL, Migrant Resource) in the use of S.O.I. assessments and activities to identify cognitive strengths in their MELD students.
- To develop and provide Spanish materials and support services to migrant parents related to characteristics and needs of gifted and talented children.
- To assist districts in the development of collaborative programs and services to meet the individualized needs of gifted and talented migrant students.
- To gather, analyze, and disseminate S.O.I. data related to gifted and talented abilities identified in migrant students.
- To develop a process for data generation and management on gifted and talented migrant students through the Migrant Students Records Transfer System (MSRTS).

Program Description

PROJECT: VIA S. O. I. is a federally funded 3-year program designed to assist elementary school districts (K-6) along the central coast of California in the identification of gifted and talented Migrant Ethno-Linguistically Diverse (MELD) students through a staff development inservice program that focuses on the use of Structure Of Intellect (S.O.I.) assessments and activities. A consortium of 7 California elementary school districts from Monterey County participated in the first year of teacher training and S.O.I. classroom assessment. Selected teachers from the first-year training participated in a second-year coaching process. Three new districts joined the consortium to participate in the second year of S.O.I. teacher training and classroom testing with teachers representing 10 different schools in Monterey and San Benito counties. In the final year of the project, selected schools from neighboring counties will be included as part of the new teacher training and classroom testing, while first-year participants may choose to serve as S.O.I

mentors for their own sites. Coaching continues for all project participants with intermittent coaching meetings and on-site consultation as requested.

Because the intent of PROJECT: VIA S.O.I. was to train educators to identify and serve the underrepresented gifted and talented migrant students, the project chose the Structure of Intellect model as the means to expand the classroom teacher's thinking about individualized potential for gifted abilities in processing information. Dr. Mary Meeker's expansion of her testing to include both Spanish and French versions has provided the opportunity for Spanish-only language students to demonstrate their individual ability with nonfamiliar problem-solving/decision-making material. The Stanine scores for individual students may then be reviewed by the classroom teacher to determine strength areas when introducing new content information.

In addition to training classroom teachers in the use of S.O.I. testing, test data interpretation, and classroom activities implementation, the project is reviewing the long-term effects on individual children identified as potentially gifted by S.O.I. testing. The Project has assisted various schools with their restructuring process by focusing staff on combining their integrated thematic lesson plans with the information processing strengths identified from the S.O.I. data. Each summer, the Project has collaborated on the design and implementation of the sponsoring district's summer accelerated learning program to provide qualitatively different learning opportunities, primarily for migrant students. Videotape files on S.O.I. training and classroom activities have also been developed for future dissemination.

Dr. Mary Meeker, developer of the S.O.I. tests used by the project, has served as project consultant and keynote speaker for the teacher training. The Project Director and Resource Teacher serve as consultants to the project participants, providing testing and collaborative district GATE/Migrant parent inservice and program planning. PROJECT: VIA S.O.I. welcomes the opportunity to receive additional data on migrant students identified as gifted and talented.

The project has been guided by the following beliefs:

- Access for migrant students to enrichment and/or gifted programs may be impeded by their transitory school attendance patterns, limited exposure to age-appropriate curricular materials, and critical health/social needs of the student/family.
- Students with inappropriate support for their special abilities may feel alienated by their dissimilarity with family and peers and may use tactics to hide their talents.
- Language ability, in other than English languages, can depress or enhance expected academic performance for students in our current educational curricular frame.
- All children need to have special talents and abilities identified and be given the opportunity to maximize their individual potential.
- Effectiveness in educational delivery systems comes from a professional commitment to finding the key to provide cognitive, linguistic, academic, and social success for all students.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Rural, suburban, small city (≤ 250,000), and mid-size city (≥ 250,000).

Target Population Characteristics

- Environmental: Migrant-agriculture (row crops and support work for agribusiness such as food processing).
- Socio-Cultural: Economically disadvantaged, high mobility; primarily Hispanic; 10%-95% Spanish/English.
- Other: Extended families live together; responsibility for younger siblings often given to older children while parents work. Pride in preservation of cultural traditions and language exists with migrant parents. Stressful survival strategies may affect student performance.

Age/Grade Level

Ages 5 through 12.
Grades K through 6.

Selection of Population

Site principals select classroom teachers and support personnel to participate on a voluntary basis. Students participating in the S.O.I. testing consist of both migrant and nonmigrant children. All districts participating in this Project serve MELD students as part of their total school population.

Specific Identification Procedures or Protocols

S.O.I. tests and criteria levels are used by the teachers as components for a collaborative team (classroom teacher, migrant resource/ESL resource, parents) review of Migrant Ethno-Linguistically Diverse students to determine eligibility criteria for gifted and talented educational services. This process will be individualized for school districts according to personnel used in the district to provide support services to migrant and gifted students. As an initial screening for exceptional areas of information processing, S.O.I. testing could be added to the district intake process for all Level I migrant students to assist in planning for the educational success of each student.

Number of Children Served

+1,000 total for 3 years.

Total Number of People Involved in Implementation of Program Project Staff:
1 project director.
1 resource teacher.
1 administrative assistant.

Teachers 1-2 per site **Administrators** 1 per site

Other Staff

Additional participants include migrant resource teachers, reading teachers, GATE teachers, bilingual or ESL resource teachers, and Special Education teachers.

Type of Preservice or Inservice Training Provided

Preservice presentations were conducted for all administrators as an introduction to their participation in the project. A similar presentation is also available to sites on request.

Monthly inservice training sessions, focusing on the use of S.O.I. tests, results, profile, interpretations, and classroom activities, are provided to all project participants during each Project calendar year. A special four-week summer teaching opportunity is also available in the Alisal Union School District on a limited basis as part of the migrant student accelerated learning program for Grades 4 through 6.

Resources or Materials Necessary to Implement Program

In addition to extra time needed for an individualized review of MSRTS migrant student data, access to computer data information management systems are beneficial for the storage and retrieval of student data. The S.O.I. tests, Form A or P, in Spanish and English, teacher resource packets with scoring templates, access to the S.O.I. computer scoring profile program, and S.O.I. source books and modules comprise the materials necessary to allow a district to implement/ replicate the intent of the Project. Reimbursement for teacher release time must also be determined for time involved in the inservice training, which can range from 2 to 10 days per school year.

Training Provided to Parents or Community

Preservice training sessions have been presented to migrant parents on topics of characteristics of gifted and talented students and selected S.O.I. activities for use with their children. Parents also are invited to attend an open house and special performance by the students during the migrant accelerated learning summer program.

Important Factors for Adapting Program to Other Settings

PROJECT: VIA S.O.I. can be used by any school district with S.O.I. trained staff available to administer the S.O.I. tests in English or Spanish for their migrant Hispanic students. The S.O.I. staff must also be available to interpret student profiles to parents, teachers, administrators, and students. The district needs to support the use of S.O.I. profile results as part of a collaborative planning process to determine the most appropriate educational opportunities for their gifted and talented MELD students.

Key Conditions for Replicating Program

- An administrative commitment to a process for the identification of gifted abilities among a diverse, pluralistic, and/or migrant student population.
- A commitment by staff to annual S.O.I. testing of target students, i.e., MELD Migrant Ethno-Linguistically Diverse students.
- Resources for materials to support the testing and profile analysis.

Cost of Replicating Program

Start up: $3,500 per district, plus $4.50 per student for testing, scoring, and profile analysis.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

Begin with a district-wide commitment to providing appropriate educational opportunities for all students identified as gifted and talented and support it with up-front financial resources for S.O.I. start-up materials plus tests to screen all MELD students for their special areas of strengths. Have someone well trained in S.O.I. available to provide staff inservice and resource support.

Most Effective Features of Program

The availability of the wide variety of materials from S.O.I. Systems has served to facilitate the success of this project. Both tests and training activity modules are available in Spanish. Many S.O.I. activities also can be easily modified in Spanish. Success on an S.O.I. test stems from the student's individual processing of the information presented to him and is not dependent on current cultural literacy as expected by traditional assessments. As teachers understand S.O.I. better, they often are better able to understand the necessity of a clearly defined process to use in facilitating the child's individual and cooperative learning of any enriched meaning-based curriculum.

Most Surprising/Challenging Features of Program

The most interesting component of the Project has been the success of observing teachers when their individual metacognition of S.O.I. occurs and their understanding of their students' individualized abilities in the processing of information becomes their topic of conversation. Many migrant students participating in the summer accelerated learning program request to attend again the following summer. Current scoring techniques present a time challenge to districts.

Wish List of Additional Materials/Resources

The grant funding covered the costs of all S.O.I. testing and support materials for all participating schools and all costs for training project participants. Additional resources for video documentation and production are required for products suitable for dissemination. In addition, additional staff for expansion into the middle- and high-school programs were requested by neighboring districts.

Planned Follow-Up Activities

Participating school districts will choose their own follow-up activities at the end of the grant funding period. Some districts will have S.O.I. trainers (3-year participants) available for consultation and training. S.O.I. will seek grants for follow-up training in the middle- and high-schools serving Migrant Ethno-Linguistically Diverse students.

SECTION IV: EVALUATION

Evaluation Plan

PROJECT: VIA S.O.I.'s evaluation plan includes:

- Assessing attitudes of teachers and support personnel regarding their inservice training and use of S.O.I.
- Gathering S.O.I. test data from a cross-grade representation of K-6 classrooms serving MELD students.
- Analyzing all test data to determine commonalities and differences of gifted performance among MELD students as related to the cognitive abilities identified by the S.O.I.
- Identifying factors common to elementary districts participating in the Project which influence and support the use of the S.O.I. as a nontraditional assessment of gifted cognitive abilities among MELD students.

ABOUT OUR CHILDREN

Rafael. Rafael moved into the Alisal District when his stepfather came to the area looking for work as a field laborer. Rafael was referred to the district's summer program for accelerated learning and enrichment. He was then referred for S.O.I. testing and based on his results, his parents support, and Rafael's own interest, he was referred to the district's GATE program. In his first year of GATE, Rafael participated with his school team in the Northern California Regional Odyssey of the Mind competition He received the Renata Fusco medal for his ability in spontaneous problem solving. Rafael treasures his medal, has increased confidence in himself, and is doing well in his GATE classes now in middle school. His parents also support and encourage his participation in his studies and activities related to his GATE program.

SECTION I: GENERAL INFORMATION

Name of Program

Identifying Underrepresented Disadvantaged Gifted and Talented Children: A Multifaceted Approach

Project Director

Dennis P. Saccuzzo, Ph.D.

Contact Person

Same as above

Address

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Joint Doctoral Program in Psychology
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San Diego, CA 92120-4913

Project #

R206A00569

Funding Period

10/1/90 to 9/30/93

Telephone

619/594-2844

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To develop a model for selecting for giftedness that will be fair and unbiased, thus permitting equal access to gifted programs for individuals of all racial, ethnic, and economic backgrounds.
- To evaluate the efficacy of the Raven Progressive Matrices Test and the Locus of Control Scale in the selection of gifted disadvantaged children.
- To evaluate the efficacy of a battery of microcomputerized tests of information processing speed and working memory in providing an unbiased measure of giftedness.

Program Description

A series of studies and statistical analyses are being conducted to develop the fairest possible method for selection of G.A.T.E. students. These analyses have lead to the development of a selection model that has significantly increased the number of underrepresented disadvantaged gifted children enrolled in the San Diego City School District, Grades 3-12. Anonymous data consisting of information on gender, ethnic background, various ability and achievement test scores, and disposition concerning giftedness are being provided by the five G.A.T.E. psychologists of the San Diego Unified School District. Approximately 15,000 children from a variety of ethnic backgrounds including African-American, Caucasian, Asian, Filipino, and Hispanic are being tested over a 3-year period. A major focus of the study is to test the efficacy of the Raven Progressive Matrices Test and Locus of Control Scales in providing unbiased data pertaining to giftedness.

A selection model tailored to each ethnic group was determined, utilizing both breadth and depth models. At the end of Year 1, a new selection plan, representing the fairest and most equitable model, was implemented. This model is presently being evaluated in Year 2. In Year 3, the model by which the giftedness in underrepresented disadvantaged children is identified and nurtured will be further refined and implemented.

In addition, selected gifted and nongifted African-American, Caucasian, Filipino, and Hispanic children have been given the opportunity to respond to a set of microcomputerized

information-processing tasks. These tasks evaluate abilities that cannot be measured by traditional paper and pencil or standard IQ tests. In the backward masking procedure, for example, a target stimulus having informational content (e.g., two lines of unequal length) is followed at varying intervals by a noninformational masking stimulus. The mask limits the duration of the sensory signal of the target that is available to the central nervous system for processing. By determining the minimum interval between presentation of the target stimulus and presentation of the mask at which the mask no longer interferes with stimulus processing, it is possible to estimate speed of information processing. This speed, in turn, is believed to be related to a basic substrate underlying intelligence. Two of three information processing tasks have been shown to discriminate gifted from nongifted children in an unbiased manner.

Finally, archival data from approximately 13,500 gifted students of various ethnic backgrounds are being evaluated. The primary focus of the archival data analyses is to determine the unique cognitive strengths and weaknesses of children of various ethnic backgrounds.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Large urban area (≥ 1,000,000).

Target Population Characteristics

- Environmental: Transiency, overcrowding; unemployment, free lunch program.
- Socio-Cultural: ESL (Hispanic, Tagalog, etc.); Filipino, Indochinese, Hispanic, Asian, African-American, and Caucasian children.
- Other: Emotional factors—child abuse, death of parent, extended military absence of parent.

Age/Grade Level

Ages 5 through 17.
Grades 2 through 12.

Selection of Population

Criteria for gifted certification include:

- Nomination by teacher, parent, or administrator.
- Standardized achievement test score at or above 90th percentile.
- Social case study including analysis of 6 possible risk factors (language, cultural, economic, health, emotional, environmental).
- Scores on a nationally normed IQ test at least 2 standard deviations (SDs) above the mean, or at/or above the 90th percentile if a child has 2 or more identified risk factors.

Specific Identification Procedures or Protocols

The above procedures, as well as less verbally-weighted tests, such as the Raven Progressive Matrices Test, are being used to select a more ethnically and culturally balanced population.

Number of Children Served

5,000 children evaluated per year.

Total Number of People Involved in Implementation of Program 890

Teachers 650 **Administrators** 115

Other Staff

5 school psychologists.

Type of Preservice or Inservice Training Provided

One-to-one-to-many model training in which Project Director provides training to the five school psychologists and two G.A.T.E. resource teachers as a group, and they in turn disseminate this information to the teachers of the entire school district.

Resources or Materials Necessary to Implement Program

Computer, statistical software packages, and standardized tests.

Training Provided to Parents or Community

Parent questions about the project are answered as they arise.

Important Factors for Adapting Program to Other Settings

A school psychologist whose training and primary responsibilities are in identification of giftedness and who is willing to aggressively seek an ethnically balanced population to evaluate.

Key Conditions for Replicating Program

A dedicated group of teachers to identify potentially gifted children and a school psychologist to assess and determine eligibility, as well as school district administrators and funds committed to gifted education and to issues of equal access.

Cost of Replicating Program

Grant program funded for $140,000 per year for 3 years.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

Please consult the Principal Investigator by phone or mail.

Most Effective Features of Program

The cooperation and commitment shown by the school district, from administrators to school psychologists to teachers.

Most Surprising/Challenging Features of Program

- Dealing with so many conflicting needs in a difficult political climate.
- Integrating large numbers of diverse children into the G.A.T.E. program.

Wish List of Additional Materials/Resources

More computers and more trained professionals to evaluate children directly and also to help with program evaluation.

Planned Follow-Up Activities

To develop a monograph to disseminate the results.

SECTION IV: EVALUATION

Evaluation Plan

The program is evaluated in terms of its goal of achieving equal access—the evaluation and selection of students for the G.A.T.E. program in proportion to their numbers in the district as a whole. Presently, the goal of equal representation in the evaluation process has roughly been accomplished. There remains a slight underrepresentation of African-American children in the selection process. Possible refinements in the model of selection are presently being considered.

SECTION I: GENERAL INFORMATION

Name of Program
The National Research Center on the Gifted and Talented (NRC/GT)

Project Director
Joseph S. Renzulli, Ed.D.

Contact Person
Joseph S. Renzulli, Ed.D., Director
E. Jean Gubbins, Ph.D., Assistant Director

Address
The University of Connecticut
362 Fairfield Road, U-7
Storrs, CT 06269-2007

Project #
R206R00001

Funding Period
6/1/90 to 5/31/95

Telephone
203/486-4826

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To conduct research studies beginning in the first year of the project: the development of empirically sound identification instruments that include students not identified by traditional methods; the assessment of various curriculum approaches, grouping strategies, and ways of meeting the affective needs of these students; and the use of evaluation to improve identification practices and program effectiveness.
- To design and implement, collaboratively with schools, research studies that are responsive to the needs of the field as determined by a nationwide advisory system; and to coordinate the work of a number of different investigators, in some cases geographically remote from one another, so as to ensure that the research program evolves as an integrated whole rather than a series of unrelated studies.
- To identify and enlist the cooperation of a diverse and broad-based number of Collaborative School Districts that will serve as potential sites for research and that will provide district personnel to serve as coinvestigators in carrying out school-based research studies.
- To organize and operate a practitioner-responsive advisory network that provides for systematic input about research from all levels of the gifted education community including students, teachers, and parents, and a broad range of stakeholder organizations.
- To conduct a comprehensive needs assessment that will result in a national research agenda that can be used to chart research priorities by both NRC/GT members and other interested researchers at large.
- To develop a comprehensive dissemination program that provides "practitioner-friendly" research results in a variety of print formats (full-length, digested, abstracted) and through video and satellite technology, teleconferencing, and computer networks.
- To further disseminate research findings by publishing articles in research journals and other magazines and journals directed to practitioners and parents of gifted and talented students. Presentations of research findings will also be made at major conferences directly related to: educational or psychological research, education of the gifted and talented, and general and specific educational topics.
- To prepare a series of literature reviews, research syntheses, and meta-analyses on major categorical topics in existing data banks that can be made available to persons seeking

"practitioner-friendly" summaries and analyses of existing research findings.
- To establish a comprehensive database and research archive on the education of gifted and talented students that will provide easy access to existing data as well as research produced by the Center. This database will include the types of information frequently sought by state and national legislators, the business community, and other groups requiring factual information necessary for decision making and the development of public policy.
- To establish a system of monitoring and accountability to ensure that the Center's activities remain on track and on schedule, and that resources are used as efficiently as possible in the service of the Center's mission.
- To develop a broadly-based, scientifically-sound, and educationally-useful framework for the study of the gifted and talented that will simultaneously enhance our understanding of the nature of extraordinary abilities, improve our practices of assessment and instruction for the gifted and talented, and develop sound theories for the psychology and education of the gifted and talented. We believe that such a framework will help bring the study of the gifted and talented into the mainstream of psychological and educational thought, away from the periphery, where it now lies.

Program Description

The National Research Center on the Gifted and Talented represents a collaborative effort among four universities, state and territorial departments of education, and over 280 public school districts and private nonprofit schools. The major purpose of the center is to plan and carry out research on the gifted and talented that is problem based, practice relevant, and consumer oriented, and to disseminate research findings in appropriate genre and format to practitioners, administrators, policy makers, and other researchers. In view of the absolute priorities of the act authorizing this center, it will also be our purpose to address identification and programming issues for students who may not be identified through traditional assessment methods. Our center will operate in a way that allows access to resources, services, and databases on the parts of other researchers in the field of gifted and talented as well as scholars in related disciplines. The center will consist of the following six components:

1. ***The Directorate.*** This component will be located at the University of Connecticut, which serves as the major administrative, coordinating, and dissemination unit for all center components and activities.

2. ***The Participating Universities.*** The Universities of Connecticut, Georgia, Virginia, and Yale University serve as the major sites where research studies will be designed and developed, and where most of the data analysis will be carried out.

3. ***The Collaborative School Districts.*** This group consists of over 280 public school districts and private nonprofit elementary and secondary schools representing various ethnic, demographic, and socioeconomic groups throughout the country. The total number of schools involved in these districts is over 6,000. These collaborative schools serve as the major sites at which research studies will be carried out.

4. ***Advisory Councils.*** This component consists of broad-based state groups organized by collaborating state departments of education, and a national council that synthesized research needs assessment information from local and state levels, the collaborative school districts, and the stakeholders groups.

5. ***Stakeholders.*** This component consists of professional organizations, parent groups, private sector groups, governmental agencies, and policy makers that have an interest in the education of gifted and talented students. They will provide input into the needs assessment, advise the center on related issues such as school restructuring and policy-making data needs, and assist in dissemination through their publications and conferences.

6. ***Content Area Consultants.*** This component consists of numerous individuals with specialized

backgrounds in all areas of psychology and education. They serve as consultants, and they have the opportunity to participate in research projects initiated by the center.

The research studies for the first two years of the NRC/GT include the following:

The University of Connecticut—The Directorate
Research Needs of the Gifted and Talented Through the Year 2000

The University of Connecticut Research Site
Dr. Francis X. Archambault, Associate Director
The University of Connecticut
School of Education, U-64
Storrs, CT 06269-2007

- Research Needs of the Gifted and Talented Through the Year 2000
- Regular Classroom Practices with Gifted and Talented Students
- A Theoretical Plan for Modifying the Regular Curriculum
- A Study of Successful Classroom Practices
- Longitudinal Study of Successful Practices
- Case Studies of Gifted Students With Learning Disabilities Who Have Achieved
- Cooperative Learning and the Gifted

The University of Georgia Research Site
Dr. Mary M. Frasier, Associate Director
The University of Georgia
Department of Educational Psychology
323 Aderhold Hall
Athens, GA 30602-7146

- An Investigation of Giftedness in Economically Disadvantaged and Limited-English-Proficient Students
- A Research-Based Assessment Plan for Assessing Giftedness in Economically Disadvantaged Students

The University of Virginia Research Site
Dr. Carolyn M. Callahan, Associate Director
Curry School of Education
The University of Virginia
405 Emmet Street
Charlottesville, VA 22903

- Investigations Into Instruments and Designs Used in the Identification of Gifted Students and the Evaluation of Gifted Programs
- Evaluation of the Effects of Programming Arrangements on Student Learning Outcomes
- Extension of the Learning Outcomes Project

Yale University Research Site
Dr. Robert J. Sternberg, Associate Director
Yale University
Psychology Department
New Haven, CT 06520-7447

- A Theory-Based Approach to Identification, Teaching, and Evaluation of the Gifted
- Motivation and Underachievement in Urban and Suburban Gifted Preadolescents

SECTION III. PROGRAM IMPLEMENTATION

Type of District
Not applicable.

Target Population Characteristics
Not applicable.

Age/Grade Level
Not applicable.

Selection of Population
Not applicable.

Specific Identification Procedures or Protocols
Not applicable.

Number of Children Served
Not applicable.

Total Number of People Involved in Implementation of Program No information given.
Teachers Not applicable. **Administrators** Not applicable.
Other Staff
Dissemination Coordinator at The University of Connecticut.
Principal Investigators at each site (2 to 10).

Type of Preservice or Inservice Training Provided
Updates on research studies.

Resources or Materials Necessary to Implement Program
To be determined, depending on the presentation.

Training Provided to Parents or Community
Updates on research studies.

Important Factors for Adapting Program to Other Settings
Not applicable.

Key Conditions for Replicating Program
Not applicable.

Cost of Replicating Program
Not appropriate for a school or agency.

Technical Assistance Available

This project does not provide direct services to school districts.

Suggestions for Those Who Wish to Replicate Program

Not applicable.

Most Effective Features of Program

National implementation of quantitative and qualitative research studies; Collaborative School District component involves teachers, parents, and administrators in the research; Content Area Consultant Bank creates a community of researchers from the United States and Canada; National and State Advisory Councils provide input on future research studies and serve as dissemination contacts.

Most Surprising/Challenging Features of Program

Maintaining the level of communication that is necessary with a database of over 3,500 people.

Wish List of Additional Materials/Resources

No information given.

Planned Follow-Up Activities

The final data analyses, technical reports, and publications will be completed after the funding period.

SECTION IV: EVALUATION

Evaluation Plan

No information given.

Documents/Materials Produced

Information for publication: over 80 publications—e.g., *Gifted Child Quarterly, Journal for the Education of the Gifted, Exceptional Children, Confratute Times* (The University of Connecticut), *NRC/GT Newsletters, Black Issues in Higher in Education, California Association for the Gifted Newsletter, NEA Today,* NRC/GT brochure, Content Area Consultant Bank Director, Research-Based Decision-Making series.

SECTION I: GENERAL INFORMATION

Name of Program

The Full Potential Program

Project Director

Dr. Thelma Mumford-Glover
Coordinator of Gifted and Talented

Contact Person

Same as above

Address

Atlanta Public Schools
Instructional Services Center
2930 Forrest Hills Drive, SW
Atlanta, GA 30315

Telephone

404/827-8185

Project #

R206A00021

Funding Period

12/1/89 to 11/30/92

SECTION II: PROGRAM DESCRIPTION

Goals of Program

The program is designed to increase the numbers of economically disadvantaged African-American children who are identified as gifted and/or talented by at least 50% and to increase the number of males by at least 25%. The program goals are:

- To develop, implement, and refine an instructional program which meets the cognitive and cultural needs of students.
- To prepare a cadre of teachers certified in gifted education.
- To establish the Family Institute, which educates, encourages, and supports family efforts to guide their children's development.

Program Description

The "Full Potential" program is a demonstration project designed to increase the numbers of economically disadvantaged African-American children who are identified and served as gifted and/or talented. Special efforts are being directed toward recognizing and serving the needs of gifted and talented African-American male children, who represent our most underserved group. Self-contained homogeneously grouped classes for the gifted and talented have been established in each grade level. All students and staffs at the 10 participating schools are impacted by the program; therefore, the schools are referred to as "Full Potential Schools." Additionally, each school has been assigned the services of an experienced gifted education teacher on a part-time basis to provide support to teachers and to work with students as needed. The four major components of the program are: (1) student identification, (2) teacher training, (3) curriculum, and (4) family involvement.

Student Identification: The use of multiple, nontraditional identification practices makes it possible to recognize gifted and talented students whose strengths have traditionally gone unnoticed and unnurtured. A critical aspect of this process includes codifying behavioral and cognitive expressions of giftedness which are culturally distinct School staffs and families have been empowered in the nomination process. These identification procedures will represent a

culturally specific and appropriate model for use with African-American students.

Teacher Training: All teachers in Full Potential schools have participated in staff development on topics including the program goals and curriculum, cultural expressions of giftedness, psychology of the African-American child, and effective pedagogy. Additionally, teachers of the pilot classes have been provided the opportunity to pursue gifted certification through a program sponsored jointly with Georgia State Uni ersity.

Curriculum: The Full Potential curriculum contains all of the state and local requiremen' for each grade. Curricular activities, however, are differentiated through the appropriate variation of (1) procedures for presenting learning opportunities, (2) the nature of the input, and (3) the expectancies for learning outcomes. Additionally, there are specific academic focus areas at each grade level which are designed to challenge students beyond the regular curriculum. These focus areas are: language arts in Grade 1, mathematics in Grade 2, social science in Grade 3, science in Grade 4, and foreign language and art in Grade 5.

Family Involvement: The involvement of families in the educational development of children is critical in any educational program. It is especially important in the Full Potential Program because many Atlanta Public School students and their family members have not thought of themselves as having special gifts and talents. Further, being "too smart" in school is not necessarily considered to be positive within the peer group of Black children (especially among boys). It is essential that family members be educated about giftedness in general and about the Full Potential Program specifically. The "Family Institute" has provided this education and support to Full Potential family members. Successful completion of the Institute's programs earns participants a stipend and membership in the Family Institute. Members are called upon to serve as resources in specific areas of program planning, modification, and operation.

The Full Potential program represents a model for the appropriate identification and nurturance of the gifts and talents of economically disadvantaged African-American students that can be replicated in urban settings across the nation.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Urban.

Target Population Characteristics

- Environmental: 52% free/reduced lunch.
- Socio-Cultural: 91% African-American.

Age/Grade Level

Grades 1 through 5.

Selection of Population

The fir't year, children were selected primarily based on teacher judgment. Movement has been made toward a selection process which has been developed specifically for the program. This process involves teacher/parent/peer nominations, student products, and observation of planned individual and group activities.

Specific Identification Procedures or Protocols

Culturally appropriate identification procedures have been developed and refined for use with African-American children. A panel of cultural scholars has been formed to assist in this process.

Number of Children Served

1,170 in pilot classes; 4,166 in total program.

Total Number of People Involved in Implementation of Program 215

Teachers 197 **Administrators** 13

Other Staff

5 support teachers (certified in G/T).

Type of Preservice or Inservice Training Provided

Staff at all 10 pilot sites have received inservice training on the program and its goals, special issues, and effective pedagogy. Pilot class teachers also received inservice training in their specific areas of academic focus. (Each grade has a special focus area.)

Resources or Materials Necessary to Implement Program

Instructional materials for the focus areas and for enrichment. Support for schoolwide enhancement, student incentives, motivational activities, and Family Institute incentives.

Training Provided to Parents or Community

We have formed a Parent Advisory Committee, which plans the Full Potential Family Institute offerings. The Family Institute offers workshops on parenting issues. Participants who complete the offerings are awarded a stipend and membership in the Family Institute. They become resources to their schools and to the program. Each participant must, as part of the completion requirement, provide a specific service to his/her child's class or school.

Important Factors for Adapting Program to Other Settings

This program was designed to address the inequities in inclusion in the gifted/talented program in Atlanta, which mirrors the problem in most urban public school systems. This model appears to work best in large schools and in settings such as ours, which are primarily Black. More integrated systems may need to use a different model to address this problem.

Key Conditions for Replicating Program

Commitment of administrators (central and school levels), involvement of the total school staff (not just the pilot teachers), early involvement of families (at the Advisory Council level and at the participant level), regular "process" meetings with pilot site principals, the willingness of administrators to change based on evaluation feedback. This model was designed for larger, predominantly Black school systems. The model would need adjustments if used in other settings.

Cost of Replicating Program

No information given.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

- Fully document the need for the program and present that documentation to all involved (Board, administrators, school staff, and parents).
- Structure the program so that there is "real" participation by site administrators, staff, and families.
- Plan the program so that all teachers participate in inservice and are expected to enrich and

extend student opportunities for learning. All students must benefit.

Most Effective Features of Program

- Teacher inservice: Teachers gained a full understanding of the program and their role in it.
- Monthly Principals' Meetings: Principals had ongoing input, shared problems and solutions, and developed a camaraderie.
- Family Advisory Council and Family Institute: Parents had ongoing input, planned the workshops (topics and delivery model), benefited from participation, and were more active in the schools.

Most Surprising/Challenging Features of Program

The most challenging aspect of this program has been our effort to change teachers' attitudes and expectations.

Wish List of Additional Materials/Resources

The academic focus areas could be strengthened with additional resources. We are unable to extend the program to additional schools due to limited funding.

Planned Follow-Up Activities

The gathering of longitudinal data on participating students.

SECTION IV: EVALUATION

Evaluation Plan

The Full Potential Program evaluation will be conducted by a member of the Atlanta Public School's Research and Evaluation Department. The evaluation design is comprised of three parts, each of which is described below.

I. Process Evaluation

A process evaluation focuses on the implementation process and assesses the degree to which specific program aspects are effectively and efficiently implemented as planned. It is an ongoing evaluation which provides feedback to program planners. Since there was preproposal planning for the Full Potential Program, the process evaluation will also include preproposal activities. A description of the various program components will be developed. The Plan of Operation and the Time Line provide the primary tasks and milestones which are planned to occur over the first year of the project. In addition to the "occurrence/nonoccurrence" and "as scheduled/not as scheduled" determinations, this aspect of the evaluation will also focus on quality assurance. Determinations can then be made about the need to modify, adapt, eliminate, or add program aspects or activities. The evaluation will present a formative assessment of the program to date at each monthly meeting of the Full Potential Committee.

II. Outcome Evaluation

The outcome evaluation is designed to describe (1) how participants changed over the course of the program, and (2) how participants perform/behave on specified measures of program goals and objectives. In this section, program participants include all of the categories of persons who are a part of the Full Potential Program—teachers, principals, counselors, family members, students, and administrative staff. The Plan of Operation indicates the expected outcome(s) for each program objective. Outcomes such as "increased knowledge" and "improved self-concept" will be pre-/postmeasures. Outcomes such as "increased participation rates" will be measured by comparing 1988-89 data with 1989-90 data (disaggregated by grade, race, sex, and economic status). Instrumentation will include interviews, questionnaires, content exams, classroom

observations, anecdotal records, meeting agendas and records, academic performance data, student work samples, etc. Outcome evaluation will be completed at the end of the first year of program operation.

III. Impact Evaluation

The impact evaluation is designed to determine the program effects. The central question is: Do program participants differ significantly from nonprogram participants on specified program measures? For this evaluation, an experimental group and 2 control groups will be used, as described below:

- Experimental Group — Full Potential Program Participants
- Control Group I — Regular program students at the pilot sites
- Control Group II — Gifted and talented students who are participants in the Chapter 2 Challenge Program at nonpilot sites

The Plan of Operation indicates the impact measurement areas. Statistical analyses will include Analyses of Variance and multiple comparison techniques. The impact evaluation will be completed at the end of the 3-year project period. Follow-up studies will also be conducted.

Full demographic descriptions of the Full Potential Program participants will be included in both the outcome and the impact evaluation reports. Information including number of participants, grade level, racial/ethnic composition, socioeconomic composition, and evidence of special needs will be presented.

Changes Made in Response to Evaluation
The change from Full Potential classes to Full Potential schools.
The delivery model of the Family Institute offerings.
The specific focus areas have evolved over the program period.

Anticipated Research Evidence
Longitudinal performance data on participating students.
The accomplishments of participating students.

SECTION I: GENERAL INFORMATION

Name of Program
Hawaii Summer Academy

Project Director
Doris Ching, VP Office of Student Affairs
University of Hawaii

Contact Person
Gina Vergara-Bautista

Address
Operation Manong
East-West Road 4, Room 2D
Honolulu, HI 96822

Project #
84-206A

Funding Period
1990 to 1992

Telephone
808/956-8442

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To identify underrepresented gifted and talented students who are "at risk" (not performing satisfactorily in school commensurate with their potential because of behavioral or emotional problems).
- To provide an educational program during the summer and follow-up activities during the regular school year appropriate for the unique student needs.

Program Description

The Hawaii Summer Academy is made up of five components:

Residential Camp

- To facilitate social bonding of students in the project to each other and the staff.
- To develop self-esteem and confidence in relation to learning and education.
- To provide opportunities to share the knowledge, processes, and products accomplished during the residential camp.

Prefreshman Enrichment Project (PREP)

- To provide students with science, mathematics, and computer science instructions in order to enhance their appreciation and knowledge of these subjects.
- To expose students to educational and career opportunities in the sciences.
- To complement instruction in math and science to develop aesthetic proficiency.
- To foster the college aspirations of minority students by increasing their awareness and appreciation of their own and of other's cultural heritage and ethnic identity.

Arts Learning Center

- To provide students with instruction in aesthetic expression in order to enhance their appreciation and knowledge of the fine arts.
- To expose students to educational and career opportunities in the arts.
- To complement instruction in the arts with opportunities to develop skills in math, science, and computer science.

- To foster the college aspirations of minority students by increasing their awareness of their own and other's cultural heritage and ethnic identity.

Common Learning Experiences
- To understand self and others in a multicultural society.
- To develop career awareness and work options in the community.
- To provide students opportunities for community service.
- To foster global education.

Follow-Up Activities
- To provide tutorials, counseling services, and educational activities to students during the regular school year.
- To involve parents in the education of their children.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Rural, suburban, and small city (≤250,000).

Target Population Characteristics
- Environmental: Low income, disadvantaged.
- Socio-Cultural: Underrepresented cultural groups; Filipinos and Hawaiians.

Age/Grade Level

Grade 7.

Age 12.

Selection of Population

Identification procedure for the gifted and talented students involves two phases:
- Initial screening and observation during the summer program.
- Screening instruments consist of rating scales for teachers, parents, and students.

In addition, the students submitted a short narrative piece.

Specific Identification Procedures or Protocols

The EBY Gifted Behavior Index was used to evaluate students.

Number of Children Served

40

Total Number of People Involved in Implementation of Program 18

Teachers 5 **Administrators** 9

Other Staff

4 student assistants.

Type of Preservice or Inservice Training Provided

Orientation to make staff culturally aware, computer training, and cooperative learning instruction.

Resources or Materials Necessary to Implement Program

Books, curriculum materials from other organizations, museums, firms, computer facilities, dance studio, and laboratories.

Training Provided to Parents or Community

College preparation training. Parents are trained to become involved in their children's future. They are taught to question authority and to combat racism directed towards their children in their efforts to attain higher education.

Important Factors for Adapting Program to Other Settings

- Cultural difference.
- Socio-economic situation of student.
- Family-based community.

Key Conditions for Replicating Program

- The targeted community must be community based.
- Administrators must be culturally aware or be part of the target culture.
- Nonwhite students.

Cost of Replicating Program

≥ $100,000 per year.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

- Staff must be working on the program all year and must be willing to adapt curriculum, policies, and attitudes to the needs of the students.
- Teaching staff must be generalists.

Most Effective Features of Program

The summer component is the most effective because that is the time when the staff received undivided attention from parents and students.

Most Surprising/Challenging Features of Program

The follow-up component is the most challenging. It is difficult to keep track of all the students because they attend so many different schools. It is difficult to get parents to attend meetings when they have to work two or three jobs to make ends meet.

Wish List of Additional Materials/Resources

This program would be enhanced by adding the following:

- A full-time counselor or social worker, as part of the staff, to find ways to reach parents and to meet with them at their homes.
- Travel funds for the students to visit art and science sites on the other islands of Hawaii, or even on the mainland.

Planned Follow-Up Activities

- The Prefreshman Enrichment Project component of Hawaii Summer Academy will continue throughout the student's intermediate- and high-school years in the form of a 4-day summer camp aimed at smoothing the transition from intermediate to high school, and assisting the

students to come to terms with family situations and cultural differences in society.
- Follow-up activities such as tutorials and counseling will continue.

SECTION IV: EVALUATION

Evaluation Plan

No information given.

SECTION I: GENERAL INFORMATION

Name of Program
Project SPRING (Special Populations Resources Information Network for the Gifted)
Illinois Site

Project Director
Dr. Howard Spicker

Contact Person
Dr. Merle B. Karnes, Site Director

Address
University of Illinois
403 E. Healey Street
Champaign, IL 61820

Project #
R206A00169

Funding Period
1/1/90 to 12/31/92

Telephone
217/333-4890

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To develop procedures for using traditional and nontraditional instruments to identify underserved gifted and talented students in preschool through Grade 2 who are economically disadvantaged, from culturally diverse backgrounds, or disabled.
- To develop and utilize a special curriculum to encourage higher level thinking skills and to enhance identified talents of individual students through differentiated instruction.
- To develop inservice training activities for classroom teachers focusing on identification and programming for gifted students, higher level thinking skills, and differentiated curriculum.
- To develop procedures that will enable parents to assist in the identification of strengths and talents of their children and activities designed to help parents nurture strengths in the home.
- To develop training materials to assist personnel at educational sites as they implement new strategies for identifying underserved students and begin to implement instructional activities for them in the classroom and at home.
- To develop informative materials explaining the identification process and curricular programming for gifted students from special populations as a resource to be shared with other school districts.

Program Description

Project SPRING is a consortium with three sites sharing similar goals for gifted students among special populations, including the economically disadvantaged, those with ethnically diverse backgrounds, and those with disabilities. Each site is addressing the problems inherent in identification and programming for the underserved gifted students at different grade levels. The University of Illinois staff at Champaign-Urbana is working with preschool students through Grade 2. The Indiana University site at Bloomington is concentrating on intermediate Grades 4 through 6. The Bowling Green State University site at Bowling Green, Ohio is addressing the unique characteristics found in high-school students from special populations.

Personnel at the University of Illinois site have worked with rural and urban students in ten public elementary schools from seven different school districts and a special education preschool

cooperative in Champaign County. There have been 32 teachers trained to implement the program in 14 preschool, 22 kindergarten, and 9 first grade classes involving approximately 800 students. One hundred ten (110) students (14%) who were identified as potentially gifted were from economically disadvantaged families or minority groups, or they were children with special needs. The original objective was that 10% to 20% of the identified children should be from these particular populations—14% is within this target range. The identified students represent a very mobile population and the program plan was to follow the children as they progressed from one grade level to another. By second grade many of the children had moved out of the school district, which resulted in an attrition rate of 38% in the program. Nevertheless, the program has had an impact on a large number of students. All students in the classes have been involved in thinking skills lessons and talent unit activities. Students who were identified as being potentially gifted in one of the eight talent areas assessed were included in instructional groups where an emphasis was placed on their talents.

The project will serve more children in the third year of the program as it is replicated in two more school districts, several elementary schools, and 20 to 30 kindergarten through third grade classes in the fall of 1992.

The program for young students at the University of Illinois site is based on the Federal definition of gifted and talented. It includes nontraditional identification instruments developed by Dr. Merle B. Karnes and her associates, higher-order thinking skills activities based on the Structure of Intellect (SOI) model (Guilford and Meeker), and a series of talent units designed to differentiate instruction for students identified as potentially gifted. There are also components to address inservice training for teachers, parental involvement, and the development of training and dissemination materials.

1. ***Identification Procedures.*** A nontraditional identification process, involving both professionals and parents is used. Prior to the identification a curriculum is implemented to promote higher-level thinking skills and talents among all children in the classroom. Teachers complete a checklist for each student in the areas of talent: intellectual functioning, creativity, leadership, performing arts (art, music), and academics (reading, mathematics, and science). At the same time parents complete a questionnaire and a rating form which corresponds to the areas of talent. The information from both teachers and parents is used to identify students' areas of strength. Teacher's checklists are reviewed to determine the top 10 to 20 percent of the students from special populations. These students are considered potentially gifted.

2. ***Curriculum Modifications.*** Teachers are provided with a specially developed curriculum to effectively meet the needs of the special populations served. This curriculum, referred to as CATALYST (Curriculum Aimed Toward Amplifying Learning in Young Students with Talent), which was developed by Dr. Merle B. Karnes and associates at the University of Illinois, has been used with children who have a wide range of abilities. Teachers participate in workshops to learn how to use CATALYST to differentiate instruction within a regular classroom. Family involvement is an integral component of the curriculum and materials are provided for home use. The CATALYST curriculum can be implemented in a regular classroom, as well as special classes.

3. ***Inservice Training.*** Teachers participate in workshops covering all aspects of the program with particular attention to the higher-order thinking skills, the identification process and the differentiation of curriculum. Teachers are trained to use the CATALYST curriculum, to understand the young gifted child, and to use strategies which enhance their development. Project staff provide technical assistance for teachers as they implement the program.

4. ***Parental Involvement.*** Parents become familiar with the project during open house or orientation meetings in their child's school. They are asked to use a general programming activity at home as the teacher is concurrently implementing the general programming designed to develop thinking skills in the classroom. Parents are also involved in the identification process and in helping their child enhance their areas of talent using materials developed by project staff.

5. ***Training Materials.*** A manual has been developed for trainers to use in assisting teachers in

implementation of the general programming and units of work, and in following procedures for the identification of the gifts and talents of the children in the special populations served by the project.

Two manuals are in the process of being developed. The first manual focuses on the identification of underserved young children from low-income homes, minority, and disabled populations. The manual provides information on the status of the identification process with these populations and suggests activities to use in inservice training to promote a better understanding of the concepts involved in the identification manual.

The second manual gives specific information concerning differentiation of instruction. This manual delineates suggestions trainers can use in promoting effective strategies for differentiation of instruction.

6. *Dissemination of Information.* Materials will be made available to interested school districts. These include the training manuals, samples of the CATALYST curriculum and identification materials, some video tapes depicting individual student behaviors which exemplify talent in particular areas, and classroom activities demonstrating differentiation of the curriculum. The procedures for the implementation of various aspects of the program will be made available upon request from the Illinois site.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Rural, small city (≤250,000).

Target Population Characteristics

- Environmental: Economically disadvantaged.
- Socio-Cultural: Bilingual; African-American, Asian.
- Other: Disabled

Age/Grade Level

Ages 4 through 8 years.
Grades preschool through 3.

Selection of Population

Selection of the population is based on teacher observations using a teacher checklist of behaviors. This checklist indicates giftedness in areas of intellectual functioning, creativity, leadership, performing arts (art, music) and academic performance (reading, mathematics, and science). A parent questionnaire is also used to assist in the identification process.

Specific Identification Procedures or Protocols

There are several steps in the identification process. First, teachers are trained to use a curriculum which is designated to encourage students to use higher order thinking skills, thus providing opportunities for student talents to emerge. Second, teachers are provided inservice in the characteristics of the gifted, the barriers to identifying the underserved, and suggested techniques for observing student behaviors. Teachers use this information as they complete a checklist of behaviors exhibited by students who have strengths or talents in each of the areas of giftedness.

The third step is to have parents complete a questionnaire and a rating sheet that describes their child's strengths. The final step in the identification process involves the combination of the scores from the teacher checklist and the parent questionnaire. Students from like backgrounds, i.e., economically disadvantaged, are then compared to determine which of those children have the highest scores in each area of giftedness. The goal is to identify 10% to 20% of those students

who have a cluster of high scores. This group becomes the target population of potentially gifted students from underserved populations.

Number of Children Served

Total: 800
Identified: 110

Total Number of People Involved in Implementation of Program

Teachers 32 **Administrators** 16

Other Staff

2

Type of Preservice or Inservice Training Provided

Summer workshops are provided for teachers as an introduction to the program, the curriculum, and identification procedures. The summer workshops are followed with two additional sessions during the school year. The goals of the workshops are to: (1) review the characteristics of the underserved gifted, (2) interpret the use of thinking skills activities to nurture strengths, (3) demonstrate the use of the identification instruments and how to summarize results, and (4) plan for the use of talent units to differentiate the curriculum and increase opportunities for students to improve their talents. The staff also receives technical assistance through the coordinator's observations, individual conferences, and work sessions which are scheduled throughout the year.1

Resources or Materials Necessary to Implement Program

The framework upon which the program is constructed is the CATALYST, developed at the University of Illinois under the direction of Merle B. Karnes. The materials serve as a supplement to the regular curriculum. There are activities to develop higher-level thinking skills and units of study with specific plans to differentiate instruction for each area of talent. The CATALYST program also includes the identification procedures and instruments.

Training Provided to Parents or Community

The teacher introduces parents to the program either in a workshop or in a one-to-one conference. At this time the teacher explains how to use the general programming booklet at home. Following this, the teacher sends parents a letter with guidelines for completing the identification questionnaire. Then at a scheduled conference the teacher discusses the strengths and talents of an individual student with the parents, and provides a booklet with suggestions for nurturing identified talents at home.

Important Factors for Adapting Program to Other Settings

Project SPRING at the University of Illinois is based to a great extent on the CATALYST curriculum and is transportable to settings where school personnel and parents believe that it is important to identify and program for young gifted children, especially children from special populations.

Key Conditions for Replicating Program

- Established plans and time for inservice training and technical assistance.
- The use of a variety of procedures and instruments to identify underserved children.
- The need to schedule instructional time for CATALYST lessons on a regular basis.
- Inclusion of supplementary curricular materials (CATALYST) for higher-order thinking skills and differentiated instruction.
- A commitment to a 3-year program for identifying students and providing follow-up

intervention services.

Cost of Replicating Program

$250 materials for each class.

Technical Assistance Available

Yes.

Suggestions for Those Who Wish to Replicate Program

- Involve 2 to 4 teachers at a grade level in each school and assign the identified students to 1 or 2 teachers the following year in order to make the most effective use of personnel and material resources.
- Plan for high mobility which may occur with children from economically disadvantaged homes.
- Encourage schools who are interested in replicating the program to visit a demonstration classroom.

Most Effective Features of Program

- Highly motivating. The program utilizes animal mascots to motivate children to engage in higher-level thinking. Both teachers and children enjoy the activities.
- Identifies strengths of all children. This program helps teachers identify the strengths of all children in a class in the areas of talent delineated by the Federal Government.
- Easy and economical identification procedure. Teachers use checklists and parent questionnaires to identify gifted children rather than traditional tests administered by psychologists.
- Training in differentiated instruction. Teachers learn how to differentiate instruction using a unit approach.

Most Surprising/Challenging Features of Program

- Participating in a case study approach for the evaluation of the project.
- Working with a project that was funded to begin in the middle of the regular school year instead of running concurrently with the school calendar.
- Working with teachers who have had no training in education of the gifted.

Wish List of Additional Materials/Resources

- It would be beneficial to have funds to bring the teachers together for at least a week each year (during the summer) to review the components of the program and to revise instructional activities to make them as effective as possible.
- It would also be helpful if provisions could be made to include the students in a longitudinal study to determine the long-range effects of the identification and intervention programs.

Planned Follow-Up Activities

Hopefully, school districts currently implementing the program will continue to replicate the program and will encourage others to do so. The University of Illinois staff will, whenever possible, serve as consultants to school districts replicating the model.

SECTION IV: EVALUATION

Evaluation Plan

The project is being evaluated from several different perspectives. There will be a case study of

the total program, individual student case studies including portfolio information, a posttest statistical design, and a study of the fidelity of the implementation of the curriculum. The Director, Instructional Research and Curriculum Evaluation at the University of Illinois, is coordinating the case study phase of the project evaluation. The Director of Early Children's Special Education, University of Cincinnati, is coordinating the posttest statistical analysis phase of the project evaluation. The report of the case study findings will be prepared by July 1992. Posttest data will be collected for approximately 100 students in the experimental group and 50 students in the comparison group.

ABOUT OUR CHILDREN

Our SPRING children have been identified in preschool, kindergarten, and Grade 1. Even though they are very young, it has become apparent that they possess talents which characterize them as potentially gifted. They have been identified from teacher observations, a teacher checklist, and parent questionnaires. They represent economically disadvantaged, limited-English-proficient, and minority groups who have had minimal educational opportunities. Despite these factors, the students have evidenced talent in several areas of giftedness. The following descriptive studies illustrate how SPRING students are being identified and nurtured through special programming.

Juan. Juan is the only child of Filipino parents who speak their native language in the home and are limited in English proficiency. Both parents work to support the family. The father is a custodian for a small company and the mother works an afternoon and evening shift on an assembly line in a plastics company. Juan receives a lot of parental attention and support.

Juan is in an afternoon kindergarten class of 20 students. His teacher, who has taught for many years, participated in the training workshops to identify and program for potentially gifted students as part of the SPRING Project in 1991-92. She became aware that Juan had a large vocabulary, could read, was a class leader, and was interested in everything, especially books, mathematics, and science. She completed the teacher checklist and identified Juan as having strengths and talents in the following areas: intellectual functioning, reading, science, and leadership.

Based on the information she obtained, she designed an instructional program which would enhance Juan's areas of strength and provide challenges in his areas of giftedness. She used the CATALYST lessons for convergent, divergent, and evaluative thinking to help him develop his ability to use higher level critical and creative thinking skills. She provided opportunities for Juan to create games and activities which he taught his classmates. She also observed him demonstrating his leadership abilities on the playground as he organized games and resolved conflicts.

The teacher has made arrangements for a sixth grade girl to be a mentor to Juan in reading and social studies. She scheduled him for a class session with a second grade group several times a week where he works on special projects in social studies and geography. While he is able to participate successfully with the older students, he has asked to spend more time with his age peers.

In order to accommodate Juan's need for identification with students of his own age group and to continue to nurture his intellectual and creative abilities, opportunities are being explored for him to attend the University of Illinois Primary School for identified gifted children. This program is designed to help students set goals for their own learning and to participate in a wide variety of learning activities which are stimulating and challenging.

Juan's future as a student and eventual leader is very promising. He has very supportive parents. His gifts have been identified and are being nurtured at an early age by caring educators. Juan has been in the SPRING program for two years.

Maria. Maria is a bubbly, smiling African-American first grader who was identified as potentially gifted by her kindergarten teacher. The teacher provided Maria with differentiated individualized curriculum and arranged for a student mentor to work with her. She also advised Maria's first grade teacher that Maria would require an accelerated academic program and opportunities to express her creative talents.

Maria resides with her mother who is an instructor at the Air Force Base and a brother who is in high school. She frequently stays at her maternal grandmother's house which is near her home. The family enjoys togetherness. They regularly attend the brother's ball games, church functions, and movies.

Maria's first-grade teacher enthusiastically discusses her extraordinary abilities. She describes Maria as bright, responsive, sensitive, and expressive. She gives examples of Maria's extensive vocabulary, good memory, abstract thinking, reading and writing skills, and perception of social concepts. When asked to give examples of "pl" blend words, Maria's response was planetarium. She quickly grasps concepts such as evaporation and cause and effect, and explains that the class door has both vertical and horizontal parallel lines. She is an avid reader and has used several formats for her book reports. Her preference is to write interesting summaries, which she does weekly as an extra activity. She is perceptive and able to generalize ideas. The teachers say she thinks at a much higher level than most first graders. When discussing how people are the same and different, she asked, "Wouldn't this be a boring world if everybody liked the same things? " In reference to people's jobs, she concluded, "The world could not survive if everybody did the same job." Maria participates with other gifted students in problem-solving situations and in developing projects. She is well liked by all of her classmates and is willing to help them with their work when asked. If her teachers in subsequent years continue to recognize Maria's potential and provide her with a differentiated curriculum to ensure that she is challenged, her future should indeed be bright. Juan, Maria, and many others have been identified and are now served in this project so that their gifts and talents will have an opportunity to fully develop.

SECTION I: GENERAL INFORMATION

Name of Program

Limited-English-Proficient Hispanic Students—Identification and Programming for Gifted Students

Project Director

Sue Maxwell
Coordinator, Off Campus Gifted Programs

Contact Person

Same as above

Address

Chicago Public Schools
Division of Gifted and Talented
6 Center SW, 1819 West Pershing Road
Chicago, IL 60609

Project #

R206A00062-90A

Funding Period

1/90 to 12/91

Telephone

312/535-8325

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To develop multiple criteria for identifying gifted limited-English-proficient (LEP) Hispanic students.
- To replicate the off-campus program model by developing programs at museums and universities as magnet sites for gifted LEP students during the summer and school year.
- To develop the students sense of self-worth and potential through experiences with role models and mentors.
- To provide accelerated and challenging learning experiences in all areas of individual giftedness and potential.

Program Description

The Hispanic population of the United States is increasing rapidly and, by the year 2000, Hispanics will be the nation's largest ethnic group. In 1989, President Bush announced the formation of a task force to suggest goals and strategies for improving Hispanic educational achievement. Related to the formation of this task force was the release of a major report on the status of Hispanic education, *Hispanic Education: A Statistical Portrait*. This report presented staggering statistics on the current situation and stated that Hispanics are the most undereducated major segment of the U. S. population.

As of 1987, Hispanics comprised 16.2% of public school enrollment, but only 4.7% were enrolled in programs for the gifted. One of the major obstacles to recognizing the talents of many Hispanic students is the lack of identification and assessment instruments which consider low levels of English language proficiency, cultural differences, and lack of test-taking skills. Educators indicate that there is a need to identify Hispanic gifted students using a multiple-criteria approach that takes into consideration culture and language, and to group these students for appropriate instructional nurturance in programs that reflect their culture and language, and thus to promote pluralism and empowerment.

The Gifted Program Office of the Chicago Public Schools was cited in 1987 by the Department of Education as having one of the nine best programs in the nation for gifted minority students. At that time 22,000 students were being served in over 500 gifted programs. Although 12% of this total were Hispanic, there were no programs in Chicago specifically for LEP students. As of 1991, Hispanic students represented 26% of the Chicago public school student population. Approximately 10% are LEP.

The 2-year Javits Project made it possible to use a multiple-criteria approach for identifying gifted LEP students and to create gifted programs for these students in the summer and during the school year at local museums and universities. These programs are an extension of the "off-campus" model that has proven successful in the Chicago public schools since 1970. There are currently 25 school-year off-campus programs.

The target population for the Javits Project is 7th and 8th grade students who are limited-English-proficient. The programs were taught in Spanish by bilingual, and in most cases, Hispanic teachers. Students determined the amount of program content, if any, that would be taught in English. Parents were involved in the identification of the students and evaluating the programs. In some cases, the parents actually participated in the programs with their children.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Large urban area (≥1,000,000).

Target Population Characteristics

- Environmental: SES Disadvantaged.
- Socio-Cultural: Limited-English-Proficiency—Hispanic.

Level

7 and 8.

Selection of Population

In order for students to be eligible for the Javits project they must be classified as A or B in level of English proficiency, be ranked at or above the 91st percentile on either the reading or math subtests of the Prueba de Realizacion en Espanol, and be in 7th or 8th grade as of September of current school year. Students who met these three criteria were invited to apply for the Javits Project, submitting several nomination forms and taking a test of nonverbal reasoning ability.

Specific Identification Procedures or Protocols

Schools were provided with a list of students who met the first 3 criteria: (1) students at grade level 7 or 8, (2) students classified as category A or B, (3) students who had scored at 95th percentile or higher on either the reading or math subtest, or at the 90th percentile or higher on both the reading and math subtests of the Prueba Riverside. Schools then submitted nomination forms (self, parent, teacher/counselor) for each eligible child. The nomination forms used in the Javits project were ones developed by the Los Angeles Unified School District. Students were next invited to take the Ravens Progressive Matrices. Identification was based on these procedures. Effectiveness and appropriateness of these procedures are still being evaluated.

Number of Children Served

150 to 200 (2-year period).

Total Number of People Involved in Implementation of Program 24

Teachers 15 **Administrators** 1

Other Staff

8 (psychologists, bilingual teachers for testing Bilingual students, role models/assistants).

Type of Preservice or Inservice Training Provided

No information given.

Resources or Materials Necessary to Implement Program

Access to cultural institutions and/or universities as meeting sites.

Training Provided to Parents or Community

- Information about Chicago Public Schools—the system and schools.
- Survival skills workshop—coping with a large city.
- Study skills.
- City resources.
- Career opportunities.

Important Factors for Adapting Program to Other Settings

Specific educational needs of the Hispanic community must be incorporated into any strategies and programs designed for high ability students and should also address the broader educational needs of the target population. Programs must make curricula more relevant to Hispanic children, encourage parental involvement, and attempt to use Hispanic and bilingual teachers and role models. Non-Hispanic teachers must be prepared to work effectively with disadvantaged and language-minority Hispanic students.

Key Conditions for Replicating Program

- Cooperative, flexible staff/teachers at museums/universities who are bilingual, who can communicate to students and their parents a sense of caring and build trust. All, ideally, should be highly visible and accountable to parents and students. This means sometimes being available beyond normal work hours.
- Provide the necessary human and material resources for these students to experience success in the gifted program.
- Sensitivity to culture and individual differences.

Cost of Replicating Program

Unknown.

Technical Assistance Available

No information given.

Suggestions for Those Who Wish to Replicate Program

In planning, be able to communicate to your school system and to institutions (cultural or university) the educational status of Hispanics in America (document with statistics/demographics) and to articulate the need to provide programs for high-ability Hispanic students, especially students who are limited in English proficiency. Community-based organizations—museums, universities, and other institutions—must see a need to enter in cooperative partnerships with school systems in order to improve the educational status of Hispanics and thus to ultimately benefit society in local and national terms.

Most Effective Features of Program

- Provides gifted programs for a previously unserved student population—limited-English-proficient Hispanic students.
- The city has become more accessible to many students. For the majority of the students, the programs have provided the incentive to leave their neighborhoods for the first time, travel on public transportation, and use the cultural and educational resources of Chicago.
- Assists museums and universities in reaching out to the Hispanic community to encourage minority attendance and participation in events.

Most Surprising/Challenging Features of Program

- Surprising: The overwhelming appreciation and enthusiasm of students and their parents for the opportunity provided by the Javits Project. There was rarely criticism for any mistakes even when criticism would have been warranted.
- Most challenging and difficult: Convincing students to actually leave the neighborhood and home schools, take public transportation to universities and museums in order to attend the gifted program.
- Most depressing: The realization that many students who were in eighth grade and were limited in English proficiency did not have access to selective enrollment academic high schools because admission was based on standardized test scores (English). Even those LEP students who did take the Iowa Test of Basic Skills usually ended up with "depressed" scores because of limited English skills.

Wish List of Additional Materials/Resources

With additional funding, many project students who are now in high school could be employed as mentors, role models, assistants, etc., to work with younger students or at schools, museums, and universities. This could improve self-esteem, improve motivation to stay in school and succeed, and compete with environmental aspects that make many of these students at-risk in high school, leading to dropping out, gangs, pregnancy, etc. All of the Javits Project students should have the necessary guidance to complete high school and enter college.

Planned Follow-Up Activities

The students who participated in the Javits Project 1990-91 will be included in the on-going off campus high-school and summer programs. We hope to monitor progress of students for the next 4 years and guide their educational planning. A regional gifted center for LEP Hispanic students opened in September 1991 and will serve gifted LEP students, Grades 1-8, on a full-time basis. Those students (Grades 7 and 8) will be eligible for off-campus programs at museums and universities.

SECTION IV: EVALUATION

Evaluation Plan

No information given.

SECTION I: GENERAL INFORMATION

Name of Program
High Success for the High Risk

Project Director
Marcia Dvorak
Coordinator of Gifted Education

Contact Person
Same as above

Address
Quincy School District #172
1444 Maine Street
Quincy, IL 62301

Project #
R206A00104

Funding Period
1/90 to 1/92

Telephone
217/223-8700

SECTION II: PROGRAM DESCRIPTION

Goals of Program
To identify talented and gifted students of lower socioeconomic status, not traditionally identified, and to provide them with appropriate academic instruction.

Program Description
The Quincy School District's Javits Gifted and Talented Grant is used to provide differentiated services to 125 economically disadvantaged students who exhibit characteristics of giftedness and academic talent. Students are served in six classrooms in four attendance centers. Four of the classes are self-contained classrooms while one attendance center serves students in a resource model.

Quincy School District 172 has a 31% disadvantaged population. Students selected for the program have either a Chapter 1 disadvantaged status or are from primary schools where 60% or more of the student populations are from low-income families.

Classroom teachers of these disadvantaged gifted students are involved in on-going training which focuses on gifted education and meeting the academic and social/emotional needs of gifted and talented students. Trainings are provided by both in-district personnel and out-of-district consultants. The trainings also explore the instructional needs for gifted and talented students.

The curriculum for these students is being developed and organized to better meet their unique needs as high-potential disadvantaged students. Curriculum is transdisciplinary and differentiated, focusing on themes, issues, or problems.

Parent education sessions are held to assist parents in developing skills to work with talented and gifted youngsters. These sessions are being conducted on topics determined by formal and informal needs assessment surveys.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Rural.

Target Population Characteristics

Chapter 1 status.

Age/Grade Level

Grades K through 6.

Selection of Population

- Kranz Identification Tool completed by teacher. Other referrals from parents, principals, and teachers.
- Slosson Intelligence Test.
- Kaplan Placements.
- California Achievement Tests.

Specific Identification Procedures or Protocols

The Kaplan placements are based on the work of Dr. Sandra Kaplan and assess student ability to form a hypothesis, tell a story, sequence, categorize, and display creative ability.

Number of Children Served

125

Total Number of People Involved in Implementation of Program 7

Teachers 6 **Administrators** 1

Other Staff

0

Type of Preservice or Inservice Training Provided

- General training for working with gifted students.
- Illinois training for educators in the area of gifted education.
- Dr. Sandra Kaplan's training.

Resources or Materials Necessary to Implement Program

Teaching materials required for self-contained classrooms.
Teacher-developed differentiated curriculum.

Training Provided to Parents or Community

- Reading to Your Child (reading strategies appropriate for children).
- Creativity and Your Child.
- Mathematics at Home.

Important Factors for Adapting Program to Other Settings

No information given.

Key Conditions for Replicating Program

- Trained teachers who appreciate student's background.
- Willingness to assess children's prior knowledge and then expand.

Cost of Replicating Program

Teacher salaries, training costs, classroom materials as needed.

Technical Assistance Available

No information given.

Suggestions for Those Who Wish to Replicate Program

Screen teachers thoroughly to identify those with a deep concern for students who come from disadvantaged backgrounds and those with the ability to develop strategies for working with the students. Provide adequate, on-going training for working with gifted students.

Most Effective Features of Program

Acceleration of curriculum: Often these youngsters are not identified as having strong capabilities and therefore are not challenged in their academic instruction. Once this talent is identified, students can be more excited about learning.

Most Surprising/Challenging Features of Program

At times, some of the students lack the social skills necessary for daily success in school. Outside the classroom setting, they may have difficulties.

Wish List of Additional Materials/Resources

- More parent education and teacher training by outside consultants.
- Counselor services by persons trained in working with the social and emotional needs of gifted children.
- Additional availability to learning outside the classroom setting.

Planned Follow-Up Activities

Continued identification of students and provisions of appropriate academic instruction.

SECTION IV: EVALUATION

Evaluation Plan

- Student test scores are monitored.
- Student portfolios provide subjective data which indicates growth by nontraditional means.
- Parent surveys, student surveys.
- Monitoring urriculum to ensure the use of differentiated curriculum.
- Monitoring of male/female ratios and minority ratios.

SECTION I: GENERAL INFORMATION

Name of Program

Project SPRING (Special Populations Resources Information Network for the Gifted)
Indiana Site

Project Director

Dr. Howard H. Spicker

Contact Person

Same as above

Address

Indiana University
Smith Research Center #174
2805 East 10th Street
Bloomington, IN 47405

Project #
R206A00169

Funding Period
1/1/90 to 12/31/92

Telephone

812/855-4438

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- Identification: To develop instruments and procedures appropriate for identifying rural economically disadvantaged populations of fourth through sixth grade gifted students.
- Curriculum Modification: To develop programs, practices, and support services that will foster the cognitive, social, and affective development of rural disadvantaged gifted students.
- Demonstrations: To develop educational sites for field testing innovative identification and intervention strategies.
- Training: To develop training materials to assist educational personnel with the identification of and programming for special populations of gifted students.
- Dissemination: To establish a regional network for school districts seeking information involving the identification and programming for gifted students from special populations.

Program Description

The Indiana site is responsible for nontraditional identification and appropriate programming for rural gifted students from economically disadvantaged backgrounds in Grades 4-6.

Pilot Sites. Three rural school corporations in southern Indiana (Paoli, Crawford County, and Brown County) serve as research, development, and demonstration sites.

Identification Procedures. Students are selected through the use of multiple identification criteria. Contests, parent information, video products, portfolios, and inservice workshops with regular classroom teachers on gifted rural student characteristics are used with traditional identification procedures such as intelligence and achievement tests, and teacher nominations.

Curriculum Modifications. Curriculum modifications include regular classroom enrichment practices that increase the breadth and depth of content courses, accelerated learning, novel course work, and opportunities for independent research applied to contemporary interdisciplinary problems.

Innovative Highlights. Each child's participation in the program is documented with a video portfolio. These include interviews, product demonstrations, and a student documentary. Computer bulletin boards, access to electronic information systems, and satellite transmitted courses are used to solve rural communication and information deficits. Identified students are also afforded the opportunity to attend the Indiana University College of Gifted and Talented Youth's residential summer enrichment program.

Workshops and Inservice Procedures. Video tapes and training procedures developed for Project SPRING will be offered on-site. Statewide teacher and parent workshops on identification and programming for special gifted populations will also be made available.

Information and Dissemination Networks. Project tapes, manuals and other materials will be made available through Indiana's Shared Information Service Centers.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Rural.

Target Population Characteristics

- Environmental: Rural.
- Socio-Cultural: Economically disadvantaged, Caucasian, Appalachian; regional dialect.

Age/Grade Level

Grade 4 through 6.

Selection of Population

Children are identified by creative products and interviews that measure creativity and critical thinking; parent and adult community member information questionnaires; teacher awareness workshops, teacher observations; Torrance creativity tests and writing samples.

Specific Identification Procedures or Protocols

- Awareness workshop for classroom teachers on how to identify gifted rural children.
- Parent information and community survey instruments to collect out-of-school performance data on targeted children.
- School-wide contests based on Howard Gardner's Multiple Intelligences that produce child products and verbal descriptions that are evaluated for creativity and critical thinking skills.

Number of Children Served

105

Total Number of People Involved in Implementation of Program 39

Teachers 29 **Administrators** 1

Other Staff

3 G/T coordinators.
3 central staff.
3 consultants (video, computer, curriculum).

Type of Preservice or Inservice Training Provided

- Preservice training courses leading to an Indiana G/T endorsement are provided for teachers

and administrators. These courses have been modified to incorporate the identification and programming procedures developed for Project SPRING.
In addition, the following training is provided:

- Awareness of characteristics and procedures for identification.
- Curriculum modification techniques.
- Video taping and the use of camcorders.
- Operation and use of electronic bulletin boards.

Resources or Materials Necessary to Implement Program

Camcorders, videotapes, computers, modems, and telephone lines for electronic bulletin board components.

Training Provided to Parents or Community

No information given.

Important Factors for Adapting Program to Other Settings

- Teacher awareness workshops on identification and curriculum modifications for disadvantaged rural gifted/talented children.
- Acceptance of giftedness as a relative rather than as an absolute concept.
- Classroom teacher's willingness to expand curriculum to accommodate and nurture the potentially gifted in the classroom setting.

Key Conditions for Replicating Program

- Flexible identification procedure.
- A knowledgeable person who can provide leadership and inservice training to classroom teachers on curriculum modifications for the gifted and on special identification procedures.
- Willingness to provide multiple curriculum options for a diverse gifted population.

Cost of Replicating Program

Difficult to estimate. Substitute teachers during inservice—approximately $2,000. Computers, modems, and long distance telephone calls; running the computer network— $2,000. Curriculum consultants—about $2,000.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

Provide teacher awareness workshops. These are critical to the acceptance and success of the program. The regular classroom teachers must believe that disadvantaged children do poorly on standardized tests or exhibit behaviors atypical of those expected of children who are gifted.

Most Effective Features of Program

- Identification using products, parent information, and teacher awareness have uncovered children who are improving their grade point averages dramatically and becoming leaders in their classrooms.
- Curriculum expansion has lead to heightened interest of the children.
- Teachers have increased awareness of the children's potential and provided additional opportunities for success.

Most Surprising/Challenging Features of Program

- The enthusiasm generated by the project among classroom teachers: The project expanded

their beliefs about the characteristics of gifted children. Teachers then expanded their curriculum offerings and provided research and critical thinking opportunities to children.
- The ease with which reliable and valuable information for identifying these children was obtained from rural parents.

Wish List of Additional Materials/Resources

- Scholarships for all project children to attend Indiana University's Summer College for Gifted/Talented Youth. This experience is a great motivation for children to aspire to a college education.
- Additional telephone lines to rural schools for computer modem and fax machine hookups.
- Funds for consultants to assist teachers with writing additional interdisciplinary curriculum units.

Planned Follow-Up Activities

Additional funds will be sought from public and private sources to continue the intervention and follow project children into junior- and senior-high school. The project may be expanded into the rural south with African-American children and the rural southwest with Hispanic and American Indian children. The data from those settings coupled with those we have collected on white rural Appalachian children will provide the most comprehensive data collected in the United States for serving rural gifted children.

SECTION IV: EVALUATION

Evaluation Plan

No information given.

ABOUT OUR CHILDREN

Ronnie. At the beginning of fourth grade, Ronnie's scores on standardized achievement tests were uneven. He performed well in reading comprehension and language expression, but not at all well in vocabulary or language mechanics—punctuation, grammar, and spelling. His IQ test score was only 77 on the Otis-Lennon School Ability Test.

Ronnie's fourth-grade teacher attended some SPRING designed workshops about identifying the "invisible rural gifted child" and began to strongly suspect that Ronnie's lack of "paper and pencil" skills masked a potential for intellectual work. The teacher stated, "I became aware of his thirst for knowledge, his desire to take things apart, whether they are simple or complex. When I led the class in discussion, Ronnie showed more insight than anyone else in the class." His teacher was also impressed by Ronnie's questions about the war in the Middle East.

Ronnie was accepted for Project SPRING. With four months remaining in his fourth-grade year, Ronnie started to get the benefit of an enriched curriculum in his regular classroom. Twice a week he met with other gifted students and a special teacher to read and discuss challenging books; do harder math; tackle a science project and learn to think critically; do independent research; and accept the idea that it's okay to be inquisitive and talented. By the time the school year was over, the teacher wrote: "He continues to blossom—positively turned on to the school work. He thinks, he writes, he discusses, and he's on the Honor Roll now."

This school year, as a fifth grader, Ronnie is again in the gifted program and still obtaining good grades. He worked to earn a qualifying grade of B-plus in language arts and got into the librarian's Junior Great Books group.

SECTION I: GENERAL INFORMATION

Name of Program

Comprehensive System of Program Development for the Gifted Students in Kansas

Project Director

Dr. Sharon Freden
Kansas State Board of Education

Contact Person

Jane Fowler and Alena R. Treat
Program Specialists

Address

120 SE 10th Avenue
Topeka, KS 66612-1182

Project #
48-6029925

Funding Period
1/1/91 to 12/31/93

Telephone

913/296-3137

SECTION II: PROGRAM DESCRIPTION

Goals of Program

The project objectives are:

- To establish a system for staff development related to gifted education.
- To establish a system of information assistance related to gifted education.
- To establish a system for a collaborative approach to support local model program development for the gifted.
- To establish a system for evaluation, research and policy development related to gifted education.
- To establish a system to impact on the nationwide capability in elementary and secondary programs for the gifted and talented.

Program Description

The primary purpose of this project is to strengthen the capability of the Kansas State Board of Education, the Kansas Regents Institutions of Higher Education, and community colleges to provide leadership and assistance to local education agencies and nonprofit private schools in the planning, operation, and improvement of elementary and secondary programs for the identification and education of gifted students. The project has been jointly developed by faculty from each of the Kansas universities with preparation programs for teachers of the gifted, representatives of the National Association for Gifted, Talented, and Creative (including parents and teachers of the gifted), local special education and regular education administrators, advocates for the underrepresented groups in gifted programs, and Kansas State Board of Education staff.

The methodology employed by the project will include the implementation of coordinated, collaborative programs of technical assistance, preservice and inservice training, and information dissemination to be delivered through the Office of the Assistant Commissioner of Education, Education Services Division of the Kansas State Board of Education (KSBE). A major component of the project will be the establishment of model local projects to demonstrate exemplary

programs for the identification and education of elementary and secondary gifted students within Kansas educational units which have a population of economically disadvantaged students in excess of 30% of their total student population.

The primary target population of students served by the project will be those in isolated, rural community settings, although the project will include those students in urban and suburban areas where the criteria of economically disadvantaged is met. The primary target population for staff development will be the regular educator. The primary content of project supported efforts will be improved assessment methods to identify as gifted, students who are economically disadvantaged, of limited-English-proficiency, culturally diverse, and those with disabilities, including those in private and parochial schools. A second emphasis for the regular educator will be the enhancement of the education program for the gifted. Distance learning and other technological communication linkages will be employed in the delivery of project supported technical assistance, staff development, and special education programs for gifted students. An extensive review and analyses of state policy and regulations is a unique component of the project. As the promulgator of regulations which govern the educational programs in Kansas, the applicant agency has the capability to effect any changes recommended by the project.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Rural, suburban, small city (≤250,000), mid-size city (≥250,000), and large urban area (≥1,000,000).

Target Population Characteristics

- Environmental: Disadvantaged; isolated, rural.
- Socio-Cultural: Limited-English-proficiency.
- Other: Students for whom gifted might be a second categorical exceptionality.

Age/Grade Level

Not applicable.

Selection of Population

The proposed project is designed to develop, implement, and validate programs for the improved identification and education of gifted students within the entire State of Kansas and to contribute these validated programs to the pool of practices which can be adopted or adapted to build a nationwide capability in the elementary- and secondary-school programs for gifted and talented students.

Specific Identification Procedures or Protocols

The methodology employed by the project will include the implementation of coordinated, collaborative programs of technical assistance, preservice and inservice training, and information dissemination to be delivered through the Office of the Assistant Commissioner of Education, Education Services Division of the Kansas State Board of Education. A major component of the project will be the establishment of model local projects to demonstrate exemplary programs for the identification and education of elementary and secondary gifted students within Kansas educational units which have a population of economically disadvantaged students in excess of 30% of their total student population.

Number of Children Served

Statewide.

Total Number of People Involved in Implementation of Program No information given.

Teachers No information given. **Administrators** No information given.

Other Staff

No information given.

Type of Preservice or Inservice Training Provided

Preservice/inservice training provided through minigrant proposals, and contracted colleges. The proposal must describe a system of: (1) staff development of general education and gifted education staff based on identification, needs assessment, and education of the targeted student population, or (2) development and implementation of promising practices model site(s) in the area(s) of identification, needs assessment, and education of the target population.

The staff development activities and promising practices model sites must be developed in cooperation with Javits gifted project staff at KSBE and either Dr. Peggy Dettmer, Kansas State University; Dr. Reva Friedman, University of Kansas, or Dr. Karen Nelson, Emporia State University.

Resources or Materials Necessary to Implement Program

Varies: Use of Interactive Videos (ITV) is encouraged.

Training Provided to Parents or Community

Training is provided through Kansas Parents' Information Network (KPIN). The parents of gifted children work through KPIN to communicate with other parents, teachers, administrators, educational organizations, legislators and other community members, and in concert with KGTC inform these persons of research data, available resources, and programmatic needs for gifted students.

Important Factors for Adapting Program to Other Settings

General statewide initiative.

Key Conditions for Replicating Program

- Administrative support at all levels in all concerned agencies, especially Local Education Agencies (LEAs) & Institutions of Higher Education (IHEs).
- Collaborative effort across agencies.
- State department support.
- Monetary support (federal funding).

Cost of Replicating Program

Minimum $296,352.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

- Grant related personnel on board at outset.
- Timely budget approval.
- Establish and convene advisory council as early as possible.
- Maintain constant contact with project-related people.
- Visit project sites as often as possible.

Most Effective Features of Program

- Merger of regular and special education.
- Preservice training of regular teachers in identification of students in special populations.
- Establishment of statewide parent network.
- Cooperation of educational agencies at all levels (statewide effort), including community colleges.

Most Surprising/Challenging Features of Program

- Interactive television.
- Identification of normally underserved (hard to identify) populations.

Wish List of Additional Materials/Resources

More mini-grants for LEAs.

Planned Follow-Up Activities

- Continued preservice/inservice (will already be established in colleges).
- Continued identification process of hard-to-identify populations.
- KPIN will continue.

SECTION IV: EVALUATION

Evaluation Plan

No information given.

SECTION I: GENERAL INFORMATION

Name of Program
Enhancing Educational Opportunities for Gifted Middle-School Students

Project Director
Dr. Julia Link Roberts

Contact Person
Same as above

Address
Center for Gifted Studies
Western Kentucky University
Bowling Green, KY 42101

Project #
R206A00229-92

Funding Period
1990 to 1992

Telephone
502/745-6323

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To identify and pilot alternative methods for identifying middle-school students with special academic abilities and high creativity, including young people who are underrepresented in current gifted programs (i.e., economically disadvantaged, disabled, and minority students).
- To provide staff development opportunities to prepare middle-school teachers to apply *The Kentucky Gifted Education Curriculum Guidelines* in middle-school classrooms.
- To develop interdisciplinary units for middle-school students and to pilot those units in regular classrooms and in a summer residential program for gifted middle-school students.
- To revise and implement a preservice teacher preparation program.
- To plan and pilot a variety of learning opportunities appropriate for gifted middle-school students from urban and rural environments, in regular and special classrooms, during the school day, after school, and in summer programs.
- To develop and pilot a shadowing/mentoring program for middle-school students in cooperation with the Kentucky Chamber of Commerce and the Kiwanis Club.
- To develop and implement a series of learning opportunities for parents to help them understand their children and to nurture their children's gifts and talents.

Program Description

This statewide project provides leadership throughout Kentucky as Western Kentucky University, the Kentucky Department of Education, the Fayette County School District, and six other school districts collaborate to respond to:

- Establish guidelines to identify gifted and talented students who may not be identified through the traditional assessment methods.
- Provide inservice training to middle-school teachers to improve the quality of the educational experience and to enhance educational opportunities for gifted middle-school students.
- Examine the middle-school certification program and planning experiences which would assist preservice teachers in identifying the characteristics of gifted students and providing individualized instruction and educational experiences appropriate for these young people.
- Use demonstration schools to cultivate the potential of gifted young people in regular middle-school classrooms through individualized instruction using interdisciplinary learning and

through a variety of programs planned to meet their specific needs.
- Provide a summer residential program for gifted middle-school youth who may not have been identified by traditional assessment methods to further develop their interests and abilities.
- Provide training for parents to help them understand their children and to nurture their children's gifts and talents.
- Build on the current research base in gifted education, effective teaching, and middle-school education and extend the research base by conducting databased studies.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Rural, suburban, and mid-size city (≥250,000).

Target Population Characteristics

- Environmental: Economically disadvantaged.
- Socio-Cultural: No information given.
- Other: No information given.

Age/Grade Level

Middle school.

Selection of Population

Teacher nomination, peer nomination, test data, and economic information.

Specific Identification Procedures or Protocols

The Barclay Classroom Assessment System (BCAS) and the Matrix analogies.

Number of Children Served

280

Total Number of People Involved in Implementation of Program 47 (direct involvement).

Teachers 35 **Administrators** 7

Other Staff

5 (university faculty involved with preservice teacher preparation in middle grades education).

Type of Preservice or Inservice Training Provided

Interdisciplinary Thematic Curriculum Writing and Implementation.

Resources or Materials Necessary to Implement Program

The materials required for teaching interdisciplinary units which have a broad-based theme.

Training Provided to Parents or Community

Materials and model workshops for parents include the following topics:
- Gifted Middle-School Students Speak Out on the Middle-School Experience.
- The Social-Emotional Needs of Gifted Middle-School Students.
- Developing Creativity Among Gifted Middle-School Students.

Important Factors for Adapting Program to Other Settings

The interdisciplinary thematic curriculum mirrors key emphases in reform. Broad-based themes make it possible to differentiate learning activities for all children, including gifted children.

Key Conditions for Replicating Program

- The interdisciplinary thematic curriculum, adaptable to teaming.
- Joint planning time is the key to successful implementation.
- The seven collaborating school districts represent various sizes of middle schools, so replication could occur in any middle school.

Cost of Replicating Program

Staff development and curriculum materials.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

The interdisciplinary thematic curriculum provides a variety of learning experiences appropriate for all middle-school experiences, including experiences which will develop abilities and expand interests. Although it is a challenge for many teachers to write curriculum, they are very good at implementation. Don't expect all teachers to be experienced at curriculum development.

Most Effective Features of Program

The interdisciplinary thematic curriculum has been consistent with the learning goals of the reform.

Most Surprising/Challenging Features of Program

The teachers involved in the development, implementation, and dissemination of the interdisciplinary curriculum have gained confidence in their abilities both personally and professionally to address the needs of gifted students through the differentiated curriculum.

Wish List of Additional Materials/Resources

Additional funding would provide an opportunity for more teachers to be involved in the development of the interdisciplinary thematic curriculum and would allow for continued dissemination of the concepts and materials already developed at the local, state, and national level.

Planned Follow-Up Activities

Continued staff development, student identification to be implemented in Kentucky public schools, dissemination of interdisciplinary thematic curriculum.

SECTION IV: EVALUATION

Evaluation Plan

No information given.

SECTION I: GENERAL INFORMATION

Name of Program
Early Childhood Gifted Model Program

Project Director
Dr. Waveline T. Starnes
Montgomery County Public Schools

Contact Person
Deborah G. Leibowitz, Program Specialist

Address
Montgomery Knolls Elementary School
807 Daleview Drive
Silver Spring, MD 20901

Project #
206A 00120-91A

Funding Period
1/1/90 to 12/31/92

Telephone
301/279-3163

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To develop a model program for early identification and programming for three underserved potentially gifted populations of young students (preschool through Grade 2) including: students with limited-English-proficiency, students from economically disadvantaged or culturally different homes, and students with developmental delays which may lead to problems associated with specific learning disabilities.
- To implement and refine a process for identifying young students with potential giftedness among those who are limited-English-proficient, economically disadvantaged, culturally different, underachieving, and/or at risk for specific learning disabilities.
- To identify the best practices for instruction for the model program with an emphasis on science, the arts, and computer technology.
- To train the parents of these children in ways of encouraging and assisting their children to be successful in school.
- To coordinate with Catholic University in Washington, DC to provide a demonstration site and teacher training.
- To disseminate good practices for identification and nurturing of special populations of gifted students throughout the metropolitan area and the state.

Program Description

During the 1990-91 school year, the staff at Montgomery Knolls implemented The Early Childhood Gifted Model Program. The program serves all the students at Montgomery Knolls Elementary School, ages three to nine. The goal is to uncover the strengths and gifts of traditionally underserved gifted youngsters. These children's strengths may be masked by economic disadvantage, limited English ability, or developmental differences which might lead to learning disabilities. Since we look for these young children in the regular classroom, strategies to identify and nurture their strengths are used with all the children. The program represents a composite of the newest thinking of early childhood educators and psychologists about ways to tap each child's potential.

One aspect of the program is based on Howard Gardner's Model of Multiple Intelligences (MI) from Project Zero at Harvard University. That model proposes that intelligence is varied, dynamic, and developmental. Another program strand involves a focus on active problem solving, particularly in science, the arts, and computers. Abstract thinking, integrated broad-based themes, and a dynamic assessment approach to teaching and assessing through careful observation and regular review of student portfolios are also interwoven into the program. Regular opportunities for individual or small-group investigations and explorations are provided, which allows teachers to function as observing, encouraging, facilitators rather than providers of answers.

\s students' unique strengths and abilities to reflect on their own problem-solving strategies are developed, they expand their language and math competence. Each problem solved becomes a bridge to these essential skills. The Early Childhood Gifted Model program strands have been incorporated into each teacher's instruction by providing intensive staff development activities, including support from the Interrelated Arts Team who have worked closely with staff and children. This program recognizes the parent as the child's first and most crucial teacher. Parental involvement is encouraged by keeping parents informed through formal presentations and informal interactions. Particular effort is put into reaching out to those parents for whom English is a second language.

The grant program at Montgomery Knolls pilots innovative approaches to working with parents, which includes the introduction of Multiple Intelligences. A program of seminars and outreach activities involves participants from many parts of the community with special programs for those with bilingual backgrounds.

Another important aspect of this grant is cooperative work with other community agencies, the Parents of Gifted Learning Disabled Children, The Catholic University of America, and Johns Hopkins University. Student teachers from The Catholic University participate regularly in grant programs.

Intensive training has occurred at Montgomery Knolls. First-year evaluations indicate that about two-thirds of the staff specifically described ways in which the training helped them in their instruction. They described how their teaching techniques were refined and improved. A majority of staff members reported that the training in Gardner's MI Theory changed the way they look at and teach their students. Third-year plans include more training for Montgomery Knolls' staff, other MCPS schools, and schools beyond Montgomery County.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Suburban.

Target Population Characteristics

- Environmental: Economically disadvantaged.
- Socio-Cultural: Limited-English-proficiency.

Age/Grade Level

Ages 4 through 8.
Grades pre - K through 2.

Selection of Population

All children in the school are receiving program strategies and support.

Specific Identification Procedures or Protocols

A checklist of observable behaviors was developed within each of Howard Gardner's multiple intelligences. Teachers complete these twice yearly. The county-wide Gifted/Talented (G/T), PADI, and Chapter 1 identification procedures are also in place in this school.

Number of Children Served

465

Total Number of People Involved in Implementation of Program 6

Teachers 2 **Administrators** 2

Other Staff

1 psychologist.
1 program specialist.
31 professional school staff.
15 support staff.

Type of Preservice or Inservice Training Provided

Intensive on-going training is provided in small and large groups at school. Preservice involved four training sessions on aspects of the grant including multiple intelligences, exploratory problem-solving-independent activities, and diagnostic-prescriptive instruction. New teachers are given a complete overview of the entire program, its philosophy and strategies. Additional training includes follow-up on abstract thinking, problem-solving activities, and the diagnostic-prescriptive approach, including the educational management team's support.

Resources or Materials Necessary to Implement Program

- Materials for student exploration (hands-on) in science, math, music, art, story telling, picture interpretation, construction, etc.
- Checklists, tape recorders, computers (word processors), release time for planning/training.

Training Provided to Parents or Community

Voluntary parent seminars are offered on the nature of intelligence, developing unique student strengths, becoming an advocate for children, developing strong self-esteem, and parenting.

Important Factors for Adapting Program to Other Settings

- Staff with flexible approach to developmentally appropriate instruction.
- Inservice training.
- Planning time.
- Staff support to provide mentoring or one-on-one support to develop strengths of possible learning disabled gifted children.

Key Conditions for Replicating Program

- A well trained staff.
- A process for monitoring progress

Cost of Replicating Program

Parts of program could be implemented without cost.

Technical Assistance Available

Limited.

Suggestions for Those Who Wish to Replicate Program

- Get staff commitment and system support first.
- Provide training which would involve staff in problem solving.
- Build on existing program and staff strengths.

Most Effective Features of Program

The most effective features are the school wide acceptance and "institutionalization" of the concept of finding and nurturing strengths (vs. focus on weaknesses and remediation), and the diagnostic-prescriptive approach to planning for individual students. The problem-solving setting within curriculum integrated by broad based themes helps to develop abstract thinking in all students.

Most Surprising/Challenging Features of Program

The most surprising outcome was the results of the individual Stanford Binet Scales administered for base-line data to all 128 kindergarten students during fall 1990. All but four students, whose low scores can be explained and were predictable, had composite scores at the average or above average range. This holds true for subgroups of children in the populations of particular concern to us: children who are economically disadvantaged, limited in English proficiency, and those with disparate subtest scores implying possible learning disabilities. The significance of these findings is that all children entering school are ready to learn. It is up to educators to tailor programs appropriate for these learners.

The most challenging aspect of the program is the development of "linguistic bridges" or "language links" between the student's best intelligences in the realm of the multiple intelligences, and the skills needed to read for information and to express ideas clearly through writing and speaking.

Wish List of Additional Materials/Resources

Additional funding would provide time and personnel to refine, pilot, and add to the collection of instructional units and assessment measures developed by the grant staff.

Planned Follow-Up Activities

The program will be in place in each teacher's classroom. The principal, Pamela A. Prue, is committed to the continuation and elaboration of the program in the school even without the help of the grant staff.

SECTION IV: EVALUATION

Evaluation Plan

After the first year of work with students and teacher training, the following evaluation measures were implemented:

- A Concerns-Based Adoption Model (C-BAM) was used to determine the level of teacher implementation of each strand of the program design.
- The teachers responded to a training needs-assessment based on the same C-BAM Model.
- Individual interviews of professional staff were conducted by an outside evaluator. Most teachers found the program had influenced their teaching in a positive way. Requests for additional training were made.
- Training was planned and individualized according to the results of the three evaluations listed above.
- Contacts between the grant staff and the school staff were tabulated and evaluated.
- A Focus Group was conducted with support staff personnel.

• An informal review of report card comments written by teachers before and after the implementation of the grant was made by the principal and a positive change was noted in the number of comments about student strengths, as opposed to student weaknesses.
• Individual profiles of each child in the school were compiled, including the results of individual tests, multiple intelligence checklists, gifted screening scores, PADI scores, Chapter 1 testing, and parent checklists.

During the second and final year and a half of work with students completed, the following evaluation plans will be implemented:

• Test and screening data will be correlated with teacher completed multiple-intelligence-checklists to determine the degree to which teachers are able to identify intelligences that are not related to linguistic or logical-mathematical strengths.
• The number of children identified formally as gifted, according to Montgomery County Public Schools procedures, will be examined to see if more children are included from the three underserved populations that were the focus of the project's goals.
• Parent participation in the seminars and programs, intended to provide information and encourage support at home, will be tabulated.
• Teacher training and dissemination activities and evaluations will be tabulated.
• Additional teacher interviews and/or focus groups will provide feedback about the program's progress in classroom implementation.
• Individual students are being closely followed as a sample of the program's impact on students in the target populations. These case studies will provide information that may be generalizable to the population as a whole. The students' parents, teachers, specialists, and the administrator will be interviewed. Observations of students will be carefully documented. The students' records and test data, portfolios, and classroom performance will be incorporated in the study.

Additional Research Issues That Should be Explored

Additional research funds would enable further collection and analysis of identification and evaluation data on individuals and groups of children within the three target populations. In addition, the following puzzle could be investigated and the results disseminated:
• Should we provide abstract thinking instruction for students who are bilingual or limited in English proficiency so that transition to English would include a storehouse of skills in higher level thinking? This appears to be important for children who are asked to make the transition to English before language development in their first language is fully in place.
• What strategies or approaches work best to strengthen communication and linguistic skills for our three target populations?
• Does the model program have a positive effect on student achievement and teacher behavior?
• Can we develop a core of strategies to strengthen school-related skills for a large number of apparently fragile boys in the primary grades who seem to require and benefit from special supports in school?
• Would multi-age classes promote more effective instruction in Multiple Intelligences (MI) for our target populations?

SECTION I: GENERAL INFORMATION

Name of Program
Urban Scholars

Project Director
Joan Becker

Contact Person
Same as above

Address
University of Massachusetts at Boston
100 Morrissey Blvd., M-3-008/009
Boston, MA 02125-3393

Project #
R206A00088

Funding Period
3/1/90 to 2/28/93

Telephone
617/287-5830

SECTION II: PROGRAM DESCRIPTION

Goals of Program

The Urban Scholars Program has two primary goals. The first is to identify and recruit talented and gifted urban students and to provide them with the skills and attitudes necessary for achievement at the limits of their potentials. We believe however, that one of the critical problems facing talented urban students is that many inner city schools do far too little to develop students' talent potentials. In fact, the environment, structure, curriculum, and pedagogy of many schools actually hinders the development of talent. Thus, the second goal of Urban Scholars is to enhance the capacity of the target high schools to develop the talent potential of all students.

Program Description

Talented and gifted youth are one of our nation's most precious natural resources. Large numbers of talented youth from disadvantaged backgrounds do not have access to programs at the elementary and secondary levels which will ensure the development of their special talents. As a result, the talents of many are wasted. The University of Massachusetts at Boston has developed a model—the Urban Scholars Program—which has proven to be effective in meeting the needs of talented urban youth as well as building the capacity of their schools to develop the talent potential of all. An outgrowth of the federally funded Upward Bound Program, Urban Scholars engages seventy-five students from three of Boston's public high schools in a rigorous and ongoing academic program. In addition to a structured sequence of academic courses and experiences, students are engaged in individualized college advising, career awareness, cultural enrichment, and personal development activities.

Through the Jacob Javits Gifted and Talented Student Program, the University is further developing the Urban Scholars model and has begun to disseminate the model on the state, regional, and national levels. Ongoing development of Urban Scholars has two components. The first is a middle-school program serving 25 seventh and eighth graders. The students participate in an intensive year-round academic program designed to build higher level math and science skills. The second component focuses activities on developing the capacity of the target high schools to meet the needs of their most talented students. Activities are being initiated in three

areas: enhancing the schools' ability to challenge their more academically able students, building a culture where striving for academic excellence is of high value, and strengthening guidance and counseling support for higher education.

The dissemination component is focusing on two activities. The first is a national demonstration project. Over the 3-year grant period, we will be working intensively with three sites nationally to develop programs modeled after Urban Scholars. Secondly, more broad-based dissemination will take place through presentations at relevant state, regional, and national conferences.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Mid-size city (≥250,000).

Target Population Characteristics

In selecting students an attempt was made to reflect the racial/ethnic make-up of the schools. These characteristics are representative of the general population in the target schools.

- 58% of the participants are female; 42% are male.
- 45% of the participants are African-American, 13% are Caucasian, 15% are Hispanic, 13% are Asian, and 13% are from other racial/ethnic groups including Cape Verdean, Native American and Indian.
- 75% of the students come from low-income families; the other 25% from families that can be described as working poor.
- Most of the students come from families where neither parent has a baccalaureate degree.
- Many of the students live in single parent households.
- Approximately 25% of the students are not native English speakers.
- Many of the students are first generation immigrants.
- Almost all of the students live in racially segregated neighborhoods where poverty and the social problems that it causes are the norm.
- Some of the students come from dysfunctional families.

Age/Grade Level

Grades 7 through 12.
Ages 11 through 20.

Selection of Population

Information regarding the program is disseminated to teachers, guidance counselors, and other school personnel who are asked to nominate students who they feel have demonstrated exceptional potential for success in academic areas and to give specific examples of how the student has demonstrated his/her talents. Students are also able to nominate themselves or their peers. Informational sessions are then held with nominated students. Interested students are asked to complete an application form, write three essays, submit a school transcript, and interview with a staff member. The interview questions try to get a sense of students' problem solving abilities, their interests, motivation, and self-confidence, and their attitudes towards schools and the future. When they come in for the interview, the students also complete a spontaneous essay and take the Torrance Test of Creativity—Figural. Students are selected on the basis of the following criteria:

- Subject grades of B or better preferred, but not required.
- Academic achievement and the potential for even greater achievement.
- Evidence of talent in areas such as creativity, problem solving, leadership, or unusual interests or hobbies.
- Motivation and a positive attitude toward self, school, and future.
- Interest in the program.

- Racial and ethnic diversity.
- The degree to which the student might benefit from the program.

Recruitment is focused on freshmen and sophomores; occasionally juniors are accepted. Once admitted, students are eligible to participate throughout their high-school careers as long as program requirements are successfully met.

Recruitment for the middle-school program is focused on seventh and eighth graders. We are looking for students who have demonstrated talent in math and/or science. The recruitment and selection process is similar to that described above for the high-school students. There are several differences. Parents of nominated students are invited to information sessions. Students are asked to complete an application form which involves responding to short answer questions. When they are interviewed, students take the Torrance, but do not complete a spontaneous essay. In addition to submitting a transcript, they also submit any available standardized test data.

Specific Identification Procedures or Protocols

A nomination form adapted from Renzulli's traits of the gifted and talented was used. Students take the Torrance Test of Creativity—Figural. A rating sheet for the prepared and spontaneous essays was developed—students are rated based on mechanics and creativity. Finally, a set of interview questions and an Applicant Evaluation Form to summarize all of the information collected on a student was also developed.

Number of Children Served

75 high school; 25 middle school. An additional 1,000 are indirectly affected.

Total Number of People Involved in Implementation of Program 30

Teachers 21 **Administrators** 5

Other Staff

Liaison at each target school.
Consultants.
University students.

Type of Preservice or Inservice Training Provided

With a full-time Talent Scout, workshops for teachers at the beginning of each recruitment period were held. These workshops focused on the traits of the gifted and talented and how these traits might manifest themselves in an inner-city classroom. This past summer, at the request of the School Department, a two-week Institute for teachers that focused on methodology was held at the target high schools.

Resources or Materials Necessary to Implement Program

- Office space for students and staff.
- Classroom and laboratory space.
- Access to university facilities including the library, computer labs, recreational facilities, and university vehicles for school visits and field trips and other off-campus activities.
- Office equipment and networked computers; textbooks, educational and administrative supplies.
- Resources to provide stipends to enrolled students so that they do not have to work.
- Transportation to take the middle-school students home after class in the evening.
- Resources for field trips—including plays, movies, and other cultural enrichment activities. an annual trip to Washington DC, New York, or a similar city, an annual hiking/camping trip, and other recreational activities such as skiing, bowling, etc.
- Access to regular university courses at no cost.

Training Provided to Parents or Community

No information given.

Important Factors for Adapting Program to Other Settings

Currently work is being done with three cities to create programs modeled after Urban Scholars. The most important factor is the linkage between the university and the schools. The model assumes collaboration as the foundation of the program. The model also assumes that the university will serve as the primary base for the program so that students can have full access to the facilities and resources of the university and the students can begin to feel comfortable on a college campus.

Key Conditions for Replicating Program

First, there must be a commitment to serve economically and educationally disadvantaged students and schools. Second, there must be a strong commitment on the part of the university. Examples of strong internal support include in-kind contributions such as space and utilities, locating the program near the top of the institution's organizational chart, access to university courses and facilities, and guaranteed admissions. Finally, there must be a commitment of resources. Urban Scholars is an expensive undertaking. The program started with seed money from the university and with this as a base, extensive government and private sector support has been garnered.

Cost of Replicating Program

$50,000 startup for a pilot program for 15 students. $360,000 for a fully operational high-school component serving 75 students and $80,000 for a middle-school component serving 25 to 30 students.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

- It's slow going—initially a lot of resistance was met from school personnel who did not believe that there were talented students in their school. As a result, it took hard work to recruit students. Begin by accepting the schools and their personnel where they are—without this understanding, it is difficult to help move them to another place.
- Raising money is always a lot of work, even in the best of economic times.
- Expect nothing but the best from your students and staff—they will rise to the challenge.
- Set clear, rigorous standards for the students. Provide them with the support they need to meet the expectations—don't lower the expectations.
- Care about your students and communicate this clearly.

Most Effective Features of Program

Academic component—intensive, rigorous classes and tutorial support—effectively bridges the gap between what the students are getting in their regular schools and what they need to be successful in higher education. High expectations, the infusion of critical thinking, and a program structure which encourages students to take responsibility and to become active and independent learners are also effective features of the program. These features are effective because they are all designed with a clear sense of students—their strengths and their needs—and a clear sense of the factors which hinder the full development of their full potentials.

Most Surprising/Challenging Features of Program

One of the most challenging things is getting young people to be self-motivated, when they aren't. There are many factors—personal, emotional, environmental, etc.—which serve as

barriers to self-motivation. Identifying them is the first challenge, followed by helping the student remove the barriers. The student must meet you part of the way and this is the difficult part.

The whole school improvement agenda is also a challenge. So many of the factors which prevent the schools from becoming excellent academic institutions are out of program staff's control. Identifying the things the staff members can impact is a challenge and making an impact is an even greater challenge.

Wish List of Additional Materials/Resources

- A full-time Talent Scout and a full-time Academic Coordinator.
- Additional clerical support.
- With additional financial resources, more students could be served, especially at the middle-school level.

Planned Follow-Up Activities

Urban Scholars existed before the Javits grant funding was received, and it will continue after the grant runs out. The middle- and high-school components will not change dramatically, although more middle-school students need to be served. An expansion of the On-site/school improvement activities is desired. The guidance course currently conducted for 9th graders at the Burke should be expanded to the other two schools; ideally a follow-up course should also be offered to 10th graders. The demonstration sites are not yet fully operational. Once they are, an expansion to more cities is desired.

SECTION IV: EVALUATION

Evaluation Plan

The effectiveness of Urban Scholars on student progress and future success in post-secondary education is monitored in several ways. First, program staff meet with the liaison at each school on a regular and ongoing basis to discuss ways in which the program might better meet the needs of students and of the school. Secondly, students take pre- and postskill development tests in June of each year. Each year the results of these tests are compared to previous years. Student performance in program sponsored courses is assessed via biweekly and final evaluation forms. The progress of each student through the program is carefully monitored on an ongoing basis. Students are given an opportunity to evaluate program courses at the end of each semester. Student performance in regular school courses is monitored quarterly through a review of report cards. More frequent monitoring is done for those students whose performance is not up to standard.

Student success in post-secondary education is evaluated first by the college acceptance rate and then by the college attendance rate. The types of institutions that accept a student is also examined. Student performance in higher education is monitored through an annual follow-up study. Data on student performance (GPA), courses taken, major, attitude toward college, and financial aid received are all collected in this survey.

Ultimately, the effectiveness of the program is measured by the number of students pursuing and completing post secondary education. Since the program's inception in 1983, all of the Urban Scholars seniors have been accepted to at least two four-year colleges. One student in the first graduating class chose not to immediately pursue higher education. He is currently working at NYNEX and has stated that he plans to enroll at some point in the future. Three students in the class of 1990 deferred their acceptance to college. One of these students is recovering from a major illness; the other two students are waiting to obtain Permanent Resident status. It is anticipated that all three will matriculate as soon as the problems are resolved. The bulk of the graduates who did go on to college—88%—have graduated or are still in school.

In terms of outside evaluation, in March 1987, Dr. Steven H. Schwartz, of the Psychology and Critical and Creative Thinking Departments at U. Mass/Boston, did an evaluation on the methods of selection, feedback and assessment. In addition, there is an interest in preparing a submission for the Program Effectiveness Panel. However, resources are needed to hire an outside evaluator to do this, as all of the staff are already over extended. Dr. John Murray, of the Critical and Creative Thinking Department at U. Mass/Boston, is being consulted about developing a formal mechanism for evaluating middle-school students' understanding of scientific methodology and problem solving and their ability to apply these skills to real world situations.

ABOUT OUR CHILDREN

A Typical Urban Scholar

Urban Scholars are a diverse group. There may be more girls than boys in a typical class. Though some of them come from families that have lived in Boston for generations, with similar or widely divergent origins, they are as likely to have been born in another country as they are likely to be non-white and more likely black than Asian or Latino. While geographic origins will play a role in what some students will know, it is easier, for the evidence is obvious and immediate, to define them by what they do not know. What they do not know may be divided into two areas.

First, they do not know how ideas work, so therefore can't use them effectively. They lack the ability to make abstract connections, to symbolize, in effect, the real world. They don't have a true understanding, for example, of how an idea can progress through time, be represented as a theory, be subjected to experiment, and be applied from the realm of the pure to the practical. The idea of progress in history, the idea that language determines thought, the idea that global economies are linked to market forces, beyond the manipulation of national policies—these concepts are as remote as Istanbul.

Second, they do not, for the most part, have a strong well integrated set of basic skills which will begin to allow them the means to the knowledge of ideas they will need to compete on a higher plain. Quite simply, they lack reading and writing skills. They don't really see the connection between reading and writing. They see it in a vague sense, that one acquires a vocabulary through a kind of osmosis. Few of them see language as something of great potential. Few of them use it well on paper.

Are Urban Scholars capable of learning to use language in speech and writing, capable of forming abstractions, then linking the one with the other? Yes! Precious few students have been lost over the years and graduates have come back to join the staff. Basic skills, cultural literacy, and confidence—these things are news in the education business; for us they are the stuff of daily concern, part of the ongoing challenge which in the long run turns a typical Urban Scholar into a very capable undergraduate.

Susan. Susan is typical of our Urban Scholars; she entered Urban Scholars during her freshman year in high school. Over the course of her tenure in the program she took classes after school and during the seven-week Summer Institute. During her first summer in the program she took Reading and Writing, Algebra I Problem Solving, and Russian Language and Culture. The comments of her Reading and Writing teacher in his final evaluation are typical:

"It has been a real pleasure to watch Susan's cognitive skills mature and develop. Having had her in class during the academic year, I greatly appreciate her outstanding progress in terms of her reading and writing skills. While verb tense is still an occasional problem, her style is very clear and coherent and her mechanics, with continued practice, should be at a college level soon. Susan works very well with her peers. She is very open to new and challenging material and enjoys the contest of tackling difficult situations."

In her junior year Susan is academically ready to take a regular university course. However, she is reluctant to do so, still lacking confidence in her abilities. As a result she is placed in Marvyn's

course, Writing About Science. She comes to me and complains that she has already had Marvyn twice and that he's too hard and she doesn't want to take the course. I explain that since she was unwilling to take the university course, Marvyn's course is the only course we are offering that is appropriate to her skill level—the other courses would be too easy. Susan is not happy with my response, but agrees to take Marvyn's course. Her performance is outstanding:

"Susan began with a very good set of skills but quickly improved to a level of excellence marked by clear, careful writing. I could see that she was engaging the significance of the material and its relevance to her own life. Much of the material was new to her, all of it was challenging and she rose to the challenge with serious questions and well-written comments. A fine job."

In her senior year, Susan begins the college application process. After ten drafts, her personal statement is finally acceptable. In November, Susan takes the SAT and when she gets her scores several weeks later she is disappointed by her performance—her combined score was under 800. She applies to five colleges: Columbia University, the University of Michigan, Georgetown, Providence College, and the University of Massachusetts at Boston. When she receives a rejection letter from Columbia she is devastated and comes into the office in tears. A few weeks later she is accepted to the University of Michigan, Providence College, and U. Mass/Boston.

She is offered a full scholarship from Providence, but is more interested in Michigan. After numerous calls to the financial aid office we are able to negotiate a financial aid package that is competitive with Providence. Despite pressure from her mother to stay close to home, Susan decides to attend Michigan.

The first year is a struggle. Numerous phone calls back to Boston, help her get through the low points. Persistence and hard work teach her to "bend her mind around those astronomy questions." Susan graduates four years later with a 4.0 grade point average her last three years in school. She has recently finished her master's degree at Brown University, has had her first novel accepted for publication, and joined the English Department faculty here at U. Mass/Boston in September.

SECTION I: GENERAL INFORMATION

Name of Program
New Horizons Intervention Project (NHIP)

Project Director
Gary Compton, Director of Elementary Education

Contact Person
Jean Schmeichel, Coordinator

Address
Kalamazoo Public Schools
1220 Howard Street
Kalamazoo, MI 49008

Project #
R206A00599-91

Funding Period
1/1/91 to 12/31/93

Telephone
616/384-0148

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To develop and implement a model for identifying and serving gifted and talented students from the following populations:
  - Economically disadvantaged.
  - Migrant.
  - Limited-English-proficient.
  - Racial/ethnic minority.
  - Disabled.
- To develop a model for identifying and serving gifted and talented students who may not be identified through traditional assessment methods.
- Through the cooperative efforts of ATYP of Kalamazoo College and the School District of the City of Kalamazoo, to disseminate the model throughout the county, region, and state using the services of the intermediate school districts in the state, Middle Cities Education Association, and existing networks of information already established by ATYP.

Program Description

The School District of the City of Kalamazoo, Michigan, in conjunction with the Academically Talented Youth Program (ATYP) of Kalamazoo College has received a Jacob K. Javits Gifted and Talented Students Education Program Grant for a project entitled the New Horizons Intervention Project (NHIP).

The project will benefit gifted and talented students who may not be identified through traditional assessment methods. For the purposes of this project, the targeted populations are:

- Economically disadvantaged: Students who qualify for free or reduced-price lunch.
- Migrant: Students who frequently move across state or school district lines with a parent or guardian who is seeking temporary or seasonal work.
- Limited-English-proficient: Students for whom English is not the primary or home language.
- Disenfranchised: Students from racial or cultural minorities.
- Disabled: Students who qualify for services under Public Law 94-142.

The New Horizons Intervention Project will implement current research and be a basis for further research on gifted and talented students from these populations by developing a model using multiple criteria for identifying and serving students. A training component for educators and parents/guardians is being developed. Staff training sessions address needs and characteristics of the targeted students, curriculum, instruction, identification procedures, and the creation of a positive classroom environment for gifted. Parent/guardian sessions address similar topics and include parenting skills to help the students develop their potentials, learn the routes to achievement, and work with the school in an advocacy role.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Small city (≤250,000).

Target Population Characteristics

- Environmental: Low income.
- Socio-Cultural: Racial/ethnic minorities, limited-English-proficiency; migrant.
- Other: Disabled.

Age/Grade Level

Ages 5 through 9.
Grades K through 3.

Selection of Population

Students in Grades K-3 who meet one or more of the following criteria are eligible for this project: migrant, low income, limited-English-proficient, disabled, racial/ethnic/cultural minorities. Parents/guardians consent to student participation.

Specific Identification Procedures or Protocols

Research on the identification of gifted and talented students from under-represented populations is shared with members of the project's Task Force and with school district staff. Based upon computer listings of students who meet the above criteria, target schools are selected for project focus. Parents/guardians are notified for their consent, input, and participation in project workshops. Selection criteria for entrance into the Academically Talented Program is being developed this school year.

Number of Children Served

350

Total Number of People Involved in Implementation of Program 43

Teachers 35 **Administrators** 5

Other Staff

1 project coordinator.
1 instructional specialist.
1 home/school liaison.

Type of Preservice or Inservice Training Provided

Information on the project, research on identification, needs, and characteristics of gifted and talented students from the target populations, workshops with consultants such as Drs. Frasier, Tonemah, and VanTassel-Baska. Inservice on teaching critical thinking and problem-solving

through an integrated curriculum and implementation of self-esteem component.

Resources or Materials Necessary to Implement Program

Parents and guardians are the most necessary resource other than the students themselves. Additionally, research on gifted and talented students from the target populations, consultants, school district data services, community institutions (e.g., churches), and prescribed curriculum are necessary to implement the project.

Training Provided to Parents or Community

Research on the identification, needs, and characteristics of gifted and talented students from the target populations, problem-solving techniques, child-rearing information, information on community resources for families, and information on school district programs are provided in the training sessions, and monthly sessions on parenting for achievement.

Important Factors for Adapting Program to Other Settings

- The project Task Force.
- Lead teachers.
- Parent workshops.
- Teacher inservices.
- Selection of target schools.
- The curriculum components (higher-order thinking skills and self-esteem) for targeted students.

Key Conditions for Replicating Program

- A leader who has the knowledge and vision necessary to execute the project goals.
- A network of positive and frequent communication with parents/guardians, school district staff, and the community.
- Effective problem-resolution techniques through knowledge and common goals.
- An effective and efficient system of delivery of services to students.

Cost of Replicating Program

Unknown.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

It is imperative to identify the gifted and talented in these populations. Prepare for overwhelming family support. Communicate fully with parents/guardians, school district staff, and community. Reassure teachers that the goal for implementing the project is not to add to the curriculum but to do some things in a different way in order to encourage critical and creative thinking and to develop academic self-esteem.

Most Effective Features of Program

- The inservices for lead teachers and school district staff have been effective due to the presentation and integration of the latest research on gifted and talented and because of the enthusiasm of the participants.
- The communication with parents/guardians has been effective because of their recognition of the justice inherent in the project.
- The project Task Force has been effective due to of its broad community representation, support, and input.
- Development of patented and academic self-esteem has been effective on a pilot basis. More

data will be available in the spring of 1992.

Most Surprising/Challenging Features of Program

- The sheer number of students identified as potential candidates has presented the challenge of screening and identifying those who may be academically talented.
- The number of questions generated and the desire for more information has presented the challenge of disseminating complete information about a new project.
- The whole-hearted enthusiasm of families, staff, and community was unexpected and enjoyed.
- The resistance of some professionals who worry about increasing their individual workloads was surprising but addressed by the New Horizons staff.

Wish List of Additional Materials/Resources

Additional staff would enhance the project's effectiveness by providing intervention services to more students.

Planned Follow-Up Activities

Much of the project will be assimilated into the school district. The positions of project coordinator and the instructional specialist and home/school liaison will be maintained. It is desired that the secretarial position will be maintained. With these positions, the school district will continue the project goals and objectives. The network of parent/guardian and community communication will continue. Workshops, inservices, and information sessions will be assimilated into school district events of that nature. The school district's Academically Talented Program will provide training for staff, parents, guardians, and community members.

SECTION IV: EVALUATION

Evaluation Plan

No information given.

SECTION I: GENERAL INFORMATION

Name of Program
Future Problem Solving Program

Project Director
Patricia D. Hoelscher

Contact Person
Same as above

Address
Washington University, Campus Box 1183
One Brookings Drive
St. Louis, MO 63130

Project #
#R206A00018

Funding Period
1990 to 1992

Telephone
314/935-4864

SECTION II: PROGRAM DESCRIPTION

Goals of Program

The Future Problem Solving Program is designed to help students learn how to think, not what to think. The program motivates and assists students in the following ways:

- To think more creatively.
- To develop an active interest in the future.
- To improve communication skills, both oral and written.
- To solve problems using a six-step process.
- To work cooperatively with their teammates.
- To learn about complex societal issues.
- To develop research skills.
- To think critically and analytically.

Program Description

The Future Problem Solving Program (FPSP) is a year-long program in which teams of four students use a six-step problem solving process to solve complex scientific and social problems of the future. At regular intervals throughout the year, the teams mail their work to evaluators, who review it and return it with suggestions for improvement. As the year progresses, the teams become increasingly more proficient at problem solving. The Future Problem Solving Program takes students beyond memorization. The program challenges students to take information they have learned and apply it to complex issues facing society. Students are asked to think, to make decisions, and, in some instances, to carry out their solutions.

Teams of four students work with coaches who assist them in gathering information and refining their problem-solving and communication skills. Divisions based on grade level (Primary: Grades 1-3; Junior: Grades 4-6; Intermediate: Grades 7-9; Senior: Grades 10-12), allow teams to participate with others at a comparable level. The Primary Division is noncompetitive. The other divisions are competitive on the third problem each year.

During the year, teams work on three problems. The completed problems are mailed to evaluators, who score and return them to the students with suggestions for improvement and

praise for things well done. This feedback is one of the major strengths of the program, for it leads to student growth.

A diverse menu of scientific and social topics are chosen annually by a vote of the students and coaches. Recent topics include: Space Exploration, The Legal Epidemic, Ethics in Sports, Use of Land, and Advertising.

Of the three problems that the students complete, the first two are for practice and the third one is competitive. The top scoring teams receive invitations to participate in state FPSP Bowls. The winners at the state level compete in the International Future Problem Solving Program Conference. Students in states and countries without a state FPSP participate in the Open Division, which is administered by the International Office of the program. The annual International FPSP Conference is held in June. Approximately 1,200 students and their coaches convene for four days of competitive problem solving, cooperative educational seminars, and compatible social activities.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Rural, suburban, small city (≤250,000), mid-size city (≥250,000), and large urban area (≥1,000,000).

Target Population Characteristics

Economically disadvantaged students were the target group for the Javits Grant. Any student can participate through the regular Future Problem Solving Program.

Age/Grade Level

Grades 1 through 12.

Selection of Population

Students participating in the Javits Grant must meet the following criteria:

- Must qualify for the school's free lunch program.
- Must score at the 50th percentile or above on their most recent achievement test.
- Must not have been identified as eligible for the school's gifted program.
- Must have had no previous exposure to FPSP.

For the regular program, students self-select, or, in some cases, are selected through their gifted program.

Specific Identification Procedures or Protocols

Identification protocols are based on methods already in use by the district/school.

Number of Children Served

Approximately 1,800 students will be served by the program through the Javits Grant; over 200,000 are served through the Future Problem Solving Program.

Total Number of People Involved in Implementation of Program No information given.

Teachers 120 per year **Administrators** 6 per year

Other Staff

Regular Future Problem Solving Program—5,000 teachers and 500 administrators.

Type of Preservice or Inservice Training Provided

Inservice training is provided to administrators and teachers implementing the program. One full day workshop is provided in the fall which trains teachers/administrators in the creative problem-solving process used in the program. Teachers participating in the Javits Grant received a second half-day workshop in the spring with each teacher and his/her students to refine the skills used in the process.

Resources or Materials Necessary to Implement Program

Resources necessary to implement this program involve the interest and commitment by the teacher to use the program with students, and registration fees and program materials in the amount of about $200.

Training Provided to Parents or Community

Parents and others can participate as coaches for students teams. Training is the same as for teachers.

Important Factors for Adapting Program to Other Settings

FPSP is easily adoptable in a variety of settings, as evidenced by participants in the grant.

- Trained teachers.
- District support for staff time.
- Registration fees and resources.

Key Conditions for Replicating Program

Key conditions for replication include: interest and commitment to teach students the process and encourage its use; recognizing the value of creative problem solving as a life long skill; interest in understanding and impacting current societal issues.

Cost of Replicating Program

Registration fee is approximately $100, Coach's Guide, Resource Manual and other program materials cost a total of about $100 per team of four students.

Technical Assistance Available

State FPSP Directors and experienced coaches in the area can provide training and technical assistance.

Suggestions for Those Who Wish to Replicate Program

The program requires trained teachers, district support for staff time, registration fees and resources. Knowledge of administration of a program and program management, program planning, and the development of district and community support are important.

For additional information, please see *The Gifted Child Today* magazine, March/April, 1991, that focused on the Future Problem Solving Program.

Most Effective Features of Program

The Future Problem Solving Program is most effective in teaching students a creative problem-solving process and content related to current societal issues which can be integrated into school curriculum.

Most Surprising/Challenging Features of Program

It is refreshing to discover that students prefer to be challenged intellectually, are eager to use their ideas, and enjoy working cooperatively to create solutions to problems in their world. Teachers are excited by the interest in learning and task commitment which students using the program exhibit.

Wish List of Additional Materials/Resources

Additional staff to train participants and additional materials for training would increase the effectiveness of the program.

Planned Follow-Up Activities

Networking of participants and information continues. Results of research and possible prescriptive suggestions will be disseminated through future publications.

SECTION IV: EVALUATION

Evaluation Plan

No information given.

SECTION I: GENERAL INFORMATION

Name of Program
Project EDGE: Excellence in the Dissemination of Gifted Education

Project Director
Michael Hall

Contact Person
Same as above

Address
MT Association of Gifted and Talented Education
Office of Public Instruction
State Capitol
Helena, MT 59620

Project #
206A00208-90

Funding Period
1/90 to 12/92

Telephone
406/444-4422

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To provide summer institutes in gifted education to train 40 teachers in the content and methodologies of the field.
- To develop a statewide inservice program to help local districts.

Program Description
No information given.

SECTION III. PROGRAM IMPLEMENTATION

Type of District
Not applicable.

Target Population Characteristics
Not applicable.

Age/Grade Level
Not applicable.

Selection of Population
Not applicable.

Specific Identification Procedures or Protocols
Not applicable.

Number of Children Served
Not applicable.

Total Number of People Involved in Implementation of Program No information given.

Teachers 46 **Administrators** No information given.

Other Staff
No information given.

Type of Preservice or Inservice Training Provided
The individual needs of the group is matched with the appropriate provision, i.e. general workshops, one-on-one, etc.

Resources or Materials Necessary to Implement Program
Cooperation of school districts and local colleges.

Training Provided to Parents or Community
Not applicable.

Important Factors for Adapting Program to Other Settings
Not applicable.

Key Conditions for Replicating Program
- Cooperation of colleges and school districts.
- A strong and active state association for gifted education.

Cost of Replicating Program
Varies with size of population and instate resources available.

Technical Assistance Available
No information given.

Suggestions for Those Who Wish to Replicate Program
No information given.

Most Effective Features of Program
- Networking.
- Inservice training.
- Overall strengthening of the knowledge base

Most Surprising/Challenging Features of Program
Working cooperatively with the various colleges.

Wish List of Additional Materials/Resources
- The development of training/workshop tapes.
- The use of satellite technology to disseminate to the more rural, outlying areas.

Planned Follow-Up Activities

Evaluation is looking at both the effectiveness of the program training and the changes made in the school districts; for example, the number of teachers trained, attitudinal changes, etc.

SECTION IV: EVALUATION

Evaluation Plan

No information given.

SECTION I: GENERAL INFORMATION

Name of Program

The Nebraska Project: A Project to Identify Creative and Able Children Early

Project Director

Norma Sue Griffin, Ph.D.
Director of Gifted Education, UNL

Contact Person

Janis McKenzie, Project Coordinator

Address

University of Nebraska-Lincoln
Teachers College
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Lincoln, NE 68583-0733

Project #

R206A00540

Funding Period

11/1/91 to 10/31/93

Telephone

402/472-8449

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To modify and implement a developmentally appropriate constructivist approach in regular K-2 classrooms.
- To develop and validate a classroom observation protocol to facilitate the early identification of creative and able children.
- To develop, as an outcome of goals one and two, models for preservice, inservice and graduate education programs.

Program Description

A fundamental assumption of the Nebraska Project is that creative and able children can be recognized by the amount, level, and quality of their performance in an environment created by the constructivist approach. The constructivist framework thus represents a means of providing an integrated, enriched curriculum in an environment that will facilitate identification of able, young children. A second assumption is that teachers can observe and identify able and creative students using a classroom observation protocol that is grounded in developmental theory and characteristics of giftedness and creativity in young children. The primary rationale for the development and testing of these assumptions is to address the special need for early identification of high potential students from rural, minority, and low-income populations who are currently underserved in Nebraska.

Teachers will be trained to identify able students regardless of social, cultural, economic, or learning circumstance by observing performance and behaviors that the constructivist approach is designed to elicit. Both the constructivist approach and the behavior observation protocol will be adapted, translated into practice and tested in regular classrooms. By applying and field testing this approach statewide the Nebraska project expects to (1) implement an observation-based identification approach in Grades K-2 and, (2) assess whether creative and able children have equal opportunity for early identification within the two curricular frameworks.

The long-term effect of the project and the primary educational implication is its potential impact

on (1) preservice (undergraduate teacher preparation), (2) inservice (staff development), and (3) graduate education programs in Nebraska. A second implication is its potential use as a model for other states and regions with similar needs. The comparative curricular aspects of the study together with the classroom observation protocol constitute the assess <—> educate model and serve not only as one means of verifying the efficacy of the constructivist approach for early identification of creative and able students, especially those underserved, but also as a training prototype.

In summary, the Nebraska Project is expected to have significant impact on identification of creative and able children in Nebraska schools and to serve as a prototype for preservice and inservice programs for primary-grades teachers.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Rural, suburban, small city (≤250,000), mid-size city (≥250,000).

Target Population Characteristics

- Environmental: Economically disadvantaged.
- Socio-Cultural: Hispanic, Asian, Native American, African-American (9.5% of total population).
- Other: Children in rural areas have been identified as underserved in Nebraska.

Age/Grade Level

Chronological age 4.5 through 8.5.
Grades K through 2.

Selection of Population

Children are selected indirectly. Teachers have been selected using a nomination procedure developed by the project. The children in these teachers' classrooms are the student sample for the project.

Specific Identification Procedures or Protocols

The Nebraska Project is developing a nontraditional, behavior-based, observation protocol for use by teachers in regular K-2 classrooms. The protocol, Nebraska Starry Night, is grounded in gifted education and developmental theory and research. Sixteen constellations of behaviors have been conceptualized and field-tested in regular classrooms. Anecdotal recording is the basis of the observation protocol.

Number of Children Served

The present student sample numbers approximately 1,200.

Total Number of People Involved in Implementation of Program 114

Teachers 50

Administrators 30

Other Staff

1 coordinator.
1 secretary.
3 graduate assistants.
1 part-time itinerant teacher.

1 assistant coordinator/research associate.

Leadership Group: 5.
Advisory Council: 19

Type of Preservice or Inservice Training Provided

Training for Observation Protocol: Extensive training has been provided for teachers using the Observation Protocol. Training includes (1) overview of the constellations and correlate behaviors, (2) anecdotal recording, (3) use of the protocol, and (4) understanding and interpreting results. Additional training has been provided to teachers regarding multicultural and rural children and the characteristics/behaviors which are unique to their situation.

Training in Constructivist Approach: Twenty-five project teachers have been trained in the constructivist approach. Training has taken place in a sequence of Teacher Training Institutes, generally two to three days in length. Theoretical foundations, as well as practical "how to" knowledge has been included in the training. The Itinerant teacher provides continuous support and additional training to project teachers.

Resources or Materials Necessary to Implement Program

Consultant specialists, some media and specialized materials for demonstration lessons, and reading packets.

Training Provided to Parents or Community

Materials have been developed for teachers to use with parents. The staff is available to provide inservice to parent groups, administrators, and school boards as necessary. Materials produced include a brochure on the constructivist approach, teacher newsletter formats, fact sheets, etc.

Important Factors for Adapting Program to Other Settings

- Belief in a developmental philosophy for young children.
- Cooperation of public schools.
- A commitment to nontraditional, behavior-based identification methods.

Key Conditions for Replicating Program

- Constructivist Approach:

1) A 3- to 5-year commitment by teachers and school districts.
2) A commitment to training, with support for teachers over time.
3) Small classroom size (no more than 20 children per teacher).
4) Manipulatives, a variety of resources, extensive library.
5) A team of teachers implementing collaboratively.

- Observation Protocol:

1) Willingness by teachers to script behaviors daily.
2) Belief in developmental philosophy and approaches.
3) Multiple assessment approaches, i.e. portfolios, student-led conferences.

Cost of Replicating Program

For one year with comparable training services to staff—$195,000. (Less to adopt what has been developed—estimated at $50,000 in training materials, consultant on contract basis.)

Technical Assistance Available

No information given.

Suggestions for Those Who Wish to Replicate Program

- Select teachers who have a strong philosophy in developmental approaches.
- Allow more time to pilot and implement the constructivist approach. Teachers need a great deal of support and additional resources to fully implement developmental approaches. The

Nebraska Project allowed one year to implement the constructivist approach. More time is needed.

- Select an entire school or a core of teachers when implementing the approach instead of isolated teachers (which was necessary in this Project).
- Provide explicit training for use and implementation of the observation protocol.
- Allow adequate time for preparatory training of all staff and teachers.
- Select teachers who are open to or committed to nontraditional assessment approaches, such as scripting, portfolios, etc. Teachers must be interested in observing behaviors, not tied to performance-based judgments.

Most Effective Features of Program

Constructivist Approach: The most effective feature of the constructivist approach is the excitement and joy observed in the constructivist classrooms. Children are actively engaged in learning, they are doing, discovering, asking why, testing assumptions, and playing. Because there is no ceiling, children who are able to read at advanced levels are doing so, children who know a great deal about science concepts are able to extend and test the knowledge they have.

Observation Protocol: One of the most effective elements of the observation protocol training has been the result of the constellations of behaviors and daily scripting of incidents. Teachers tell us that they "see" their students in a different way. They understand them better and recognize certain behaviors as indicators of potential, sometimes manifested in a negative way, instead of behavior problems. For some teachers in the project sample, this has been the first training they have received related to gifted children and/or cultural differences.

Most Surprising/Challenging Features of Program

One of the assumptions behind the selection of the constructivist approach for use with underserved populations in Nebraska (minority, low-income and rural populations) was that a developmentally appropriate approach would allow children more opportunities to learn and exhibit behaviors which might identify creative and able children. This has not proved true in classrooms where there are a large number of children from extremely dysfunctional families. The constructivist approach has been difficult to implement because the freedom, choice, and play-orientation have not worked well with children who need a great deal of structure.

Wish List of Additional Materials/Resources

- More travel time and dollars to train staff and stay in touch with teachers.
- Use full-time rather than part-time staff (dictated by budget limitations).

Planned Follow-Up Activities

Additional funding will be sought from public and private sources to continue the research. The constructivist approach will continue to be implemented, including the creation of model primary classrooms (mixed age/grade classrooms consisting of children from 5-8 years of age).

SECTION IV: EVALUATION

Evaluation Plan

Project Evaluation Procedures. The *Concerns Based Adoption Model, CBAM* is the primary evaluation tool selected for this project. The model was selected because of its emphasis on the change process and its three assessment components—Stages of Concerns Questionnaires, Innovation Configuration Development, and Level of Use Interviews.

The Stages of Concern (SoC) Questionnaire was adapted with permission for project use. Constructivist teachers responded to a Concerns Questionnaire two times—at the first Teacher Training Institute in June, and in September following Teacher Training II. Data from teacher

responses were analyzed and used to select appropriate intervention strategies for training and support. Additional data were gathered using Open-Ended questionnaires and One-Legged conferences.

A Constructivist Innovation Configuration (IC) is being developed to establish the definitional parameters of what is and what is not constructivism in the form in which it is being implemented in this project. Elements (components) of constructivism identified from the literature and experts (trainers and educators) influenced a first-draft description of components and their variations. Project staff and itinerant teachers are currently examining the IC operational definition and variations within project classrooms. Revisions are made based on teacher input and observations in classrooms.

The final draft of the Constructivist IC will be completed by the end of the 1991-92 school year. Constructivist teachers will do a self-assessment using the IC checklist as a measure of the purity with which they are implementing the constructivist approach. Nonconstructivist teachers will also do a self-evaluation using the checklist as a way of assessing the extent of diffusion of the approach. Data gathered from the checklists will be used in the statistical analysis of the observation protocol as well as providing guidance for continued intervention and support.

Six members of the project staff were trained to conduct Level of Use (LoU) Interviews. The LoU interview will be given at the end of the pilot year to assess the degree of implementation achieved by constructivist teachers. The interview will also be conducted one to two additional times during the fall semester of 1992. Data from the LoU interviews will be used to determine effectiveness of overall project training and support. These data will also be used to group teachers according to their Level of Use. Comparisons of the behavior observation data will be made using analysis of variance where LoU defines the teacher cells.

Levels of Use and Stages of Concerns assessments, in conjunction with the Innovation Configuration information, will be used to examine relationships between implementation of constructivist approach and the effectiveness of teacher training, thus providing summative evaluation for the project as well as contributing to a staff development model.

NOTE. Details and references may be obtained from the project director.

SECTION I: GENERAL INFORMATION

Name of Program
Low-Cost, High-Quality Gifted Program: APOGEE

Project Director
E. Susanne Richert, Ph.D.

Contact Person
Polly K. Davis and Robert B. Wilson, M.A., M.B.A.

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Project #
R206A00553

Funding Period
1/1/91 to 12/31/93

Telephone
609/582-7000

SECTION II: PROGRAM DESCRIPTION

Goals of Program

This is NOT a pull-out program. It addresses required subject areas. It utilizes existing staff, and does not require the hiring of any new staff. The per pupil expenditure is less than $75 for the first year, and less than $25 per pupil per year thereafter. The goals of the program are:

- To develop a low-cost, equitable, replicable, and high-quality program design that can be used in any kind of district; in a variety of social and demographic conditions.
- To develop a replicable identification and service model.
- To serve the largest number of students possible. By the second year, the project will serve over 5,500 identified and 5,400 nonidentified students, for a total of at least 10,900 students.
- To use a pragmatic, low-cost, research-based identification procedure to equitably identify high-achieving and underachieving students with gifted potential among all social and economic populations.
- To develop a replicable staff development model. The model trains staff in curriculum methodologies for evoking maximum cognitive, affective, and ethical potential of up to 40% of the student body and fosters the achievement of the maximum potential of teachers and administrators.

Program Description

The APOGEE project is a federally funded three-year program designed to identify and serve students with gifted potential, including those who are economically disadvantaged and culturally diverse. It is designed to efficiently use federal funds to benefit the largest number of students possible in the greatest possible ways. By the third year of the project, trained teachers will serve more than 5,500 equitably identified students in over 30 schools in 9 districts having a wide variety of demographic settings. In addition, another 5,000 to 6,000 students in heterogeneously grouped classes benefit from the curriculum strategies employed by teachers who have received the special training. All this with a per pupil expenditure of $75 the first year and $25 per year thereafter. In the first year alone, the project increased participation of economically disadvantaged students in gifted programs by 631%, culturally diverse students by 500% and the total number of students served by 385%.

The project will have trained over 200 teachers by the second year, with 45 hours of training occurring in a one-week summer period. This curriculum was designed by the project director, Dr. E. Susanne Richert, for maximizing the cognitive, affective, and ethical potential of students and educators. It has five major points:

1. ***Benefits of a High-Quality, Low-Cost Administrative Design***

- The philosophy is to find students with gifted potential not just academic achievers, and to design a program to evoke their potential.
- The cost-effective design, using primarily existing staff to teach identified students in required subject areas (instead of hiring enrichment teachers) makes the model pragmatic and inexpensive.
- Trained teachers may also teach "regular" classes using the new methods. This can benefit up to 60% of the student body.
- The model is adaptable to large or small schools and districts because of its extreme flexibility in:
  - The number of subject areas addressed,
  - The range of homogeneous and heterogeneous options,
  - The grade levels served,
  - Same-grade or cross-age grouping possibilities, and
  - The number of teachers at each grade level who are trained
- For administrators, teachers, students, and parents, the design avoids the various kinds of problems inherent in "pull-out" type programs.

2. ***Benefits of an Equitable Identification Design***

- The identification procedures are research-based, equitable, and comprehensive. They are based on the 1982 *National Report on Identification* written by E. Susanne Richert for the U.S. Department of Education, which reports on the recommendations of a national panel of experts.
- The design avoids elitism by serving achieving, underachieving, and disadvantaged minority students.
- The most innovative aspects of the identification plan are:
  - The targeted use of the regular classroom curriculum as an avenue for the identification of gifted potential (trained teachers also teach "regular classes").
  - Specific procedures for guaranteeing equity.
  - Detailed prevention of exit procedures.
  - Some training of all staff in identification criteria.

3. ***Benefits of the "Curriculum to Maximize Cognitive, Affective, and Ethical Potential of All Students"***

- Resolution of the research-cited problems of pull-out programs.
- Integration of advanced affective, cognitive, and ethical strategies.
- Avoidance of elitism and the neglect of affective needs found in the academic acceleration strategies typically offered elementary and secondary students.
- Provision for differentiation and articulation in several required subject areas.
- Potential for upgrading the curriculum for most students.
- Modification of, rather than addition to, required skills and content.
- Trained teachers address the following objectives 25%-75% of the time: high-level thinking skills, advanced affective, ethical, and social skills, and shifting the locus of control from the teacher to the students to foster intrinsic motivation and independent learning.

4. ***Curriculum Benefits for Students***

- The program gives identified students credit for the best work they produce.
- Students' affective and cognitive needs are addressed.
- The design equitably serves underachieving and disadvantaged students.
- Students receive a minimum of 4.5 hours a week of differentiated curriculum.
- Up to 60% of students per grade level receive instruction from teachers trained in techniques for maximizing the cognitive, affective and ethical potential of all students.

5. ***Benefits of the Staff and Curriculum Development Design***

- Over the grant period, up to 250 teachers will be offered the equivalent of a graduate course designed by the project director. This course, "Maximizing the Cognitive, Affective, and Ethical

Potential of All Students," is followed by at least four semi-monthly coaching sessions and problem-solving conferences.
• The approach upgrades professional skills, reinforces innovation among teachers, reinvigorates commitment to teaching and produces lesson plans and management materials of benefit to all teachers.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Nine districts that are suburban, urban, and/or rural.

Target Population Characteristics

Highly diverse population that includes economically disadvantaged and advantaged, culturally diverse and "mainstream" American, high achieving and underachieving.

Age/Grade Level

Ages 6 through 17.
Grades 1 through 12.

Selection of Population

The identification procedures are based on the *National Report on Identification*. The emphasis is on the identification of potential and on finding and serving both high achievers and underachievers from various demographic groups.

Specific Identification Procedures or Protocols

Identification procedures involve a wide range of available, low cost, quantitative and qualitative data from test scores, teachers, parents, and the students themselves, including forms and protocols previously developed by the project director. All data is renormed to guarantee equity in identification and avoid the widely documented biases against the poor and the culturally diverse found in most other identification procedures. Some teacher training in identification procedures is offered to overcome the unreliability of data from teachers, a problem which is amply documented in the research.

Number of Children Served

5,500 identified students by year 3; an additional 5,400 students will indirectly benefit.

Total Number of People Involved in Implementation of Program See below

Teachers +200 **Administrators** +35

Other Staff

3 office and field staff.
8 members of statewide advisory committee.
9 district liaisons.

Type of Preservice or Inservice Training Provided

• Staff development is the key to program success. All teachers receive the equivalent of a graduate course, previously developed by Dr. Richert, in methods for maximizing the cognitive, affective, and ethical potential of all students; especially students with gifted potential.
• This is followed by two to five coaching sessions per year for each teacher, teacher peer

coaching, and problem-solving sessions, and 3 to 6 days of advanced training during the second year.

Resources or Materials Necessary to Implement Program

- The major resource is funding for staff development, without which the program will not work.
- In addition, there are useful identification and training materials developed and field-tested by the project director before the inception of the project.
- In order to participate and demonstrate commitment, districts were required to pay staff for training.

Training Provided to Parents or Community

At each district's request, there have been meetings for parents of identified students. In addition, presentations on the model have been made to the general community and to school boards. Sessions emphasizing the emotional needs of gifted students are scheduled.

Important Factors for Adapting Program to Other Settings

The project and the research design have been designed to guarantee replicability in any district, public or private school, of any population size, population demographics, economic setting, or geographic locale.

Key Conditions for Replicating Program

- All aspects of the model must be adopted to guarantee success. This includes: (1) equitable identification to provide the appropriate mix of students, (2) addressing required subject areas, (3) staff development, (4) modification of school policies to allow for meeting more individual needs, and (5) the commitment of district and school administration.
- A 2- to 3-year commitment for K-12 implementation.
- Administrators can elect to upgrade the delivery of the curriculum within a school or district to up to 60% of the student body.

Cost of Replicating Program

The major investment is in staff development. Staff receive the equivalent of one graduate course, follow-up coaching sessions, and 3- to 5-days of advanced staff development in their second year.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

The program has been most effective when administrators have understood the benefits outlined above. In addition the model reinforces several important trends in American education: a move toward greater heterogeneity in grouping, offering students and parents choices of options, site-based management, whole language, interdisciplinary curriculum, individualization of skills, alternatives to paper and pencil testing and evaluation, involving teachers in educational decision making, moving to a student rather than teacher-centered curriculum, and student peer or "cooperative" learning. This helps round out the program and gives it a solid base. All these elements must be understood by those who wish to replicate the program.

Most Effective Features of Program

- Staff development realizes the maximum potential of teachers as well as students.
- Teachers are reenergized and revitalized.
- Equitable identification procedures increased the participation of all children by 385%,

economically disadvantaged children by 631%, and culturally different children by 500%.
- Gifted students of all demographic backgrounds and achievement levels benefit.
- The diverse stakeholders in the community are merged in their advocacy for programs for the gifted.
- The model offers all students with gifted potential increased time in a differentiated curriculum.
- Parents whose children were not identified support the program because their children have been taught by and benefited from trained teachers.

Most Surprising/Challenging Features of Program

- Serving over 4,200 students with the amount of funds available is quite a feat!
- The building-wide effects in improving student discipline, student attitudes, faculty morale, and teamwork has been astonishing.
- Some districts are using the staff development as the basis for preparing staff for site-based management. This is an extremely exciting extension of the utility of the training.
- Administrators and teachers are understanding the benefits of maximizing teacher potential.
- Most of the administrators would like to have all staff trained and use the methods with all students.
- The most challenging task is unquestionably dealing with the enormous numbers of students, teachers, and the vast amounts of data being generated through the research design.
- Most shocking to the staff was the virulent racism and elitism displayed in a few applying districts that resulted in all students, not just the disadvantaged, being denied the increased services offered.
- A welcome problem is that other districts are excited by the model and are clamoring to be included, even before the quantitative student data is available to verify the model's impact.

Wish List of Additional Materials/Resources

- More time to conduct the staff development, which is critical to guarantee success.
- More time to gather qualitative data reflecting the successes of students and teachers.
- More time to work on replicating the staff development component. Unfortunately, the staff is very busy managing the project and has little time to work on dissemination beyond the project.

Planned Follow-Up Activities

Additional funds are being sought from various sources for dissemination and longitudinal data gathering on a large population that has not previously been served in gifted programs. Data is being also gathered on the effectiveness of the methods in serving students of other ability levels and in other subject areas.

SECTION IV: EVALUATION

Evaluation Plan

The replicable evaluation design is generating pre/post assessment, quantitative standardized data on:
- Effectiveness in terms of students' academic achievement, development in critical thinking. improved self-esteem, development of intrinsic motivation, and other positive behavioral indicators.
- Effectiveness of staff development.
- Effectiveness in implementing 36 specific curriculum strategies in which the teachers were trained.

Quantitative research data will be analyzed against existing hypotheses using standard statistical methods including: multiple regressions, PPM Correlations, Chi-Square tests, etc. and tested at a .05 level.

Qualitative data is being gathered on changes in student self-esteem, behavior, and other indices

of positive growth. The biggest evaluation problem is that the comparative data available from the fantastic improvements in APOGEE students is being "contaminated" by the rapidity at which the methods are being used by trained teachers in their nonidentified classes, and the adoption of the methods by untrained teachers for use in their classes. In some districts, entire schools have been "infected." We consider this a small price to pay for the successes of the program and the children.

ABOUT OUR CHILDREN

We have many high-achieving students who are very happy to have more time in a differentiated curriculum that addresses required subject areas. We also have identified children who were underachievers, had behavior problems, and some who even repeated grades. A short anecdote: One class in an urban middle school, with a very large disadvantaged and culturally diverse population, was dubbed by their teacher as "the classroom from hell" because of the many behavioral problems that surfaced in September. Less than 6 weeks later, when the project director asked the students what they were learning, a former problem student stated, "we respect each other in here."

In that same class there is one student who has repeated 2 years, is 3 years older, about 8 inches taller and 120 pounds heavier than any of his classmates. This student had been a continual discipline problem who thought nothing of displaying the aerodynamic qualities of classroom chairs. Six months into the program, he is recorded on video very happily presenting with his small group a game to teach students irregular verbs and tenses. His behavior in school has completely and voluntarily changed.

About Our Teachers and Administrators

Teachers are already reporting increased self-confidence, self-esteem and enthusiasm for the teaching profession. The teacher of the former "classroom from hell" recently stated, "Not only have the students changed, but also their teacher!" An administrator in this same school was initially opposed to the project because he didn't think its concepts could deal with the serious social problems of the students. He stated less than 2 months into the school year that because of the project, "there are no more discipline problems in this building." It is already a "model" building where teachers and administrators from around the state come to observe.

SECTION I: GENERAL INFORMATION

Name of Program

Twice-Exceptional Child Project: Identifying and Serving Gifted/Handicapped Learners

Project Director

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Contact Person

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Project #

R206A90151-91

Funding Period

Jan. 1990 to Dec. 1991

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To develop, test, and implement a model for identifying twice-exceptional students (i.e., gifted children with learning, behavior, and/or communication problems).
- To develop school-based programs/classes for identified twice-exceptional students.
- To develop, test, and implement differentiated curricula and instructional strategies (including the use of technological interventions) for educating twice-exceptional students.
- To provide special services for twice-exceptional students and their families in order to assist in meeting their unique social and emotional needs.
- To provide training and support to teachers of twice-exceptional students.
- To disseminate project outcomes at local, state, and national levels.

Program Description

In 1988 James Gallagher, a noted spokesperson for both gifted and disabled students, identified national priorities associated with gifted learners. One of the priorities was for the nation's schools to begin to provide better and more appropriate educational opportunities for gifted underserved populations. According to Gallagher,

"It is now becoming more and more apparent that there are a number of children with special intellectual-processing problems, i.e., those with learning, communication, and/or behavioral disabilities, that nevertheless, maintain an extraordinarily high, general intellectual potential. The question, then, is how does one educate those twice-exceptional children where adaptations are required in their educational situation?"

The Twice-Exceptional Child Project is a response to the specific needs of children who are disabled and gifted. The focal points of this project are: (1) identification, (2) training and service,

and (3) research and evaluation of gifted/disabled students with mild-to-moderate disabling conditions. Specifically, the project is designed to serve Albuquerque and Los Lunas, New Mexico's high-ability elementary- and middle-school students who have an identified additional special education exceptionality (i.e., learning disability, communication disorder, or behavior disorder).

A major task of this project has been to develop and test a model for the identification of gifted/disabled students. The identification model, its recommended criteria, and its suggested assessment measures are specific enough to meet the needs of a large, multi-cultural New Mexico school district, yet flexible enough to be used by the state's numerous rural districts. The model was developed during the first year of the project (1990-1991), and was piloted and revised as needed. By the beginning of the second school year of the project, the identification model had been used to screen over 300 special-needs students. Over 200 have been placed in special programs connected with the project.

An additional task of the project has been to assist school districts in developing special classes for their twice-exceptional students. The students in these classes are supported by a project coordinator, trained teachers, unique materials, and a special technology-based curriculum individualized to address the students' unique learning styles, modality preferences, strengths, deficits, and interests. The families of these students have been provided with support groups and counseling services. During the 1990-1991 school year, the project assisted in the creation of special programs at 3 private school sites, 1 rural school district, and 8 urban public schools. During the 1991-1992 school year, the private schools elected to withdraw from the project; however, service within the rural and urban public school systems was expanded. The rural district added a second program, and the urban district added four new programs.

The third focus of this program is research and evaluation. All aspects of the project are being evaluated both through comparative studies and through the collection and analysis of qualitative data. This quantitative and qualitative data is available for on-going research and is stored so as to become permanent baseline data for longitudinal studies.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

- One mid-size city — 500,000 population (Albuquerque Public School District, the 28th largest school district in the nation).
- One rural (Los Lunas, NM) school district.
- Three small private schools.

Target Population Characteristics

Environmental: 56% mid-upper SES; 44% low SES (based on parental occupation or free/reduced lunch eligibility).

Socio-Cultural: 70% Anglo, 20% Hispanic, 2% African-American, 1% American Indian, 4% Biracial (Hispanic/Anglo), 1% Biracial (African-American/Anglo), ≥1%Biracial (Hispanic/American Indian), ≥1%Biracial (American Indian/Anglo), 1% Other.

Other:

- Gifted/Learning Disabled Students (approx. 85%).
- Gifted/Communication Disordered Students (approx. 5%).
- Gifted/Behavior Disordered Students (approx. 10%).

Age/Grade Level

Grades 1 through 8.

Selection of Population

Children who are eligible for the twice-exceptional program must meet all of the following three minimum criteria:

- An identified mild-to-moderate learning disability, behavior disorder, or communication disorder (other than articulation) based on New Mexico's State Special Education Guidelines;
- A measured intelligence score of 120 or above; and
- Demonstrated giftedness through any one of the following methods:
  - -A measured intelligence score of 130 or above.
  - -A standardized achievement test score within the gifted range.
  - -Scores within the gifted range on a standardized critical thinking test.
  - -Scores within the gifted range on a standardized creativity test.

Most students placed in one of the fourteen self-contained classes had experienced other types of special education programs and interventions that had proved to be unsuccessful.

Prior to identification as twice-exceptional and placement into one of the twice-exceptional classes, the student was referred to the program by the school, a parent, or other professional who knew the child. Referred students were presented to a district level nomination/screening committee comprised of school district administrative personnel and Twice-Exceptional Child Project personnel. This screening committee made recommendations regarding the student's eligibility and regarding appropriate placement options. Final decisions about program placement were made by a multidisciplinary team at the student's home school; however, these teams generally followed the district screening committee's recommendations.

Specific Identification Procedures or Protocols

In order to allow this project and its identification procedures to be fully assimilated into the public school systems' existing policies, the state guidelines have been followed regarding the type of standardized instruments used to identify students as gifted, learning disabled, communication disordered, or behavior disordered. Therefore, new instruments have not been developed but diagnosticians have been encouraged to expand their use of existing instruments (e.g., Torrance Tests of Creative Thinking or the Test of Concept Utilization) to seek areas of giftedness among special education populations. Examples of typical standardized tests used by diagnosticians to help identify gifted/disabled students include, but are not limited to: WISC-R Intelligence Test, Woodcock Johnson Achievement Test Battery, Burks Behavioral Rating Scales, Visual Motor Integration Test, Wepman Test of Visual Processing, and SOI subtests for critical and creative thinking.

Number of Children Served

- Year 1: 161 students were served in the 13 Twice-Exceptional classes.
- Year 2: 149 students were served in the 14 Twice-Exceptional classes (78 students returned for a 2nd year of program service and 71 students entered the program for the first time).

Total Number of People Involved in Implementation of Program 97

Teachers 23 **Administrators** 33

Other Staff

41 (UNM secretaries, classroom assistance/aides, data collectors, statistical consultants, reading consultants, counselors, UNM faculty consultants, and national consultants/project evaluators).

Type of Preservice or Inservice Training Provided

- ***University Training***. A variety of summer courses that focused on instruction, technology, materials, etc. appropriate for teaching twice-exceptional children.
- ***Public School Training***. The project absorbed tuition costs for project teachers to attend training sessions in Junior Great Books, strategies in gifted education, critical thinking, etc. offered by the Albuquerque Public School System.
- ***Training Through Consultants***. The project provided staff and teacher training through the use

of four national consultants who focused on the following areas: social and emotional issues, identification using standardized IQ instruments, and program evaluation.

- ***Training Through Conferences.*** The project absorbed conference costs for teachers to attend the New Mexico State Gifted Conference. In addition, project staff attended national conferences provided by national and regional educational groups
- ***Technology Training.*** The project organized and provided local training sessions in various technological interventions such as the use of electronic mail, micro-computers, a variety of computer software, and multi-media curriculum.
- ***Parent Training.*** The project offered parents a 6-week counseling program as well as workshops to help them interact more effectively with their child.
- ***Administrative Training.*** The project provided both group and individual training for the following administrative personnel: special education coordinators, special education lead teachers, diagnosticians, and principals. The training addressed areas such as identification procedures, referral policies, student characteristics, and student needs.

Resources or Materials Necessary to Implement Program

The Twice-Exceptional Child Project uses a large variety of technology with the students in the program as well as materials that lend themselves to multi-media type productions (Voyages of the Mimi 1 & 2; The Immigrant; computer software; modem and electronic mail). The project has purchased and made available to project teachers numerous instructional materials that may be checked out permanently (e.g., tape recorders, computers, cameras) and/or on a rotating basis (e.g., software programs, curricular study guides for literature). Teachers also are able to utilize materials and curriculum available from their public school systems. In addition to these materials, the various twice-exceptional classrooms have received the same materials and supplies that all special education classrooms receive within their school districts.

Training Provided to Parents or Community

Project personnel have presented information about the twice-exceptional program to a number of parent groups from around the community (e.g., Albuquerque Association of Gifted Students, Albuquerque Council for Learning Disabilities, AD/HD Parent Support Group). Additionally, the project has worked with parents of Twice-Exceptional children on an individual basis and has provided them with the previously mentioned training and support.

Important Factors for Adapting Program to Other Settings

- Administrative support from a central office and building level.
- Dedicated and knowledgeable project coordinator; trained teachers with energy and desire to work with the population.
- Self-contained classes. (Resource rooms might be successful; however, this project used only self-contained classes.)
- Curriculum and instruction focused on developing giftedness while remediating areas of weakness.
- Strong affective component within the program.
- Technology (e.g., computers, modems, books on tape, electronic spell checks).
- Parent support.

Key Conditions for Replicating Program

Same as Important Factors for Adapting Program—above

Cost of Replicating Program

Funding for the following expenses was provided by state/federal special education funding: diagnostic evaluations of referred students; teacher and educational assistants' salaries; busing/transportation for students to special classes; and basic materials and supplies. Basic costs beyond these might include a project coordinator's salary, teacher training, at least one computer per classroom, and additional materials such as computer software, tape recorders,

cameras, and electronic spell checkers. Exact costs would have to be determined by the school district replicating the program.

Technical Assistance Available

Yes. Contact the Public School Project Coordinator or The University Project Director.

Suggestions for Those Who Wish to Replicate Program

If a district wants its service to disabled/gifted children to become a permanent, on-going part of its existing school system's educational provisions, it is essential that it fits within the system rather than dictating drastic changes and alternative methods of identification/service. When the twice-exceptional child project was first started, a mentor, wise with experience, advised that someone in a high administrative position in the public school system should be found and convinced that Twice-Exceptional Children should become his/her special project. Fortunately, that person was found. That support from this administrator has played a key role in the success of this project. It should be noted that both the rural and the urban school districts have agreed to continue, and in fact expand, this project even after Jacob K. Javits funds are discontinued.

Most Effective Features of Program

- Small, self-contained classrooms. Self-contained classes provided a safe environment for this unique population of children who have failed in both regular education and special education classes.
- Public school administrative support. Without their support, this project would have been an isolated intervention of short duration.
- Collaboration. The positive, collaborative working relationship between the university and both the large urban and the rural school districts has allowed for positive on-going interactions, problem solving sessions, and mutual support.
- Teacher Training. The amount and variety of teacher training and monthly support sessions have allowed project staff and teachers to develop instructional strategies and curricula that have been successful in addressing the vastly differing needs of Twice-Exceptional Children.
- Acceptance into the school system. The urban and rural public schools openly embraced this project because they believed that it would offer them ways to address the needs of children who were "falling through the cracks" of the special education/gifted education system.
- Referral and identification policies and procedures. In the first seven months of the project, over 150 students were referred to and screened for this project. During 24 months of the project, over 370 students were referred and screened. Of those students referred, over 80% of them were found to be Twice-Exceptional according to the project's criteria, a remarkably high rate of successful referrals.
- Teacher enthusiasm and commitment. Teachers within this project have demonstrated their love for and commitment to these extremely challenging, highly at risk, gifted children.

Most Surprising/Challenging Features of Program

- *Technology*. Even our most experienced teachers were extremely fearful of the technology component of this project; more often than not, the children taught the teachers technology use rather than the other way around.
- *Necessary certification for teachers*. Initially, we believed that teachers in this project should be certified in gifted education and receive training from the project in remedial teaching. However, we learned that the most effective teachers were those certified in special education and who received project training in gifted education.
- *The emotional needs of children and families*. By seeking those children who had previously "failed" in their school settings, we brought together a group of children and parents who were highly frustrated with the school system and frightened about what the future held.
- *Identifying and labeling children as "Twice-Exceptional" within private schools settings*. The private schools discovered that it was not in their best economic interest to single out a particular group of students that differ from the traditional population that they serve.
- *Time demands*. The ambitious goals of the project, the enthusiasm with which it was embraced, and the extreme needs of the students and their families all interacted in such a way

that project staff and teachers almost always felt that they were barely able to keep one step ahead "the game."

• ***Teacher burn-out.*** Even with the enthusiastic attitude of our teachers, most reached a point of time when any additional training session or outside demand was more than they could handle. Project staff had to learn to anticipate those times and plan accordingly.

Wish List of Additional Materials/Resources

Considering the fact that the project was only funded for 2 years, the funding was found to be adequate. However, the lack of third year funding may jeopardize on-going coordination of this project beyond the funding years. Additional money would have been used to support project coordination expenses within the school sites, provide more one-on-one counseling for students and families on an "as needed" basis, and to purchase additional computers and classroom materials. Also, additional money would have funded one of the teachers in the rural school district to serve as that district's project coordinator with release time begin provided on a 1-day per week basis.

Planned Follow-Up Activities

Project personnel and the collaborative school districts plan to submit proposals for future funding to both private and federal sources. These proposals will address the need for the program: to be expanded into the high school, to begin to seek early indicators of gifted/disabling conditions among early childhood populations, and to assist other school districts across the nation in replicating this project. The program will continue to track the academic progress of project students through longitudinal studies.

SECTION IV: EVALUATION

Evaluation Plan

Actions Taken to Continue Program. Both the rural and urban school systems have agreed to continue to identify and provide self-contained classes for twice-exceptional children even though the project ended in December, 1991. Funding will continue to be sought to expand the project to add an early childhood and high-school component.

Formal Program Evaluation. This project was evaluated on a yearly basis by an external Project Evaluator from the University of Kansas. Additionally, the urban school district (Albuquerque Public School System) program was evaluated by the New Mexico State Department of Education's Special Education Unit as part of a district-wide special education evaluation. The Twice-Exceptional Child Project was identified by the NM State Department as one of the exemplary special education programs within the urban district.

Methods of Program Evaluation. Quantitative Evaluation was conducted through the use of numerous pre- and posttest measures (e.g., Piers Harris Children's Self-Concept Measure, standardized achievement tests, Brigance Tests of Basic Skills). Qualitative Evaluation was conducted through the use of one-on-one interviews with parents, teachers, principals, and project personnel.

Program Changes Based on Evaluation Feedback. Although many changes were implemented during the two years of the project, the following were perhaps the most noteworthy:

• Based on feedback from their teachers and parents, the private schools decided that they should not continue to specifically "label" any of their children as "twice-exceptional." Therefore, after the conclusion of the first school year, these school withdrew from the project.

• Initially, high-intervention and low-intervention comparison classes were tried. Generally, the classes would be the same; however, the high-intervention classes would receive more direct project support, more technology materials, and their teachers would be required to attend training sessions. After only a few months, the low-intervention classes were asking to be

allowed to become high-intervention classes. Therefore, the second year of the project all classes received the same amount of support, technology, and teacher training.

- At the initiation of the project, public school districts were allowed to decide whether they wanted their twice-exceptional classes to follow a "pull-out" program model or a "self-contained" model. One class was established as a "pull-out" model and the rest were "self-contained." However, after the conclusion of the first year, the "pull-out" program was disbanded because it was too difficult for the teacher to try to encourage/support the giftedness in the children and also remediate their diverse weaknesses within a short daily time block.
- The demand for programs at the middle-school level was so great that one rural and two urban middle-school programs were added the second year.
- Initially, the urban school program was treated as four separate district area programs (i.e., North Area classes, South Area classes, and East Area classes). However, it became apparent that the program would be more effective if it were treated as a "district-wide" program and this was done during the second year of the project.

Future Evidence of Program Effectiveness. Although funding has ceased, it is anticipated that on-going longitudinal studies of these children will provide data regarding the effectiveness of this project's interventions.

ABOUT OUR CHILDREN

T.M. Prior to being placed in the rural twice-exceptional program, T.M., a fifth grader, had been receiving special education service in a special education resource room program since second grade. Although his intelligence and critical thinking tests indicated very high ability, T.M. had never attended a gifted program. His teachers always felt that his severe learning disability in reading and writing needed to be remediated first and that his giftedness could be addressed later. Each year when he was tested for academic achievement, T.M. actually seemed to "loose ground." By the start of fifth grade, he was performing two years behind his grade level in reading, one year behind in math, and three years behind in written language. It looked as if T.M.'s giftedness would never be encouraged. His mother reported that the previous year he had often complained about school, called himself "stupid," and seemed to have no friends. Then T.M. was identified for placement in the Twice-Exceptional Child Project. As his first year in the twice-exceptional program passed, T.M. began to make friends and actually seemed to like coming to school. He no longer faked being sick in the mornings to get to stay home from school. T.M.'s teachers from previous years began to go out of their way to tell his twice-exceptional teacher that they couldn't believe the wonderful changes in him. But the best part of the story occurred when T.M. was tested at the end of the school year. When told that he was now functioning at the fifth/sixth grade level in reading, at a sixth grade level in math, and at a fifth grade level in written language. T.M.'s amazed response was, "WOW, I finally caught up to myself!"

Monica. Monica, a quiet Hispanic child, was referred to the Twice-Exceptional Child Project during the first months of her seventh-grade school year. She had been identified as gifted when she was in second grade and participated in a gifted "pull-out" program for her second, third, and fourth grade years. In fourth grade her teachers began noticing that she was having difficulty with written assignments and that she was extremely disorganized. However, she moved to a small school district for fifth grade and she was placed in regular classes only. When she returned to the urban school district for sixth grade, Monica was functioning below grade level in written language, was extremely unmotivated, skipped classes, and rarely turned in assignments. She was referred for special education testing and it was discovered that she did have a learning disability. She began receiving assistance from the special education teacher for one-hour per day. However, she hated going to the class for "dummies" and made little progress. Then in seventh grade she was suspended from school for selling vitamin pills to girls in her school and telling them that the pills were birth control pills. At that time she was referred to the Twice-Exceptional Child Project and was recommended for placement in one of the self-contained classes. One of the many projects undertaken by Monica's twice-exceptional class was the development and publication of a school newspaper. At first Monica, with her disability

in writing/reading, refused to participate. However, she gradually became interested in the "lay-out" process necessary for final newspaper production. Then she began to stay after school to work on the paper, started interviewing people for articles, and eventually wrote and edited articles that were published in the school paper. At the end of seventh grade Monica, along with some of the other students in the special class, was invited to attend a "by-invitation- only" newspaper workshop sponsored by the local newspaper. This was the first time any middle-school students had been invited to attend. Now Monica was "hooked." She became the editor of the middle-school newspaper during her eighth grade year and has just won a state-wide newspaper contest. Next year Monica will leave the project to attend high school; fortunately, she already has been invited to be the first student in the history of that high school to become a member of the school newspaper staff while only a freshman.

ADDITIONAL MATERIAL AVAILABLE

Documents/Materials Produced

This project has produced the following materials:

- Three broadcast quality video tapes:
  1. *The Twice-Exceptional Child Project: The First Year*
  2. *They Said She Would Never Read or Write: A Parent's Perspective of The Twice-Exceptional Child*
  3. *Unlockin, The Gifts: Teachers' Perspective on Educating Twice-Exceptional Children*
- A slide show that is used with presentations regarding the program.
- Numerous conference handouts.

Information Submitted to Outside Sources

A chapter regarding the project has been submitted to the National Research Center for Gifted and Talented for possible inclusion in a monograph regarding Javits' projects. Additionally, several articles are currently in progress and will be submitted for review to the appropriate gifted and special educational journals within the next 6 months.

SECTION I: GENERAL INFORMATION

Name of Program
Alternate Pathways

Project Director
Lila Edelkind

Contact Person
Lila Edelkind and Kathryn Levy

Address
Community School District 22
2525 Haring Street
Brooklyn, NY 11235

Project #
028501

Funding Period
1/90 to 12/93

Telephone
718/368-8020

SECTION II: PROGRAM DESCRIPTION

Goals of Program

1. Participating teachers will increase their skills in:
   - Identifying highly able students with limited English proficiency, disabling conditions, and those who are economically disadvantaged.
   - Utilizing the Renzulli Enrichment Triad model.
   - Implementing family-school collaborative problem-solving activities.
   - Utilizing community resources and implementing a mentoring program.
2. Existing curriculum documents will be adapted for use by teachers of the target population.
3. Participating students will demonstrate improvements in self-directed learning and management of independent or small group studies as "real-life problem solvers."
4. Participating parents will demonstrate improvements in nurturing their children's gifts and talents.
5. As a result of project activities, placement of participating students who are or have been limited-English-proficient, disabled, and/or economically disadvantaged into the district's gifted and talented program will increase.

These objectives directly relate to the purpose of the program, i.e., to encourage research, demonstrate projects, personnel training, and similar activities to help build a nationwide capability in elementary and secondary schools to identify and meet the special education needs of underserved gifted and talented students. The objectives speak to developing a demonstration project that can be replicated nationally to identify and serve elementary school students.

Program Description

The Jacob K. Javits Gifted and Talented Students Program, Alternate Pathways, is a federally funded 3-year program designed to identify and serve potentially gifted and talented limited-English-proficient, special education and general education students in District 22, and to provide services to the children, their families, and their teachers.

Participating teachers are involved in intensive staff development workshops conducted by Dr. Susan Baum, College of New Rochelle, and Mr. Thomas Hebert, University of Connecticut. A

primary focus of these workshops includes increasing the teachers' skills in identifying highly able limited-English-proficient, special education, and economically disadvantaged general education students using multiple identification criteria and cultivating their potential within the regular classroom. The nurturing often involves implementing a mentoring program and utilizing community resources. The positive impact of this training impacts not only on those children ultimately nominated to be "Javits students," but on all children the teacher serves.

The instructional program model for the Javits program is the Renzulli Enrichment Triad. This model incorporates skill development into the production of new knowledge as students are involved in projects based on their interests and academic strengths. Students are encouraged to identify an area of interest and then focus on a real problem and work independently or in small groups to propose possible solutions. The model consists of three types of activities:

Type I: Activities which expose students to potential areas of interest.
Type II: Specific activities which provide training in such areas as critical thinking, creativity, and problem solving.
Type III: Activities where the student becomes an investigator of a real problem and is guided in the development of a product.

The project also includes meetings and activities for the parents of these identified highly able students in nurturing their children's gifts and talents. One exciting event is the parent-child collaborative involving a partnership with the Brooklyn Museum. The Education Department at the Brooklyn Museum developed a special gallery tour and art workshop in which parent and child experience the museum together. They also work in the studio designing a creative art project.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Large urban area (≥1,000,000).

Target Population Characteristics

- Environmental: Economically disadvantaged.
- Socio-Cultural: Black, Hispanic, Asian, Caucasian, myriad of emerging immigrant groups; LEP/bilingual.
- Other: No information given.

Age/Grade Level

No information given.

Selection of Population

Alternative Pathways has adopted Dr. Susan Baum's Talent Search list to identify children with high potential. Dr. Baum and Mr. Thomas Hebert, our primary consultants, have provided participating teachers with a solid foundation of philosophy and methodology in alternate means of identifying gifted and talented potential in students.

Specific Identification Procedures or Protocols

This model process of identification includes teacher recommendation using a checklist of characteristics. The areas included in the Search List are:

- Learns easily.
- Is curious.
- Reads everything.
- Has in-depth interests.

- Has spatial abilities.
- Shows leadership qualities.

An "Interest-a-lyzer" is also administered once children have been placed on the talent search list.

Number of Children Served

172

Total Number of People Involved in Implementation of Program 78

Teachers 77 **Administrators** 1

Other Staff

N/A

Type of Preservice or Inservice Training Provided

- Training in the identification of highly able limited-English-proficient, special education, and economically disadvantaged students using multiple identification criteria.
- Training in utilizing the Renzulli Enrichment Triad model.
- Training to facilitate the implementation of a mentoring program.
- Training in implementing family-school collaborative problem-solving activities.
- Training in utilizing community resources.
- Training in the philosophy and implementation of District 22's enrichment model as exemplified by the EAGLE II program for gifted and talented students. Curriculum designed for EAGLE II disciplinary framework and includes student activities at cultural institutions. Teachers also gain knowledge about the Structure of Intellect model, which plays a significant part in shaping the content and activities of the EAGLE II program.

Resources or Materials Necessary to Implement Program

Cultural institutions within New York City are used to implement Alternate Pathways resource libraries for teachers and parents have been established in each participating school. Use of manipulative materials and cooperative learning are emphasized.

Training Provided to Parents or Community

A series of workshops have been scheduled to train parents in nurturing their child's gifts and talents. Parents have been given a general orientation to the program, which included a discussion of how their children were identified; what it means to be highly able, gifted, or talented; and how they can support their children's classroom activities. A parent-child collaborative workshop at the Brooklyn Museum is offered, and provides a gallery tour and hands-on art experience. Science and storytelling workshops are also provided for parents and children.

Important Factors for Adapting Program to Other Settings

The framework is adoptable. The involvement of parents is important, as is the cooperation of the school administration. Identifying students through the use of alternate assessments and relying on teacher expertise rather than tests are crucial.

Key Conditions for Replicating Program

- A creative, intelligent, dedicated staff.
- Support from the administration.
- A belief that everyone has a gift or talent in some area.

Cost of Replicating Program

Depends on the number of staff members to be trained.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

- The philosophy and approach to implementing Alternate Pathways can be replicated.
- A strong belief that all children possess a gift or talent is essential.

Most Effective Features of Program

- Staff development of participating teachers, which generated high teacher involvement and enthusiasm.
- Meetings and activities for the parents of the identified students in nurturing their children's gifts and talents.
- Alternate assessment instruments.

Most Surprising/Challenging Features of Program

- The program runs from January through December, which accounts for some problems in tracking children.
- Conflicting federal budget year and school year calendars.

Wish List of Additional Materials/Resources

Expand staff development.

Planned Follow-Up Activities

- Participating students will be tracked longitudinally to determine long-term effects of participating in the program.
- Networking activities, bringing participants from all three grant years together, will provide support for continuation of implementation of goals and activities after funding ceases.

SECTION IV: EVALUATION

Evaluation Plan

No information given.

SECTION I: GENERAL INFORMATION

Name of Program
Javits 7+ Gifted and Talented Program

Project Director
Joyce Rubin

Contact Person
Same as above

Address
Community School District 18
755 East 100th Street
Brooklyn, NY 11236

Project #
R206A00126-90

Funding Period
12/1/89 to 11/30/92

Telephone
718/927-5246

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To identify gifted and talented students who may not be identified through traditional assessment methods by a selection process that utilizes multiple criteria.
- To train teachers and administrators to enhance the delivery of instruction based on the individual strengths of the student.
- To provide an educational environment which will discover and develop the multiple intelligences of economically disadvantaged and disabled gifted and talented students.
- To train parents in nurturing their children's multiple intelligences at home.

Program Description

Community School District 18 in Brooklyn, New York, was funded to develop a demonstration project that would explore ways to identify and provide appropriately differentiated curriculum for students who are usually not identified as gifted through the use of traditional assessment methods, and are often overlooked in the classroom. This includes students who are economically disadvantaged, students with limited English proficiency, and individuals with disabling conditions. The theoretical foundation for District 18's project, the Javits 7+ Program, is Howard Gardner's Theory of Multiple Intelligences. District 18 created an early childhood program designed to discover and develop the multiple intelligences identified by Gardner's research. A team of teachers and staff has developed a series of intelligence-fair performance based assessments.

The project director, coordinator, and curriculum specialists conduct workshops where the teachers are presented with a variety of strategies such as using learning centers and contracts to individualize instruction. Supervisors, teachers, and visual and performing artists work collaboratively to create an appropriately differentiated curriculum based on conceptual themes. These interdisciplinary units of instruction provide opportunities for students to develop their multiple intelligences as well as their critical and creative thinking skills. The Javits 7+ teachers create a supportive learning environment which values all intelligences equally and enables students to recognize and appreciate their own uniqueness and that of their peers. A team of artists from Young Audiences/New York work cooperatively with program teachers to develop

interdisciplinary activities. Because parents are partners in the education of their children, workshops are provided enabling parents to develop strategies which nurture their children's multiple intelligences at home.

There were four classes the first year. This year the funding will serve ten classes. Additional classes will open at other schools, although they are not included in the funding for this project.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Large urban area (≥ 1,000,000).

Target Population Characteristics

- Environmental: High crime, drug abuse; high unemployment; low SES; high mobility rate.
- Socio-Cultural: Immigrant population; 100% minority.

Age/Grade Level

Grades K through 3.
Ages 5 through 8.

Selection of Population

All kindergarten children in the target schools are assessed for outstanding performance in each of the seven intelligences described in Howard Gardner's 1983 publication, *Frames of Mind.* Evidence of unusual ability in any one of the areas assessed is criterion for entry into the program.

Specific Identification Procedures or Protocols

Using materials created for Project Spectrum at Harvard University, a team of teachers and supervisors developed a series of intelligence-fair performance based assessments that are administered in the real world of the child; engaging and enjoyable for the child, informative for the adults who interact with the child.

Number of Children Served

Current: 270; Sept. 1992: 450.

Total Number of People Involved in Implementation of Program 25

Teachers 12 **Administrators** 7

Other Staff

6 paraprofessionals.
8 artists-in-residence.

Type of Preservice or Inservice Training Provided

All program teachers participate in 30 hours of pretraining and monthly inservice workshops designed to provide experiences that will help them make gains in their ability to assess the cognitive strengths of their students and to provide individualized instruction based on these strengths. All kindergarten teachers attend workshops in the administration of the assessment.

Resources or Materials Necessary to Implement Program

The philosophical position that all intelligences must be valued equally in the classroom makes it

necessary to create an arts-in-education collaboration with Young Audiences of New York. This gives the students insights into the skills and processes used in making art.

Training Provided to Parents or Community

A series of evening workshops were conducted by the project director and coordinator. These were designed to enable parents to nurture their children's multiple intelligences at home.

Important Factors for Adapting Program to Other Settings

- Commitment of administrators, teachers, and support staff.
- Involvement of parents and community.
- Economic support.

Key Conditions for Replicating Program

- Willingness to accept an expanded definition of intelligence and a new paradigm for instruction.
- Acceptance of performance-based, qualitative assessments.
- Understanding that change takes time and trans-contextual learning is only possible with a great deal of support and planning.

Cost of Replicating Program

$16,000 for 5 classes.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

The teacher is the key to the success of the program. Teachers must be chosen on the basis of their skills and sensitivities. Time must be invested for training teachers in the methodology and philosophical ideals relevant to the diverse abilities of their students. Start small with concentrated resources, provide lots of support with many opportunities for sharing and intervisitations.

Most Effective Features of Program

Data compiled from focus interviews conducted in April, 1991, provide evidence of increased attendance, parent involvement, administrative and staff support, and gains in student abilities in areas of fluency, flexibility, originality, elaboration, commitment, and performance. This is due to an approach that emphasizes strengths and builds on success. Artists and teacher collaborate to present curriculum and develop skills within a meaningful context.

Most Surprising/Challenging Features of Program

Elementary education courses prepare teachers to group for instruction in reading and math. No such strategies are addressed for the visual and performing arts. It is essential to provide appropriately differentiated activities for all of the intelligences to support the philosophy that they are all to be valued. Training teachers and artists to differentiate in all areas continues to be a challenge.

Wish List of Additional Materials/Resources

Additional resources would enable us to conduct more extensive and intensive workshops for parents who have identified a need for additional support. It would also provide funds to develop additional multi-cultural, interdisciplinary units of instruction based on students' multiple intelligences.

Planned Follow-Up Activities

The district is committed to the continuation of the current program. Additional funding will be aggressively sought to expand the program to schools not currently being served. This expansion is in response to requests from several principals in the district.

SECTION IV: EVALUATION

Evaluation Plan

Administrators, teachers, and artists from across New York State, North Carolina, and Brazil have visited program sites. Metis Associates, Inc. conducted an evaluation in spring, 1991.

Method of evaluation:
In April 1991, focus group interviews with teachers, students, and parents were conducted in order to help assess the program's progress in meeting its objectives. Student achievement was measured by a comparison of pretest (fall, 1990) and posttest (spring, 1991) performance on a locally developed teacher rating scale.

Changes made in response to feedback:
A new format for reporting to parents was developed to reflect the multiple intelligences approach. Teacher input has been expanded through the creation of a checklist for candidates. The use of "process folios" is being investigated as an assessment tool for 2nd through 5th grade children.

Anticipated Evidence of Effectiveness:
- Continued high attendance, evidence of strong skill development, application of understandings in problem exploration and solution, creative production and social consciousness are student goals.
- Increased ability to individualize instruction based on cognitive strengths and interests of children are teacher goals.

ABOUT OUR CHILDREN

Excerpts from Group Interview Guide for Parents, April, 1991

Question: I know that all of your children are in the Javits Gifted and Talented Program. Have any of you observed changes in your child's behaviors and attitudes as a result of the program? How has your child's feelings about him/herself been affected by being in the program? Have you become aware of any new strengths or talents in your child as a result of your child's participation in the program? What are you doing, if anything, about it?

Answer: I see my son dancing, doing so many dances, and he gets so excited. He was never a child like that and sometimes it's a surprise that he knows so much. I never saw that he could have done so much. He is asking me to do things with him, and you really have to listen. It has helped this child so much. He can do so many things. His English—he speaks so fluently. His math is good, spelling is excellent. He asks a lot of questions and you have to be prepared to answer. He can go into something new. I must thank the whole program, as a parent I have seen such a difference and I am very grateful and as he goes on I hope it will be just like that.

My daughter likes to sing. She also says she wants to learn the piano. She was given a form from school and right now she's attending The Brooklyn Music School. I don't have a piano in the house, so what they did was put her in the chorus so now she sings all day. They said she must have a piano at home. I'm thinking about renting one for September because she really wants to do that so that is something that I really realized she wants to do. She wants to do everything if you let her. She wants to do gymnastics, she wants to do ballet, she wants to play piano, and she's really serious about what she says. And now I get her to watch Channel 13

when they have the piano recitals. And she will sit down and sing and pretend, so I have to really get her a piano. She'll come home and tell me about someone who taught them about drums, dancing, or whatever, she shows me what it was about. She feels she can excel in music, she says, "I want to be just like that." I really have to get us a piano for September—rent it or something.

SECTION I: GENERAL INFORMATION

Name of Program

Discovery and Nurturance of Scientific and Mathematical Talent in Adolescents: A School-College Collaboration.

Project Director

(1) Rena F. Subotnik and (2) Anthony Miserandino, Codirectors

Contact Person

Same as above

Address

1. Educational Foundations, Hunter College, 695 Park Avenue, New York, NY 10021
2. Hunter College Campus Schools, 71 E. 94th Street, New York, NY 10128

Project #

R206A00567-91

Funding Period

1/91 to 1/94

Telephone

212/772-4722

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To broaden teachers conceptions of giftedness in terms of scientific and mathematical talent, and provide an enriched exposure in advanced science and mathematics.
- To encourage enrollment in advanced mathematics and science courses, particularly among disadvantaged students and girls.
- To familiarize teachers, students, and parents with regional science and mathematics related resources.
- To increase students' use of mathematics and science as outlets for creative expression.
- For teachers to learn to apply research-based instructional techniques to the development of curriculum designed for gifted mathematics and science learners.
- To encourage the development of student role models for children in metropolitan area elementary schools.
- To foster collaboration among institutions of higher education and secondary schools in both the public and private sector.
- To increase parental participation and support for enrichment in secondary mathematics and science education in their children's schools.

Program Description

A consortium consisting of Hunter College, Hunter College High School, DeLaSalle Academy, the Louis Armstrong Middle School, and Julia Richmond High School from the New York City Board of Education, has been formed to address the needs of secondary students gifted in mathematics and science, with a special emphasis on economically disadvantaged students and girls. The five participating institutions represent diverse educational settings, including a publicly funded college and laboratory school, a Catholic junior-high school, a magnet junior-high school, and a regular urban secondary school. These schools are individually and jointly committed to inclusive definitions of academic talent, with the goal of serving as demonstration sites for innovative teaching, curriculum development, and community participation.

Description of Project Activities
Three teachers from each of the school sites are being trained at Hunter College to work with academically talented adolescents who have not yet explored their potential in mathematics and science. The coursework focuses on both pedagogy and exposure to content in advanced mathematics, physics, and chemistry.

Mathematically talented students who may not have had strong backgrounds or adequate opportunities in science and mathematics will participate with their teachers in advanced mathematics and physics laboratory workshops during the summer, and each teacher will be responsible for serving as a mentor for six students at his or her school. Student participants will serve the following year as mentors in elementary schools in the neighborhood of their secondary school. The long-term goal for participating students will be to enroll in advanced courses and compete in contests such as the Westinghouse Science Talent Search.

Each year, an additional cohort group will start the same process. The more experienced teachers and students will serve as mentors for the next group. As a culminating experience after three years of experimentation, a regional conference will be organized inviting other schools and institutions of higher education to join and share our model.

SECTION III. PROGRAM IMPLEMENTATION

Type of District
Large urban area (≥1,000,000).

Target Population Characteristics
- Environmental: Lab school, magnet school, independent catholic school, regular urban high school; SES: full range, but 3/4 economically disadvantaged.
- Socio-Cultural: All English speaking, but for approximately 1/3, second language; 1/8 Asian, mixed ethnicities; 1/8 Caucasian, mixed ethnicities; 3/4 Black and Hispanic, mixed ethnicities.

Age/Grade Level
Grades 6 through 9.

Selection of Population
Teacher nomination: See addendum, below.

Specific Identification Procedures or Protocols
Teacher nomination: See addendum, below.

Number of Children Served
54 per year.

Total Number of People Involved in Implementation of Program 15 (1991)

Teachers 9 **Administrators** 2

Other Staff
Evaluator and program director.
Two mathematics professors.

Type of Preservice or Inservice Training Provided
Three graduate courses for teachers:

- Conceptions of giftedness.
- Teaching mathematics to gifted students (next 2 years: science).
- Evaluating gifted programs and curriculum.

Resources or Materials Necessary to Implement Program

- Calculators, computers, computer software for science components.
- Access to laboratories and associated equipment and chemicals.

Training Provided to Parents or Community

Site coordinators and teachers work with parents at each site to involve parents in workshops on local resources, activities that can be done at home to support program, college scholarship and admission advice, and general information about science and mathematics.

Important Factors for Adapting Program to Other Settings

- Cooperative, involved administrators.
- Knowledgeable teachers with appropriate academic preparation in subject matter and gifted education.
- Cooperative college or university.
- Access to Woodrow Wilson Institutes.
- Access to some outside funding.

Key Conditions for Replicating Program

Variables listed under Important Factors for Adapting Program, above.

Cost of Replicating Program

From $100,000/year down, depending on teacher knowledge, access to university resources, and personnel.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

Variables listed under Important Factors for Adapting Program, above.

Most Effective Features of Program

- Teachers mentoring a small group of students: develops attentive, caring relationship based on students' talent; provides emotional and social support based on intellectual pursuit.
- Students mentoring other students: builds self-confidence of mentors; creates an awareness of the art/science of teaching among mentors; provides role models for mentees.
- Collaboration among teachers, administrators, and college personnel: develops a collegial, supportive environment for professional growth and activism.
- Developing new ways to identify gifted students: students otherwise passed over have shown remarkable growth in the course of the summer institute.

Most Surprising/Challenging Features of Program

No information given.

Wish List of Additional Materials/Resources

- Copies of all shared materials available at every school.

- Inclusion of more teachers and students at each site.
- More opportunities to send teachers to conferences to discuss and present on the project.
- More money to compensate teachers (summer stipend).

Planned Follow-Up Activities

- Grant writing to continue the project.
- Longitudinal follow-up of study participants.
- Exploration of how to integrate some or all aspects of the program into the regular school program at each site.

SECTION IV: EVALUATION

Evaluation Plan

No information given.

Addendum to Selection and Identification Criteria

To the Faculty at Julia Richmond High School:

Ethnic minorities, women, and individuals from economically disadvantaged backgrounds are greatly underrepresented in math/science-based professions such as engineering and biotechnology. If continued, present trends will have a detrimental effect on the economic and social well-being of the nation, as students from these groups become an increasingly larger proportion of the total student population. To combat this problem, Congress funded the Jacob Javits Gifted and Talented Student Act. The U. S. Department of Education recently awarded a Jacob Javits grant to Hunter College and four schools, including Julia Richmond High School, to support the establishment of an innovative program proposal. The purpose of the grant is to identify ethnic minority, economically disadvantaged, and female students who are talented in math and science, and foster their development and achievement. We are therefore asking for your assistance in identifying a pool of these students. On the attached sheet, please list the names of any ninth grade student you have worked with who has exhibited *AT LEAST THREE* of the following characteristics:

1. Uses simpler, more efficient strategies, often collapsing the number of steps involved in solving a problem.
2. Uses mental processes flexibly; e.g., can reverse processes and change direction with ease.
3. Solves given problems correctly, sometimes using strategies different from those of his/her peers.
4. Conceptualizes problems and solutions correctly even though he or she may make computational errors.
5. Tends to impose a formal structure on ill-structured problems.
6. Can transfer algorithms and math principles to the solution of problems other than those specifically learned, and does so in typical as well as atypical ways.
7. Asks mathematics related questions, beyond questions of clarification.

Example	NAME	CHARACTERISTICS	COMMENTS
	Jennifer	3,6,7	Very active in class. Wants to share unusual methods for answering questions with teacher and fellow students.

SECTION I: GENERAL INFORMATION

Name of Program
Project Synergy

Project Director
James H. Borland, Ph.D. and Lisa Wright, Ed.D.

Contact Person
Same as above

Address
Box 89, Teachers College
Columbia University
New York, NY 10027

Project #
R206A00597

Funding Period
1/1/91 to 12/31/93

Telephone
212/678-4074

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To develop and test new methods for identifying young, economically disadvantaged, potentially gifted urban children.
- To identify 12 students annually using the methods described in the above goal.
- To provide direct services ("transitional services") to identified students to help them develop their potential for giftedness.
- To provide inservice education to the students' ! indergarten and primary teachers.
- To provide educational and other services to parents and guardians.
- To provide adolescent, economically disadvantaged mentors for identified students.
- To provide appropriate placements for identified students after they receive transitional services.
- To provide opportunities for Teachers College students to work with underserved gifted students.
- To disseminate findings and methods nationally.
- To initiate longitudinal study of identified students.

Program Description

Project Synergy is a federally funded three-year program designed to identify and serve economically disadvantaged, potentially gifted kindergarten students in the New York City public schools and to provide services to the children, their families, and their teachers. As the name suggests, the project is a cooperative effort involving a partnership between Teachers College (specifically, the Department of Special Education and the Leta Hollingworth Center for the Study and Education of the Gifted) and community School District #3 in Manhattan. In addition to providing direct services to children enrolled in P.S. 149/207 in central Harlem, the project exists to test, refine, and disseminate methods for identifying and educating traditionally underserved gifted and potentially gifted children in order to increase the effectiveness of the field of the education of the gifted to meet the needs of all children in our diverse, pluralistic society. Moreover, longitudinal research will be undertaken, with children identified as potentially gifted by the Project Synergy staff constituting part of the research sample.

The specific goals of Project Synergy are as follows:

- To develop and field test nontraditional methods of identifying potentially gifted, economically disadvantaged young children.
- To identify, using the methods developed in the above goal, 12 young potentially gifted children in the public schools each year.
- To provide direct services ("transitional services") to identified students, both in their schools and at Teachers College, designed to develop their potential for high academic achievement.
- To provide staff development to kindergarten and primary grade teachers on topics related to the education of young gifted children and on topics identified jointly with the teachers.
- To provide educational and other services to parents and guardians of identified children to enable them to support and encourage the development of their children's abilities.
- To provide adolescent mentors and role models for identified children through a cooperative arrangement with the DeLaSalle Academy in Manhattan.
- To continue to work with identified children beyond the kindergarten yea facilitate appropriate educational opportunities. These could include placement in public school programs for gifted students, placement in independent schools capable of meeting the needs of capable students, or placement in a program for gifted students that will be planned and implemented at P. S. 149/207 by Project Synergy staff during the second project year, 1992.
- To provide opportunities to Teachers College students in the program in the education of the gifted to develop the professional skills necessary to work with traditionally underserved gifted students.
- To disseminate to a national audience the identification and educational procedures developed by the Project Synergy staff.
- To initiate longitudinal study of identified children.

The following assumptions and beliefs guide the activities of the Project Synergy staff:
- The potential for giftedness is equally distributed across all major segments of our population.
- The field of the education of the gifted has thus far failed to achieve an equitable distribution of special services for able students. Current programs primarily benefit students from white middle-class families; students whose families are systematically being denied access to the benefits of programs for the gifted.
- The problem of redressing the current racial, ethnic, and socioeconomic inequities in programs for the gifted will be solved not by abolishing such programs but by providing equal access to all students, irrespective of race, ethnicity, and socioeconomic class.
- Early identification of potential is essential to effective education for talents and gifts.
- The keys to effective identification and education will not be found in the ivory tower or the current research literature. Rather, researchers must spend considerable time in the schools learning from school personnel, children, and families before they can hope to develop effective practices.

Project Synergy invites comments and suggestions. Please feel free to get in touch with us at 212/678-4074.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Large urban area (≥ 1,000,000).

Target Population Characteristics

- Environmental: Inner city; economically disadvantaged.
- Socio-Cultural: 25% bilingual; Spanish/English; African-American and Hispanic.
- Other: Some parents are drug addicts or incarcerated.

Age/Grade Level

Ages 5 through 8.
Grades K through 2.

Selection of Population

Identification procedures have been developed that are explained in some detail in a paper submitted for possible publication in the *Gifted Child Quarterly*. Briefly, no specific plans were developed until the school was observed extensively (P.S. 149/207 in central Harlem). Observation was made in structured and unstructured situations and project-team-designed problem-solving tasks. Teacher nominations played a role. Case-study methods were also used.

Specific Identification Procedures or Protocols

See above.

Number of Children Served

12 annually and others through classroom enrichment and teacher in-service.

Total Number of People Involved in Implementation of Program 8 + consultants, assistant teachers, mentors, etc.

Teachers 4 and 4 assistants **Administrators** 2

Other Staff

11 mentors, 1 administrative assistant, 1 parent seminar leader, 1 services coordinator; more in the future.

Type of Preservice or Inservice Training Provided

- Inservice education in the school classroom (demonstration lessons, workshops, etc.).
- Summer fellowships at Teachers College (formal courses, informal work sessions, internships in the Hollingworth Summer Program).
- Inservice at Teachers College through the Office of Continuing Education.

Resources or Materials Necessary to Implement Program

- Computers, video equipment, classroom furniture, and supplies.
- Transportation funds for children and parents.
- Travel money for staff.

Training Provided to Parents or Community

Parents and guardians attend parent workshops at Teachers College. Topics deal with academic skills (study skills, mathematics, etc.) and parenting skills (effective and humane discipline, homework, etc.).

Important Factors for Adapting Program to Other Settings

The framework, not the specifics, is adoptable. Care must be taken to allow for specifics of the local setting. The involvement of parents and the use of gifted adolescents as mentors are both very important. The cooperation of the public school is also essential. Identifying students through the use of an extensive array of methods, relying on human beings rather than tests, using the idea of best performance are all crucial. The idea of transitional services instead of immediate placement in a gifted program is also important.

Key Conditions for Replicating Program

- A strong, intelligent, creative, hard-working, underpaid staff.
- A cooperative public school or district as a partner.
- A base of operations with resources (e.g., Teachers College).
- A belief that giftedness is present in all environments and that it will be expressed in environmentally-specific ways.
- A willingness to take risks and to live with some failures.

Cost of Replicating Program

Hard to generalize from New York. Perhaps one professional salary and some expenses.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

Replicate the philosophy and the general approach, not all of the specifics. Ignore most of the received wisdom in the field of the gifted. Be angry about current inequities in services to gifted students who are poor and members of racial and ethnic minorities. Hire a strong staff and trust them to do their jobs. Treat the whole enterprise as research; learn from your mistakes. Do not be discouraged.

Most Effective Features of Program

- Identification: Capable staff, site-specific methods, child-center approach, disdain for methodological orthodoxies.
- Mentorships: Great kids as mentors, poor, gifted, adolescents are effective role models.
- Transitional services: concept is sound, teachers creative and hard working, kids are able.
- Relationship with public school: Respect each other; they believe that there are gifted kids in their school.

Most Surprising/Challenging Features of Program

- Parent seminars: Attendance is spotty, as expected; parents are dealing with quite a bit (e.g., drug addiction, violence, large families, and no father).
- Reaching kids late: Proposal was for a project to work with preschoolers (ages 3-4); this was precluded by the language of the legislation. More could be done with early identification and intervention.

Wish List of Additional Materials/Resources

The grant, especially with an increase in funding for year 2, covers the needs for material resources fairly well. With additional money, staff members would be allocated to a preschool component to work in Head Start and New York City and State funded day care.

Planned Follow-Up Activities

Additional funding will be sought to continue the program, from public and private sources. The children will continue to be followed through longitudinal research.

SECTION IV: EVALUATION

Evaluation Plan

No information given.

ABOUT OUR CHILDREN

Jenny. Jenny is a 5-year-old African-American girl who lives in Central Harlem. She is one of ten children, her mother is addicted to crack, her father is an alcoholic. Despite the seemingly insurmountable challenges of her environment, Jenny is a survivor. Her inquisitive nature combined with her tenacious spirit have enabled her to thrive in the enriched environment of our program. Her academic profile is astonishing; she can intuitively carry out rather sophisticated math computations, is teaching herself how to read, and is passionate about playing card games with her teachers. Additionally, one standardized math test revealed that Jenny scored in the 85th percentile (quite an accomplishment for a child surviving in a dysfunctional home environment).

Jenny requires nurturance. We marvel at her potential. We know that with the appropriate opportunities, this little girl will develop her gifts.

SECTION I: GENERAL INFORMATION

Name of Program
Talent Beyond Words

Project Director
Barry Oreck

Contact Person
Same as above

Address
ArtsConnection
505 8th Avenue
New York, NY 10018

Project #
R206A00148

Funding Period
1/1/90 to 12/31/92

Telephone
212/564-5099

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To develop a valid, reliable, and equitable process to assess potential talent in music and dance in untrained elementary-school students from disadvantaged, bilingual, and special education populations.
- To develop criteria and methodology that is applicable to a variety of dance and music styles and is understandable to specialists and nonexperts alike.
- To train teachers to identify artistic talent in their students.
- To train teachers in the use of artistic resources and activities in the classroom to take advantage of the talents and interests of their artistically gifted students.
- To involve parents in school activities and to make them aware of opportunities to further their children's artistic training.
- To provide schools with the capability to recognize and train nonacademically gifted students.

Program Description

ArtsConnection, with support from a grant from the Jacob Javits Gifted and Talented Students Education Program, has developed a new process in music and dance to identify potentially talented elementary-school students from disadvantaged, bilingual, and special education populations. In Talent Beyond Words, a wide range of creative and expressive talents can be recognized which cannot be assessed by written tests and are often overlooked in school.

Talent Beyond Words has developed a multi-cultural curriculum for identification and training and clear, nontechnical criteria which can be understood by both arts specialists and classroom teachers. The process is designed to be equitable to students of all backgrounds, language abilities, and prior artistic experience and can be adapted for use by schools around the country using different artistic styles and techniques.

Begun in 1990 in two elementary schools (PS 27, PS 130) in disadvantaged, primarily minority communities (Red Hook, Kensington) in Community School District 15, Brooklyn, the program provides introductory arts experiences for the entire school and ongoing classes for students in

Grades 3 through 5, and training for classroom teachers, school specialists, and parents. Instruction is provided 2 days per week in each school by a team of professional teaching artists.

The research component of the program, directed by Dr. Susan Baum of the College of New Rochelle, is investigating the reliability and validity of the identification process and the effects of talent recognition and training on the attitudes and behavior of students over the course of three years. Growth in teachers' understanding and use of the arts and their appreciation for multiple talents in students is also being assessed.

The educational philosophy of Talent Beyond Words arises out of 13 years of experience in identifying potentially gifted students in dance, music, theater, and circus arts in New York City elementary, intermediate, and high schools. The traits that we have observed in both untrained students and accomplished performers has led to a definition of giftedness that corresponds to the Renzulli Three Ring Conception of Giftedness—Above Average Ability, Creativity, and Task Commitment. This definition provides a framework for the identification and assessment and progress in talent development.

Components of the Talent Beyond Words Program

- A yearly series of auditorium performances introduces the entire school to high level achievements in the art form from different cultures and styles.
- All classes in Grades 3 through 5 participate in a series of 5 to 7 weekly workshops with professional dance or music educators to introduce them to the art form and to select a group for advanced training.
- A sequential training program for selected students during and after school develops a variety of skills and techniques and provides the foundation for in-depth talent development. Master classes at outside dance and music studios introduces students to new techniques and to the procedures and expectations of the professional environment.
- Training in the arts for teachers and school specialists include a variety of dance and music experiences, investigations into the nature of artistic talent and curriculum development using arts processes in the classroom, during a week long summer institute and weekend workshops throughout the school year.
- Events for parents bring parents and families into the school and into professional studios and theaters around the city to help them appreciate the talents of their children and the opportunities available to them.
- Longitudinal research is studying the effects of talent recognition and talent development on at-risk students.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Large urban area (≥1,000,000).

Target Population Characteristics

- Environmental: Inner city; economically disadvantaged.
- Cultural/linguistic: 35% bilingual, 42% African-American, 35% Hispanic, 18% Caucasian, 2% Asian; many recent immigrants from the Caribbean or Eastern Europe.

Age/Grade Level

Ages 8 through 11.
Grades 3 through 5.

Selection of Population

All children in Grades 3, 4, and 5 participate in a yearly series of dance or music workshops

designed to introduce them to the art form and to allow them to demonstrate the ability and motivation to benefit from more advanced training (core group training). Identified students participate in 180 minutes per week of training during and after school. Students can enter the core group at any time during the process.

Specific Identification Procedures or Protocols

Third grade students participate in seven workshops covering all of the identification criteria (8 items for music, 10 items for dance). A panel consisting of two teaching artists, the classroom teacher, and an outside observer (school specialist or arts educator) mark a tally sheet for all of the students, give an overall selection recommendation, and participate in a discussion immediately following each class. At the end of the 7-week process, a final selection is made for the core talent group. Fourth and fifth grade classes have five workshops and are reevaluated on the same criteria.

Number of Children Served

400 students—introductory identification workshops; 100 students—advanced core talent group; 1,450 students see professional performances in music and dance.

Total Number of People Involved in Implementation of Program 9 program staff
30 school staff

Teachers 7 arts instructors
30 teachers

Administrators 5 school
2 ArtsConnection

Other Staff

1/2 time parent liaison.

Type of Preservice or Inservice Training Provided

A week long summer institute and 4 weekend workshops during the school year have involved 30 teachers from two schools over the past 2 years. They receive training in the identification of artistic talent, the development of their own skills, analysis of artistic performances and teaching methods, and they develop curriculum for use in the classroom. Administrators, school specialists, and district supervisors have also attended these sessions.

Resources or Materials Necessary to Implement Program

For dance—a suitable space, preferably with a wood floor, such as a gum or large auditorium stage, is needed for 2 to 3 hours per week during school time and 1 to 2 hours per week during school time and 1 to 2 days after school.

For music—instruments must be available for 20 to 30 students and a space is needed for 2 to 4 hours per week during school time and 1 to 2 days after school. This space should be separated enough from other classrooms so that the noise will not bother other classes.

Training Provided to Parents or Community

Six to 8 weekend events are held at the school and in studios and theaters around the city for parents and families. These events consist of participatory workshops, lecture demonstrations, and professional performances and are designed to make parents aware of their child's special abilities and the opportunities available to them to continue training, to apply for schoiarships, and to attend specialized junior-high schools.

Important Factors for Adapting Program to Other Settings

The methods used in the identification process and the training curriculum were designed to be transferable to other settings and a variety of artistic styles and techniques. Some of the contact

with professional performing groups, teachers, and performers from other ethnic groups and cultures and the inservice training at outside cultural institutions may be more adoptable in urban than rural settings. Some of those aspects of the program can be supplied, however, with the use of film and video tape, touring arts companies, and field trips to nearby cities.

Key Conditions for Replicating Program

- Appropriate work space during and after school.
- A principal with a belief in the arts as part of the school program.
- A strong commitment on the part of the school to help its artistically gifted students who may be struggling academically.

Cost of Replicating Program

Difficult to generalize for a different setting. Identification and training process during and after school, using professional arts instructors, is approximately $25,000.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

- The arts program must be made a basic part of the school day and not a frill or a reward for doing "real" work. Teachers must be aware that children with great talent in the performing arts are often those same students with abundant energy who may be "underachieving" or getting into trouble in the classroom.
- There is no set formula for the arts training curriculum. The arts instructors must teach from their strength but must be willing to design the curriculum for the setting and to vary the structure and materials to take into account the full range of skills, talents, and learning styles of the students.
- Because of the common lack of expertise in schools concerning the assessment of instruction and learning in the arts, the partnership with a strong arts-in-education organization is important to design, supervise, and evaluate the program and keep it on track.

Most Effective Features of Program

- The identification process has been the most effective part of the program. It has proved to be valid and reliable and is understandable by teachers as well as artists.
- The partnership between the district, the schools, and the arts organization has been extremely effective.
- The teacher training has made a great impact on teachers' recognition and appreciation for the talents of their students and has resulted in strong support for student participation in the arts program.
- The research project has provided an in-depth profile of artistically talented at-risk students.

Most Surprising/Challenging Features of Program

The biggest challenge is to involve parents in the program. The parent liaison position has been critical in building the support of parents and in maintaining the attendance, preparation, and behavior of the students.

Wish List of Additional Materials/Resources

With adequate funding a part-time school counselor would be supported who would be the program liaison within each school. Video tapes would be developed for the training of artists and teachers in other sites and arts agencies, school and district personnel would be brought to the sites to observe the program and discuss the possibility of replication in other areas of the country.

Planned Follow-Up Activities

In order to maintain training for the selected students through sixth grade, ArtsConnection is discussing plans with the school and school district to provide a limited program through the spring of 1993. In the current financial climate this appears difficult. Funding is also being sought through private sources for the maintenance of the program in some form in the pilot sites.

SECTION IV: EVALUATION

Evaluation Plan

Formative and summative evaluation of the program is being carried out by Dr. Susan Baum of the College of New Rochelle, Dr. Steve Owen of the University of Connecticut, and Jane Remer. Pre- and postdata on students and teachers in two experimental and two control schools is being collected and will be ready for analysis and dissemination in September 1992. For further information, contact the ArtsConnection program director, Barry Oreck, or Dr. Baum.

ABOUT OUR CHILDREN

Jonathan. Jonathan has a very short attention span. In school his teachers describe him as a classic hyperactive or Attention Deficit Disorder child. His academic work suffers. He was at the bottom of his third grade class and he was sent to the resource room (special education). In third grade, through the Talent Beyond Words music workshops, Jonathan was identified by professional musicians and his classroom teacher as having outstanding potential in music. This talent had not been previously recognized in or outside of school. His interest and talent was a surprise to his mother. Jonathan himself said that he was surprised to be selected for the advanced training offered in fourth grade.

It was immediately clear in the intensive 2-hour music classes that Jonathan was not dumb. Quite the opposite. He picked up the material so quickly that he become bored and restless. He would drift away, often taking other students with him and becoming a distraction to the class. His music teacher recognized that, despite his lapses, when it was time for everyone to play again, Jonathan was back doing his part. He was solid and reliable when he was playing. It was the not-playing time that was the problem.

The music instructors made it clear to Jonathan that to remain in the program he could not distract other people. He understood and was given a very challenging and important part in the ensemble. The result has been that while Jonathan's attention still wanders, he knows when to come back. He does not get in trouble and he is a solid and responsible member of the group. He uses effective self-regulatory strategies to keep himself away from friends who he could distract and he practices his parts at home until he masters them.

When the music ensemble performed for the school, Jonathan's behavior was a revelation to his teachers, his classmates, and even the principal. How could he learn and remember such a difficult part? How could he perform with other students in a sensitive and cooperative way?

Jonathan now reports that he is getting more attention in his classroom for his positive accomplishments. "My teacher even lets me teach some things to the class." he said with pride. "They are proud of me now that they can see what I can do."

Shaneeka. Shaneeka was absent from school 60 days before the Talent Beyond Words dance workshops began in March last year. Her family was living in a homeless shelter and there were family problems and responsibilities which kept her mother from bringing her to school. From the first day of the dance workshop the dance instructors and classroom teacher recognized an outstanding talent. She moved with elegance, clarity, and commitment. None of the insecurity and confusion that was reflected in school was seen in dance.

She excelled in all of the talent areas—spatial, rhythmic, coordination, control, memory, as well as in perseverance, focus, and the ability to express her own imaginative ideas and feelings. "If she doesn't pursue this it would really be a waste," her classroom teacher said. He told her mother, "Whatever you do, make sure she gets to school on Tuesdays because there is a special program which she cannot miss." Shaneeka did not miss a Tuesday for the next 2 months and her performance continued to impress the instructors. She was a unanimous selection for the core talent group.

It is obviously important for Shaneeka to be in school every day. The point is that with her involvement in a special program that touches her special gift, Shaneeka now has a positive outlet in school. The parent sees a special opportunity for her child and the child has found a place to excel that she was previously unaware of. This is a starting point. Her mother now reports, "I have no trouble getting Shaneeka ready for school on Tuesdays and Thursdays. She is up, has her uniform washed, and is ready to go." Her attendance is much improved this year.

SECTION I: GENERAL INFORMATION

Name of Program

Project STRENGTHS (Staff Training, Recognition, and Enrichment of Nontraditional Gifted and Talented to Head for Success)

Project Director

Helene Stein, Director of Gifted Programs and Enrichment

Contact Person

Same as above

Address

Community School District 27
82-01 Rockaway Blvd.
Ozone Park, NY 11416

Project #

R206A00551

Funding Period

12/31/90 to 6/93

Telephone

718/642-5724

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To identify students as potentially gifted and talented through a multiple screening process in mathematical, spatial, verbal, visual, and problem solving areas.
- To provide enrichment opportunities and resources to meet special educational needs of targeted population.
- To support and encourage development of students' multiple talent and higher-order thinking skills.

Program Description

Community School District 27, Queens, has embarked upon a project to: (1) identify potentially gifted and talented early primary students who may not be identified through traditional assessment methods because they are economically and socially disadvantaged, limited-English-proficient, or disabled; and (2) train their teachers to provide them with effective enrichment and educational opportunities which will increase their prospects for admission into established gifted programs by the fourth grade.

The District is a microcosm of New York City, with sections of upper-income, middle-class, and poverty-level residents all living within a relatively few short miles.

Project STRENGTHS focuses on primary students in four elementary schools (P.S. 64, 100, 104, and 105) which reflect the district's diversity. Program funds enable the four participating schools to identify at the earliest grades those disadvantaged students with gifted educational needs. Schoolwide enrichment screening teams design and use a multiple screening process to identify economically/culturally disadvantaged pupils who show potential for high performance capability in such areas as intellectual, creative, artistic, or leadership capacity or in specific academic fields. Once identified as potentially gifted and talented, these first, second, and third grade pupils will be placed in self-contained classes where they will receive individualized and group instruction, enrichment, and support activities and services.

The District's Coordinator of Gifted Programs directs the overall implementation of Project STRENGTHS. Two "Strengths Resource Teachers" were hired and alternate between two schools where they work with children individually and in groups and assist regular classroom teachers through team teaching and demonstration lessons. Participating teachers will receive in-depth training and on-site support from an expert in gifted education. Mentors from Talents Unlimited, Invent America, Junior Great Books, and additional programs which offer opportunities for creative thinking, will work with teachers and students in developing and expanding their enrichment activities. Two 8-week after-school workshops will be available to interested teachers from both public and non-public schools in the district. There is also a need for training parents of gifted and talented students who are from disadvantaged backgrounds in nurturing their children's talents and abilities. Active parental involvement in schools has been shown to promote a culturally sensitive academic and social environment and helps narrow the gap between children's experiences at home and in school.

Project STRENGTHS will promote participating pupils ongoing scholastic achievement and growth by: (1) supporting and encouraging the development of students' multiple talents and higher-order thinking skills; (2) providing enrichment opportunities and resources to meet special educational needs of the targeted population; (3) using highly qualified experts for intensive staff development, support, and reinforcement programs; (4) promoting creative and practical instructional delivery of integrated, differentiated, multicultural curriculum; (5) encouraging active parental involvement to help narrow the gap between childrens' experiences at home and in school; and (6) using challenging, hands-on materials, equipment, and other appropriate resources to enhance curriculum quality and further impact of project.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Large urban area (≥1,000,000).

Target Population Characteristics

No information given.

Age/Grade Level

Grades K through 3.

Selection of Population

- Interviews.
- Student records and portfolios.
- Classroom teacher recommendation.
- Anecdotal information.
- Group and individual tests.
- Products.

Specific Identification Procedures or Protocols

Portfolio Assessments (drawings, poems, stories, charts, webs, tapes, photos, videos, interviews, etc.).

Number of Children Served

360

Total Number of People Involved in Implementation of Program 19

Teachers 12 **Administrators** 4

Other Staff

Director of gifted programs.
Strengths resource teachers.

Type of Preservice or Inservice Training Provided

After-school inservice workshops; in-school (lunch hours, prep periods, classroom coteaching).

Resources or Materials Necessary to Implement Program

Books, hands-on materials, games, tris.

Training Provided to Parents or Community

- Resource teachers will conduct parent workshops on a regular basis.
- Newsletters will be distributed.

Important Factors for Adapting Program to Other Settings

- Administrative support.
- Committed classroom teachers, resource teachers for each school.

Key Conditions for Replicating Program

Must have well-trained staff developers.

Cost of Replicating Program

$150,000

Technical Assistance Available

Yes.

Suggestions for Those Who Wish to Replicate Program

Preplanning of project activities with the schools is necessary. Administrative support is essential.

Most Effective Features of Program

- On-going staff development.
- Alternative assessment methods.

Most Surprising/Challenging Features of Program

- Parent involvement.
- Identification using alternative assessment.

Wish List of Additional Materials/Resources

- Computers and software.
- Full-time Director of Program activities.
- Consultants/mentors.

Planned Follow-Up Activities

To be developed.

SECTION IV: EVALUATION

Evaluation Plan

No information given.

SECTION I: GENERAL INFORMATION

Name of Program

Language Arts Curriculum K-8 for High Ability Learners

Project Director

Phyllis W. Aldrich

Contact Person

Phyllis W. Aldrich, Coordinator for Gifted Education, Saratoga-Warren Board of Cooperative Services

Address

Henning Road
Saratoga-Warren BOCES
Saratoga Springs, NY 12866

Project #

RFP# 90-048

Funding Period

10/90 to 4/93

Telephone

518/584-3239 (ext 220)

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To develop recommendations for teachers on language arts content that is appropriate for high-ability students in kindergarten through middle-school.
- To develop sample units as examples of appropriate approaches.
- To develop a curriculum assessment guide for review of reading, writing, and literature programs currently used by the majority of schools .
- To apply this guide to the major basal reading programs and to prepare overviews to these curricula.
- To organize a Summer Institute in Teaching Language Arts to High Ability learners
- To develop a set of topics on which to base new language arts units for the highly able learner.
- To develop a set of exemplary units for use at primary, elementary, and middle-school levels.
- To field test and evaluate the sample curriculum units.
- To develop scholarly publications based on the findings of the project about appropriate ways to teach language arts to high ability learners.

Program Description

Due to the need to understand many rapidly emerging new avenues for research in the reading and writing disciplines and many new reform efforts, the project adopted a consensus approach. If the needs of highly able learners were to be considered in the dialogue about national reform in these disciplines, then the involvement of representatives of varied viewpoints would be useful to developing a complete picture. A planning committee representing university specialists, reading and writing specialists, experts in the field of gifted education, teachers of gifted learners, and curriculum experts was formed. The project will result in materials that can be used by educators in regular classrooms as well as special programs for the highly able.

The products include:

- A guide to assessing curriculum in the language arts.
- A Consumers' Guide to appropriate curriculum in language arts for highly able learners.
- Concept papers on topics central to robust sample language arts units.

- Exemplary units of study for classroom use from K-8 in rural, suburban, and urban settings.
- The curriculum will be piloted with gifted, high-ability groupings, and average learners in mixed socio-cultural settings.

SECTION III. PROGRAM IMPLEMENTATION

Type of District
Not applicable.

Target Population Characteristics
Students in the regular classroom and pull-out programs.

Age/Grade Level
K through 8.

Selection of Population
Not applicable.

Specific Identification Procedures or Protocols
Not applicable.

Number of Children Served
Not applicable.

Total Number of People Involved in Implementation of Program No information given.

Teachers No information given. **Administrators** No information given.

Other Staff
No information given.

Type of Preservice or Inservice Training Provided
No information given.

Resources or Materials Necessary to Implement Program
No information given.

Training Provided to Parents or Community
Not applicable.

Important Factors for Adapting Program to Other Settings
No information given.

Key Conditions for Replicating Program
A teacher interested and committed to offering appropriate language arts experiences to advanced students and a building administrator committed to supporting the curriculum.

Cost of Replicating Program

The cost depends on the current level of training and knowledge among the faculty in the adopting school. The cost of materials will vary from $500 to $2,000.

Technical Assistance Available

Available after the conclusion of the project—June, 1993.

Suggestions for Those Who Wish to Replicate Program

Study the project materials which were written to be "user-friendly" and communicate to teachers who are sensitive to the promise, complications, and challenge posed by literature-based curriculum.

Acquire the sample units from the project and pilot them for 6 weeks to determine whether your school would like to know more about this approach.

Most Effective Features of Program

The Curriculum Assessment Guide should assist teachers in conducting their own study of the appropriateness of the materials to which they already have access. The sample units should provide rich models from which teachers can acquire inspiration and guidance in designing their own units. The insights gained from specialists and researchers in the language arts about the real needs of the high ability learner are a valuable offshoot of this project. The attentiveness and cooperation of the major publishers with our project has been extraordinary. They have displayed a genuine interest in how they might provide materials to help the teacher in the regular classroom to match the highly able learners with challenging curriculum.

Most Surprising/Challenging Features of Program

The most challenging task has been to collect and digest the vast quantity of newly published research materials about the nature of reading, writing, literature, giftedness, and national reform and to condense them into succinct statements which make sense to busy teacher practitioners.

Wish List of Additional Materials/Resources

Funds to video classroom piloting of the curriculum units and to produce a training guide for teachers to accompany the guide. Funds to develop more exemplary units.

Planned Follow-Up Activities

To offer training and consulting services to districts that wish to develop their own units. To prepare a scholarly article describing our conclusions and ideas about best practices to assist teachers with highly able learners.

SECTION IV: EVALUATION

Evaluation Plan

No information given.

SECTION I: GENERAL INFORMATION

Name of Program
Jacob's Ladder

Project Director
Lillian Mein

Contact Person
Same as above

Address
Yonkers Public Schools
Burroughs Jr. High School, Administrative Annex
150 Rockland Avenue, Room 4061
Yonkers, NY 10705

Project #
R-206A008

Funding Period
1/90 to 12/92

Telephone
914/376-8213

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To develop and implement a demonstration project to serve the needs of minority and economically disadvantaged gifted students in the sixth through ninth grades in the Yonkers Public Schools through a Skills Reinforcement Program (SRP) beyond the school day and school year.
- To provide inservice and preservice training to current and potential teachers of the gifted that enables these teachers to provide individualized instruction to potentially gifted and talented children through a model program in collaboration with Johns Hopkins University and Pace University.
- To develop a replicable program to meet the special education needs of potentially gifted and talented minority and economically disadvantaged students based on the Johns Hopkins Skills Reinforcement Program Model in conjunction with college partnerships funded through such programs as STEP, New York State Liberty Partnerships, and Upward Bound.

Program Description

The Yonkers Project, Jacob's Ladder, will operate in four areas revolving around and expanding the Johns Hopkins Skills Reinforcement Program. These areas include:

- A summer college residential skills reinforcement program (SRP).
- Saturday morning skills reinforcement.
- In-school program coordination with extended SRP.
- Teacher inservice for SRP.
- Parent training for student support.
- College staff training for SRP.

CENTRAL CORE PROGRAM.

The program posits the establishment of a site at the Hawthorne School for the Gifted and at the Briarcliff Campus of PACE University, for the expanded replication of the Johns Hopkins Skills Reinforcement Project in the Yonkers Public Schools. The project will span 3 years. The first year was a planning year with a culminating summer program. The second year marked the

beginning of full implementation. A third year will involve the evaluation and validation of the first 2 years.
Central Core. SRP: The Johns Hopkins SRP model will serve at least 90 students per year through a summer residential program focusing on strong academic skills reinforcement through the student's area of strength. Within 3 years, 270 students will be served with on-going academic and counseling support.
In School Segment. The school's program development committee will design in-school strategies to complement the SRP program. This will be done through articulation with SRP teachers describing student progress and allowing for the design of a more flexible academic program allowing gifted students to move within a curriculum based on subject mastery. Johns Hopkins consulting staff will provide support for this program development.
Parent Segment. Initial parent meetings will be followed by parent training sessions in areas of student support, financial aid, parent access to continued education as well as parent education in the emotional and social adjustment of the gifted adolescent.
College Segment. College staff involved with support programs for potentially gifted high-school students will be included in the training of the SRP staff in order to modify processes to make these programs consistent with the SRP model.

THE FIRST YEAR.

The first year involved planning. Goals were: (1) the establishment of a climate in which the project would flourish; and (2) the accomplishment of essential logistical tasks in Yonkers. These tasks included the following:
- Identifying and training: Program coordinator, 6 teachers, 6 teacher aides, 6 residential aides.
- Setting up of the college site: Establishing liaison between area school personnel, college personnel, and John Hopkins consultants to assure optimum cooperation.
- Student selection process: solicit referrals from the Hawthorne school and other junior-high schools for potentially gifted students; notify eligible students, hold information/recruitment meeting with the SRP, students, and parents, undertake placement testing.
- Program: Hold initial summer program.

Local project coordinator shepherds the project. She coordinates with Johns Hopkins University staff and the appropriate site for the summer residential component of the program. In addition, she has primary responsibility for day-to-day operation of the endeavor. Johns Hopkins staff serves as consultants for the set up of the program, teacher and parent training, and for the appropriate materials selection and evaluation.

Perhaps the most important single task of the local coordinator during the first year was recruiting and training top teachers for the SRP. Establishing rapport with our local educators has been another critical goal. Without their support, the program would have great difficulty winning the commitment of students and parents, given the extensive time and effort that the program demands.

The recruitment and selection tasks of the first year were challenging. This has been the most complex phase of the SRP and was crucial to the progress of the program. In essence, recruitment and selection of students is a three-step process:
Step One. The Yonkers Department of Evaluation selected the names and addresses of eligible students scoring above the 85th percentile but below the 97th on standardized tests. Students were drawn principally from the Hawthorne School for the Gifted and Talented. Others were drawn from additional public schools. Criteria for selection included a measure of economic disadvantagement with an emphasis on minority disadvantaged students. The program accounts for disabled gifted and limited-English-proficient students as well.
Step Two. Students and parents were contacted by mail and invited to special meetings where they were encouraged to apply for admission to the program. The extensive commitment required by the program was stressed, as was the possibility of tremendous advantages.
Step Three. Students who applied took the School and College Aptitude Test (SCAT) and were evaluated to assess their mathematical and language reasoning ability.

The summer residential program took place in the summer of the first year (July/August 1990).

Under the supervision of experienced Yonkers staff, as well as their regular SRP teachers, the students attended class 5 hours a day, from 9:00 a.m. to 12:00 noon and from 1:00 p.m. to 3:00 p.m. In addition, there was a 2-hour supervised study period each weekday evening. During afternoons and on weekends, recreational activities were conducted by young college students from top universities. These undergraduates who serve as role models for our students have had a profound effect on the quality of the summer experience.

The summer residential component is a powerful aspect of the whole experience because students are brought together in a community whose sole raison d'etre is academic achievement. At the summer program, a respect for academic achievement, intellectual curiosity, and studious self-discipline grows and flourishes. Close friendships develop through the pain and joy of rising to meet a significant academic challenge, especially for those students whose models for adult success are constricted.

Students also attend classes on Saturday mornings during the winter, fall, and spring semesters of the year. Saturday morning classes are held at Hawthorne Jr. High School from 9:00 a.m. to 12:00 noon. Each student studies in his or her area of strength: students with high mathematical aptitude take mathematics and students showing strong verbal skills take language arts. Methods, texts, and techniques are those whose worth has been proven at the other SRP projects run by the Center for Talented Youth at Johns Hopkins University.

During the last year of the project, the ground work will be laid for on-going contact to be maintained with each student until the end of high school. The contact will be accomplished through college support programs; annual reunions to be conducted whenever possible at the local residential site; annual questionnaires completed during the reunions by all attending students, parents, and teachers; and supplementary questionnaires mailed to any student or parent who does not attend reunions.

An important component of the program that will continue after the formal course work ends will be on-going involvement of staff in student advocacy. The program will establish liaisons with school counselors and other program staff for the young people of the SRP from the date of their identification until they complete high school. In addition to providing students with detailed reports for their permanent records, Jacob's Ladder staff will act as an advocate for SRP students whenever appropriate so that the full benefits of the public schools' gifted programs will be made available. It is our commitment that these students will not just be research subjects.

Parent and Teacher Components. Written reports evaluating student performance and progress are sent to parents on a regular basis. A final evaluation and recommendation for future study will be sent to the school at the end of the program. More importantly, parent meetings will be held approximately every 6 weeks to keep parents informed about their child's progress and to educate them as to how they might best support their child at home. In addition, on-going articulation with the sending school will affect the students' school program. Meetings are held with regular school staff to discuss student progress and recommendations are designed to move both ways.

University Component. University and special project (STEP, Liberty Partnership, etc.) staff will be trained in the SRP processes so that these programs will present a more unified process and curriculum based on student strengths rather than deficits. The staff of project Jacob's Ladder invites your comments, suggestions, and questions. Please feel free to get in touch with us at 914/376-8213.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Mid-size city (≥250,000 to ≤1,000,000).

Target Population Characteristics

No information given.

Age/Grade Level

Grades 6, 7, 8.

Selection of Population

Students are selected using the scores on the Metropolitan Achievement Test in Reading, Mathematics, and Language. Selected students are those minority and/or economically disadvantaged scoring between the 70th and 90th percentile.

Specific Identification Procedures or Protocols

See Selection of Population—above.

Number of Children Served

90

Total Number of People Involved in Implementation of Program 21

Teachers 6 **Administrators** 3

Other Staff

12 teaching assistants.

Type of Preservice or Inservice Training Provided

Training provided by Johns Hopkins staff on student evaluation, curriculum development, and teaching strategies.

Resources or Materials Necessary to Implement Program

- College affiliation with a 2-week summer residency, including room and board. Local school building available for Saturday sessions.
- Supplies, materials, and textbooks different than those used in the regular classrooms in language arts and math.

Training Provided to Parents or Community

Three parent workshops per year:

- Interpreting test results.
- Program up-date and how parents can help their children.
- Investigating college application process and available options.

Important Factors for Adapting Program to Other Settings

- Availability of local school building for Saturday sessions and availability of college facility for summer session.
- Funds to pay staff.
- Funds for supplies, materials, and textbooks.
- Staff training.
- Parent training.
- School district commitment.

Key Conditions for Replicating Program

Same as above.

Cost of Replicating Program

$120,000 to $150,00 per year.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

- Staff and directors should visit and observe existing programs.
- Firm commitment of school board and district.
- Cooperation of parents.
- Build in a thorough evaluation process.

Most Effective Features of Program

The summer student residential program and Saturday morning classes are most effective because of the concentrated effort of staff and students, and because of effective teacher strategy focusing on student areas of strength.

Most Surprising/Challenging Features of Program

Teacher carry-over of summer program to the regular classroom.

Wish List of Additional Materials/Resources

No information given.

Planned Follow-Up Activities

Work with local colleges to provide this program through college-funded support programs.

SECTION IV: EVALUATION

Evaluation Plan

The program is currently being evaluated by Johns Hopkins University.

SECTION I: GENERAL INFORMATION

Name of Program
Gifted Policy Studies Program (1) Gifted Underserved, (2) Effects of Educational Reform

Project Director
Dr. James J. Gallagher

Contact Person
Dr. Mary Ruth Coleman

Address
Gifted Education Policy Studies Program
NCNB Plaza, Suite 301
137 East Franklin Street
Chapel Hill, NC 27514

Project #
R206A00596-91

Funding Period
1/91 to 12/93

Telephone
919/962-7373

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To examine the state's policies related to the identification of gifted students from special populations and develop optimum policy models.
- To examine the policy impact of educational reform movements (cooperative learning and middle schools) on gifted students and to develop strategies to appropriately blend school reform with gifted education programs.

Program Description

The Gifted Education Policy Studies Program, under the direction of James J. Gallagher at the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill, was established to analyze and seek solutions to two major issues which interface with providing full educational services to gifted students. These issues are: (1) state and local policies regarding eligibility for gifted programs for special populations of gifted students (minority, disabled, and underachievers); and (2) educational reform efforts (cooperative learning and the middle-school movement) which may affect services designed for gifted learners.

In examining the first issue, underserved gifted students, an analysis of existing state policies is being conducted to identify specific policy barriers to identification, and to locate states with model policies which facilitate the identification of underserved gifted students. A case study of three states, which seem to have policies that enable broader identification of gifted students to take place, will be conducted to determine how this goal was accomplished. As a result of this work, legislative designs will be developed as models for states wishing to address this issue.

The second study, an examination of the impact of school reform on gifted students, will investigate ways which educational reform efforts and gifted programs can work together successfully to enhance services to gifted students. A survey designed to identify the current obstacles to this cooperation, and to identify suggested strategies for combining efforts will be conducted. Further investigation will involve the identification of sites where school reform efforts and gifted programs have been successfully interfaced to enhance services for gifted

students. From this investigation, a paradigm for successful collaboration between school reform initiatives and gifted programs will be developed.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Not applicable.

Target Population Characteristics

Not applicable.

Age/Grade Level

Not applicable.

Selection of Population

Not applicable.

Specific Identification Procedures or Protocols

Not applicable.

Number of Children Served

Not applicable.

Total Number of People Involved in Implementation of Program 5

Administrators 2

[illegible] assistants, secretary.

Type of Preservice or Inservice Training Provided

As part of the dissemination of information, information will be provided related to the project goals.

Resources or Materials Necessary to Implement Program

Not applicable.

Training Provided to Parents or Community

Not applicable.

Important Factors for Adapting Program to Other Settings

Not applicable.

Key Conditions for Replicating Program

The nature of this program is policy analysis and as such, is not meant for replication in the same way as an intervention program.

Cost of Replicating Program

Not applicable.

Technical Assistance Available

Not applicable.

Suggestions for Those Who Wish to Replicate Program

Information pertaining to the methods and procedures of the analysis will be furnished to anyone who is interested.

Most Effective Features of Program

There has been success in establishing contact with all 50 states and in gaining the cooperation of relevant professional associations.

Most Surprising/Challenging Features of Program

Currently, exemplary school programs are being located which combine middle-school and gifted educational goals and also combine cooperative learning with gifted students successfully.

Wish List of Additional Materials/Resources

Not applicable.

Planned Follow-Up Activities

Not applicable.

SECTION IV: EVALUATION

Evaluation Plan

No information given.

ATTACHMENT I: STATE POLICIES FOR IDENTIFICATION OF NONTRADITIONAL GIFTED STUDENT, (September 1991)

One of the major policy issues in the education of gifted students is how to ensure full participation for all gifted students in special educational programs designed to maximize their potential. It has been long recognized that some highly able students who come from different ethnic and racial cultures, or who have disabilities (e.g., learning disability, blindness, deafness) may face a disadvantage when confronted with the traditional modes of identification of gifted students and consequently may not be found eligible for special programs.

The Gifted Education Policy Studies Program (GEPSP) at the University of North Carolina at Chapel Hill, supported by funds provided by the U. S. Department of Education, has undertaken a study of various state policies that try to meet this identification problem. This brief report will summarize the promising practices for identifying nontraditional gifted students which were revealed through an initial survey of the fifty states. While these practices represent the recent efforts of some states, they are not widespread. These practices may be of particular interest to other states wishing to modify their own identification procedures.

Each of the states was asked to send documents that were relevant to identification issues (e.g., laws, guidelines, rules, regulations) of gifted students who were culturally different,

economically disadvantaged, disabled, or in some way "at risk" if traditional identification procedures were used. GEPSP is grateful to those professionals in the state departments of education in all fifty states, each of whom responded to this request. A detailed content analysis is being conducted on the information received. In the meantime, it was felt that there would be public and professional interest in some of the initial findings of the survey.

There appeared to be four major steps in the process of identification where policy statements could affect the procedures allowing for a more thorough search for giftedness in these distinctively different populations. These steps were (1) greater public awareness, (2) screening procedures, (3) formal identification processes, and (4) program initiatives.

Greater Public Awareness. Many of the states wished to take steps to alert persons in these special populations of the availability of programs for gifted students. The specific goal was to encourage the referral of promising students and to encourage greater program participation. In some cases, this public outreach activity was done in collaboration with other state agencies; but, in other instances, the goal was to reach families and community members on their own ground and in their own language. Some of the specific strategies noted were:
1. Establishing an advisory council with cross-cultural representation to assist with the development and monitoring of state policies relating to gifted students.
2. Conducting a formal community awareness campaign to recruit support and resources for talent development.
3. Conducting an annual "child find" in cooperation with community and other state agencies to locate gifted students who may have been overlooked.

Screening Procedures. The use of a variety of screening procedures is a key step in the determination of eligibility in many programs for gifted students. The screening process identifies a large pool of potentially eligible students. Then a more thorough review determines final eligibility. At the point of screening, many nontraditional gifted students are ignored and are never given a chance to receive the thorough evaluation needed to establish their eligibility. Some of the strategies that have been suggested to deal with screening are:
1. Screening all student files for indications of giftedness.
2. Requiring a plan for staff development of regular education staff to increase their ability to recognize nontraditional gifted students.
3. Encouraging the use of a checklist to help teachers recognize underachieving students who may be gifted.
4. Developing student profiles and case study examples of nontraditional gifted students.
5. Encouraging the use of autobiographies to assist with the identification of gifted students from special populations.
6. Automatically referring further assessment of all students who reach a certain score (i.e., 85th percentile) on standardized tests.

Formal Identification Procedures. This is the point at which students who have been screened, or otherwise referred, receive the review that will determine their eligibility for the special services or the program for gifted students. The states have generally focused upon the use of multiple criteria to aid in the identification of nontraditional gifted students. Some of the strategies used are:
1. Encouraging the establishment of child study teams to make the placement decision, design Individual Education Programs, and coordinate services for gifted students with special needs (including medical personnel when needed).
2. Using multiple identification criteria with the clause "no single criterion should prevent identification."
3. Using portfolios of student work samples to document giftedness together with rating scales to assess the work in the portfolio.
4. Developing guidelines on how to use "subjective" information to assist with placement decisions.
5. Reevaluating or retesting students who show compelling reasons why their existing scores underestimate their true abilities (family crisis, language difficulties, illness, etc.).
6. Automatically retesting students who fall within one standard error of measurement below the score needed to qualify for program services.

7. Using alternative identification methods to place gifted students from special populations.
8. Using a "preprogram" trial period where students participate in experiences designed to see if they would benefit from inclusion in the program for gifted students.
9. Developing a handbook on multicultural/nonsexist education for gifted students, with specific information on identification of special populations of gifted students.

Program Initiatives. Some states have developed strategies designed to encourage local districts to serve a wider population of gifted students. These initiatives include providing a variety of incentives for the identification of gifted students from special populations:
1. Encouraging local innovative programs for underserved gifted students (i.e., grants, awards, special honors).
2. Encouraging alternative program options for students who are underachieving, though gifted.
3. Assisting regular classroom teachers in meeting the needs of bright students who are not placed in the gifted program and reevaluating these students at a later time.
4. Using mediation to settle disputes and grievances with parents or others about the selection process.

Policy Implications. It is clear from these initial data, taken from the survey of the fifty states, that there has been a substantial attempt by policy makers at the state level to seek out ways to increase the number of identified gifted students from special populations. These strategies for identifying gifted students from special populations have occurred at every step of the process, from public awareness through screening and formal identification, to the actual design of the special programs themselves. At this time, many of these practices are new and have yet to stand the test of time; however, the national trend is clearly moving in this direction. As these strategies undergo evaluation and their effectiveness is assessed, their impact on future policy development can be determined. The Javits program in the U. S. Department of Education appears to be serving as a catalyst for some of these initiatives and it is expected that more of these strategies will emerge and be tested for effectiveness over the next few years. If these trends continue, then the goal of providing appropriate services for all gifted students will be better met.

SECTION I: GENERAL INFORMATION

Name of Program
Gifted and Talented/Learning Disabled Training Project

Project Director
Kay Haney, Ph.D.

Contact Person
Bob Algozzine

Address
University of North Carolina at Charlotte
Department of Teaching Specialties
Charlotte, NC 28223

Project #
R206A00025

Funding Period
1/91 to 12/93

Telephone
704/547-2531

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To provide inservice preparation in selected aspects of cognitive and learning differences of gifted and learning disabled students to special and regular education graduate students enrolled in a professional training program leading to certification.
- To provide this training to members of groups which are traditionally underrepresented in special and regular education.

Program Description

The Jacob K. Javits Gifted and Talented Learning Disabilities Project at UNC-Charlotte is meeting the need for qualified personnel to teach gifted and talented students with learning disabilities by incorporating selected aspects of cognitive and learning differences into an existing graduate training program. Course content, practicum opportunities, and curriculum materials have been altered in this process and underrepresented groups of professionals from across the country have been targeted for recruitment and participation in the restructured program.

Special and regular education graduate students enrolled in a professional training program leading to certification have received inservice preparation in selected aspects of cognitive and learning differences of gifted and learning disabled students. The content of introductory courses in special education, learning disabilities, and gifted education as well as beginning and advanced courses in assessment and curriculum has been modified, and modules have been developed for use in each course. Members of groups traditionally underrepresented in special and regular education have participated in specially designed summer inservice training institutes conducted by project staff and expert consultants in regular and special education.

Specially prepared content addressing the needs of gifted and learning disabled students has been added to selected special education courses, and students typically not enrolled in special education courses have participated in them as a result of stipends provided through the project. The special summer institute has been offered to practicing teachers as an additional method of upgrading skills in working with this special population of exceptional students. Additionally, participating teachers have conducted research studies related to assessment, identification,

prevalence, and practical intervention strategies for gifted and talented students with learning disabilities. Local school district interest and demand for participation and inservice training workshops have been outstanding.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Not applicable.

Target Population Characteristics

Not applicable.

Age/Grade Level

Not applicable.

Selection of Population

Not applicable.

Specific Identification Procedures or Protocols

Not applicable.

Number of Children Served

Not applicable.

Total Number of People Involved in Implementation of Program 30 per year.

Teachers 20 **Administrators** 3

Other Staff

7 graduate assistants and clerical support staff.

Type of Preservice or Inservice Training Provided

Course infusion for regular and special education teachers in training, inservice for regular and special education teachers, summer institute.

Resources or Materials Necessary to Implement Program

Specially designed training modules.

Training Provided to Parents or Community

- Inservice presentations for parent groups.
- Summer institute.

Important Factors for Adapting Program to Other Settings

- Specially designed training modules.
- Special summer institute.

Key Conditions for Replicating Program

Key staff members with training in content appropriate for gifted and learning disabilities course infusion; training modules.

Cost of Replicating Program

Staff salaries.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

Start early and expect interest from local school districts to be high.

Most Effective Features of Program

Special summer institutes, because intensive training was provided to select groups of participants.

Most Surprising/Challenging Features of Program

Level of interest in surrounding school districts and districts across the country.

Wish List of Additional Materials/Resources

Expand efforts to provide summer school experience to school-aged students who are gifted and learning disabled.

Planned Follow-Up Activities

The staff would like to continue course infusion and summer institute activities. With modules that have been developed, this is likely.

SECTION IV: EVALUATION

Evaluation Plan

Each aspect of the program has been evaluated each year. Results of evaluation effort and components of evaluation plan are available upon request.

SECTION I: GENERAL INFORMATION

Name of Program
Project EXCEL (EXcellence, Challenge, Enrichment, Learning Alternatives)

Project Director
Dr. Sally L. Flagler, Academically Gifted Program Coordinator

Contact Person
Dr. Sally L. Flagler
Ms. Kathy Grissom

Address
Wake County Public School System
Box 28041
Raleigh, NC 27611

Project #
CFDA #84206A

Funding Period
1989 to 12/92

Telephone
919/850-1925

SECTION II: PROGRAM DESCRIPTION

Goals of Program
Project EXCEL is designed to meet the following objectives:
- To design and implement a nontraditional identification method based on the national definition of gifted and talented.
- To reduce the use of a single measure approach to selection by initiating a new multiple criteria selection process which will broaden the screening pool of young highly able students.
- To increase the ability of regular classroom teachers and parents to cultivate and nurture the potential of young highly able students.
- To increase the instructional skills of classroom teachers in the use of strategies which encourage young gifted and talented students to develop and display talents and skills over extended periods of time which increase the prospect of admission into the state funded academically gifted program.
- To increase the skills parents use in providing experiences necessary for their child to develop and demonstrate his or her giftedness.

Program Description
Project EXCEL has implemented an early intervention program for economically disadvantaged children in Grades K, 1, and 2 who may not be identified by traditional assessment methods. Low socioeconomic status has been defined by free and reduced lunch and constitute 12% of the school population in this district.

Comprehensive training of classroom teachers in Grades K-2 was completed. This training stressed using the national definition of giftedness and expanding the teacher referral process through a designed checklist developed around major attributes of giftedness. Observational techniques were also utilized. These processes enabled teachers to observe and nurture specific talents not characteristically identified by more traditional assessment procedures.

EXCEL Team Leaders were designated in each of the 54 elementary schools and Consultant-Teacher-Trainers (3.5) were identified to provide ongoing service to all K-2 classrooms through

the Talents Unlimited Developer-Demonstration Project, an NDN thinking skills program. These consultants link concepts in gifted education to classroom practice. The model employs 3 demonstration lessons, 2 collaborative sessions, and 3 coteaching sessions in each 9-week period. Interactive, hands-on Interest Development Centers have been used which center around curriculum topics at each grade level. Additional projects/centers have been developed based on student interest.

Ongoing parent and teacher training workshops are an integral part of the program. The development of nontraditional interventions with children in the home have been highlighted.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Mid-size city (≥ 250,000 to ≤ 1,000,000).

Target Population Characteristics

- Environmental: Free and reduced lunch participants.
- Socio-Cultural: Underrepresented populations (African-American, Hispanic, American Indian, Asian).
- Other: Children in K-2 classes.

Age/Grade Level

Grades K through 2.

Selection of Population

All children in grades K-2 are exposed to the Talents Unlimited demonstration lessons. Children who score high on the observation/teacher checklist are then monitored for support and enrichment services.

Specific Identification Procedures or Protocols

Specific identification procedures include a teacher observational checklist in major areas of giftedness, e.g., intellectual ability, initiative, reasoning, creativity, verbal skills, etc. Alternative assessment procedures are used, for specific populations including AG/LD and low language children, and individual assessments are also available for children not performing well in groups.

Number of Children Served

550 K-2 classrooms.

Total Number of People Involved in Implementation of Program 5

Teachers 3.5 consultant/teacher/trainers **Administrators** .5

Other Staff

1 Project Director/Budget Manager.

Type of Preservice or Inservice Training Provided

Preservice and inservice training in one session is provided to administrators quarterly, focusing on new teachers and administrators to the district. A second set of sessions focuses on refining observational and creative thinking skills in regular classroom teachers A third set addresses the strengths or talents of underrepresented populations and on ways of nurturing these special

abilities in regular classrooms. The fourth focuses on increasing skills of parents in working with their children at home.

Resources or Materials Necessary to Implement Program

Besides staff, materials are needed to develop interest kits for schools, for workshops, and for parents' materials. Computer and secretarial support are needed. Outside evaluators and testing personnel (e.g., psychologist) were also employed.

Training Provided to Parents or Community

Preservice and inservice training is provided to all parents in the community, the School Board, all administrators, and to interested community personnel. An Advisory Board was developed to link parents and school personnel. A project demonstration fair, Kids EXCEL day and biannual parent training workshops have been held, all of which were focused on public awareness. Posters were placed in public places and in all schools. Brochures were published. Information was placed in the School Post, a monthly newsletter for all school personnel. Emphasis has been on increasing creative and productive thinking skills in children at home and expanding children's experiences. All specialist's parent workshops have focused on these tasks.

Important Factors for Adapting Program to Other Settings

Factors that are important include a willing staff who is interested in increasing skills, a receptive community who wants to look at alternative ways of assessing giftedness in children, and a strong school board commitment.

Key Conditions for Replicating Program

Key conditions for replication include a strong commitment to staff development for regular classroom teachers, principals, and administrative support staffs, a forward-thinking central office, and schools who are receptive to change. Monetary support for institutionalization is also important.

Cost of Replicating Program

Depending on salaries, about $500,000 over a 3-year period, principally to support staff positions (consultants, staff development personnel, psychologist).

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

Begin by targeting a smaller pilot sample. This program was instituted in all 54 elementary schools. Start with Kindergarten and keep longitudinal data beyond the scope of the grant to monitor eligibility and continued placement. Make sure personnel have strong consultative skills and work well in teams.

Most Effective Features of Program

- The training of teachers in ways of identifying atypical displays of giftedness in underrepresented populations.
- The development of better observational sheets.
- The coteaching (collaborative teaching) option available to teachers.
- The enthusiasm teachers have shown.

Not a week goes by that a consultant does not share a story of a child who has been previously disciplined for atypical behavior who ends up displaying several gifted abilities. The reversal in teacher perspective has been excellent and very rewarding.

Most Surprising/Challenging Features of Program

Changing perspectives on giftedness, i.e. that gifted programs aren't "elitist" in nature; that teachers have excellent observational skills they can use to help better identify children; and that new changes are difficult for many people.

Wish List of Additional Materials/Resources

A full-time staff development consultant for all the workshops; more enhanced reproductive computer equipment because of the large volume of material produced; and a position for preschool parent training.

Planned Follow-Up Activities

Keeping longitudinal data on the students identified in this procedure; implementing the observational/checklist procedures to all programs in K-12; coordinating with staff development.

SECTION IV: EVALUATION

Evaluation Plan

Project EXCEL has been evaluated by outside researchers, evaluators, and interviewers.

Method of evaluation

Formulative data has been the use of annual evaluations to all administrators and teachers, as well as individual workshop evaluations by teachers and parents. Several evaluations will encompass all five objectives and has been collected over the past 2 1/2 years. It will end in June.

Changes Made in Response to Evaluation

Changes in consultant role, forms in teacher training, and staff development.

Anticipated Research Evidence

More children in underrepresented groups are being referred and are eligible for gifted services.

SECTION I: GENERAL INFORMATION

Name of Program
North Dakota Javits Project

Project Director
Ann Clapper
Gifted Education Coordinator

Contact Person
Same as above

Address
ND Department of Public Instruction
600 E. Boulevard Avenue, 10th floor
Bismark, ND 58505-0440

Project #
R206A00118-90A

Funding Period
1990 to 1993

Telephone
701/224-2277

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To plan and deliver inservice training to instructional staff, educational administrators, Steering Committee, and other interested individuals, with focus on those serving rural disadvantaged children who are gifted/talented.
- To plan and initiate inservice training for educational administrators in schools serving rural disadvantaged children who are gifted/talented.
- To develop guidelines to identify gifted and talented children and youth, including those who are economically disadvantaged, culturally diverse, disabled, and/or have limited-English-proficiency.
- To plan and conduct Governor's School for rural disadvantaged students.
- To develop and operate a mentorship network.
- To establish a state resource center for gifted and talented education.
- To plan and initiate an awareness campaign.

Program Description

The project addresses legislative priorities one and two: (1) identification and service to gifted and talented students who may not be identified through traditional assessment methods, and (2) development and improvement of the capability of schools in North Dakota to plan, conduct, and improve programs for these students. The project has been developed within the context of a 3-year plan that will continuously move the state forward in terms of the two priorities. The project's objectives and plan of operation were developed with input from the ND Gifted and Talented Education Advisory Committee. The objectives of the project are:

- To fund a project coordinator.
- To deliver inservice training for rural teaching professionals through video broadcast and audio class sessions; and leadership training to school administrators through a series of 2- to 3-day courses delivered at two sites within the state.
- To plan and operate the North Dakota Information and Resource Center on Gifted and Talented Education.

- To develop identification procedures appropriate for disadvantaged populations including economically disadvantaged, culturally diverse, limited-English-proficient, or disabled.
- To provide direct services to gifted and talented students who are disadvantaged through a Governor's School and development of a mentorship network.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Not applicable.

Target Population Characteristics

Not applicable.

Age/Grade Level

Not applicable.

Selection of Population

Not applicable.

Specific Identification Procedures or Protocols

Not applicable.

Number of Children Served

Not applicable.

Total Number of People Involved in Implementation of Program 2

Teachers 0 **Administrators** 0

Other Staff

State coordinator.
Resource center coordinator.

Type of Preservice or Inservice Training Provided

Introductory course for teachers entitled "Education of the Gifted and Talented" and a course for administrators entitled "The Administrator's Role in Serving Gifted Students."

Resources or Materials Necessary to Implement Program

Numerous materials have been purchased for the Resource Center. Types of resources include books, curriculum units, games, independent study units, manipulative aids, periodicals, and video tapes. Areas addressed include all grade levels, counseling/affective, creativity, curriculum planning/development, evaluation, gifted disadvantaged, gifted females, identification, mentorship, parenting, program development, and thinking skills.

Training Provided to Parents or Community

Not applicable.

Important Factors for Adapting Program to Other Settings

Much of the success of the Governor's School can be attributed to the excellent cooperation

received from the college where the Governor's School is held.

Key Conditions for Replicating Program

Cooperative university, school administrators, and counselors willing to get the word out, clearly defined goals of the program and an identification procedure to match, student handbook, dorm counselors, and careful selection of students.

Cost of Replicating Program

$80,000

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

Contact other states for information or planning and implementing a Governor's School or attend the annual Conference on Governor's Schools.

Most Effective Features of Program

The individual student research component allows for more student-directed learning, access to equipment students don't have in their high schools, and the chance to have a college professor as their research mentor.

Most Surprising/Challenging Features of Program

No information given.

Wish List of Additional Materials/Resources

Staff would add other components of the Governor's School in areas such as agriculture or the arts.

Planned Follow-Up Activities

Follow-up studies on Governor's School students will be conducted.

SECTION IV: EVALUATION

Evaluation Plan

No information given.

SECTION I: GENERAL INFORMATION

Name of Program

Project SPRING (Special Populations Resource Information Network for the Gifted)
Bowling Green Site

Project Director

Dr. Howard Spicker

Contact Person

Dr. W. Thomas Southern
Director, Project SPRING—BGSU

Address

451 Education Building
Bowling Green State University
Bowling Green, OH 43403

Project #
R206A00169

Funding Period
1/1/90 to 12/31/92

Telephone

419/372-7290

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To find and demonstrate instruments and procedures for the identification of special populations of gifted and talented students at the secondary level.
- To find and demonstrate promising curricular practices for use with gifted and talented student from special populations.
- To develop preservice and inservice training mechanisms to allow more efficient identification of gifted and talented students from special populations.
- To develop preservice and inservice training mechanisms to allow more efficient programming for gifted and talented students from special populations.
- To develop training materials and develop an extensive network for dissemination.
- To develop regional information and resource centers for the development of potentially gifted students from special populations for parents and students.

Program Description

Project SPRING is a federally funded 3-year program designed to identify and implement programs for potentially gifted secondary urban students from special populations. African-American, Hispanic, and economically disadvantaged students are the major focus for the project. The project at Bowling Green State University is a cooperative effort with Indiana University whose interest is identification of rural gifted and with the University of Illinois and their identification of gifted disabled preschoolers.

The Bowling Green site is working with Toledo Public Schools and the Lorain Public Schools. Programs in Toledo Public Schools take three forms:

1. At the high school, identified students are placed in a special American Studies Block which combines curricula for the American Literature and the American History course with an enrichment strand. An attempt is made to portray the course reading and activities in relation to the students' current time and place. The core of this strand is student development of

multi-media projects that document the students' experiences in the school, the community, and the city. Students work with experts in the education of the gifted and consultants with expertise in video production, electronic music, art, theater, and creative writing.

2. At the junior-high school level, two programs are offered. First, an enrichment component within school which combines key teachers and university resources in environmental science, writing, and the arts. The second identifies a group of students to receive training at the university once a week in music performance and composition as well as in various skill areas. Students will develop a television production with their own screen play and original score.

3. Five students identified as seniors in the first year of the program were enrolled in an experimental program at the university as freshmen. They have completed two semesters at present. Mentoring and a close relationship with a faculty member are a basic part of the program.

The Lorain site has been used to develop a comparison group of students who are currently enrolled in offerings in an existing magnet program and who receive no direct intervention during the current year. Teachers and administrators are using this year to plan a liberal arts strand for gifted students which will be open to nontraditionally identified gifted students in the 1992-93 school year.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Mid-size city (≥250,000).

Target Population Characteristics

- Environmental: Urban; economically disadvantaged.
- Socio-Cultural: Spanish-speaking; Mexican American, Puerto Rican, African-American.

Age/Grade Level

Ages 12 through 18 years.
Grades 7 through 12.

Selection of Population

- Teacher nomination.
- Peer nomination.
- Parent nomination.
- Student work samples.

Specific Identification Procedures or Protocols

Teachers are trained extensively to observe the characteristics and behaviors of special populations of the gifted and talented. After training, teachers nominate students.

Number of Children Served

108 Toledo Public school students.

Total Number of People Involved in Implementation of Program 30

Teachers 14 **Administrators** 4

Other Staff

10 outside content area consultants and 2 tutors.

Type of Preservice or Inservice Training Provided

Teachers and administrators in the programs received initial monthly inservice that addressed the following areas:

- Broadening the definition of giftedness beyond test scores.
- The nature and characteristics of gifted and talented children.
- The nature and characteristics of gifted and talented children who are members of different racial, ethnic, cultural, and economic groups.
- Procedures for identification.
- Alternate instruments.
- Data integration and synthesis.

Resources or Materials Necessary to Implement Program

Curriculum materials that supplement high school and junior-high school program offerings. These include computer software and tutorial programs, modems, video and audio equipment, and art supplies.

Training Provided to Parents or Community

Parents meet periodically and information is given to them about encouraging their children to be academically successful, working with schools, and availability of financial support for post-secondary education.

Important Factors for Adapting Program to Other Settings

The existence of a commitment by staff to serve all racial, economic, and ethnic groups. Adopting units should be committed to a philosophy that talents are equally distributed within all these groups. In addition adopting units would be asked to consider evidence of performance much wider than standardized test scores.

Key Conditions for Replicating Program

If the impetus for change rises solely in the central administration, then the project will not be successful. Teachers should have a major voice in the actual structure of the class offerings. Teachers who are flexible and skilled in presentation are also essential. A strong commitment to training is required by both the district and the teachers involved.

Cost of Replicating Program

Approximately $10,000 for training and implementation.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

Adequate training of staff. The availability of alternate scheduling opportunities is necessary because of the need to train students in areas that require close cooperation of a university or other source of expertise in media and identification.

Most Effective Features of Program

Teachers can select potentially gifted students and the subsequent performances of these students have been surprising. In addition, students identified under the program have successfully been integrated with students identified through more traditional means. In terms of both their performance and their acceptance by others, nontraditionally identified students were indistinguishable during a summer pilot program.

Most Surprising/Challenging Features of Program

The fact that students have been selected and experience some success does not affect their attendance and performance in their home school as strongly might have been suspected. In fact, peer pressures and the expectations of other teachers shape student behaviors very powerfully.

Wish List of Additional Materials/Resources

Currently, the program is piloting a unit in humanities for juniors. Ideally, there should also be programs in the sciences and should be expanded down to elementary school.

Planned Follow-Up Activities

A commitment has been made to the district, teachers, and parents involved that the work with students identified through the project will continue. In addition, the cooperating districts have received support for the continuation and expansion of the project beginning with the 1993-94 school year. One of the cooperating districts is also the recipient of a considerable magnet program grant. The efforts in implementing the project will include incorporating curriculum and planning from the current grant period.

SECTION IV: EVALUATION

Evaluation Plan

No information given.

ABOUT OUR CHILDREN

One of the students identified through the program was a 15-year-old sophomore, a Black mother of a 2-year-old. She had had two extended treatments for a brain tumor. On the surface, she appeared to be inattentive and somewhat slow and inarticulate. Upon extended contact, she was found to be extremely good in mathematics, and she showed evidence of strong sense of humor and verbal play. She attended a summer program with 30 students who had been identified by their school districts and who had profiles of strong academic performance. During the course of a week in residence at a university campus, the students were placed in small groups and asked to produce a multi-media product that would function as a statement of their personal beliefs. In the process, the contributions of the nontraditionally identified students were evident in the planning and formulation of the product. She was master of ceremonies for the talent contest, and the rest of the students accorded her a great deal of respect. She has continued in the program back in her home high school while wrestling with the demands of her son and the difficulties of her medical condition.

SECTION I: GENERAL INFORMATION

Name of Program

Early Assessment for Exceptional Potential (EAEP) in Young Minority and/or Economically Disadvantaged Students

Project Director

Dr. Beverly D. Shaklee

Contact Person

Same as above

Address

Kent State University
College of Education
404 White Hall
Kent, OH 44242

Project #
R206A00160

Funding Period
1/90 to 12/92

Telephone

216/672-2580

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To identify young gifted minority and/or economically disadvantaged students.
- To create, implement, and validate a nontraditional assessment model that uses computer-aided data analysis.
- To develop an inservice training model for regular primary classroom teachers.
- To develop student talent and skills to increase likelihood for admission to formal programs at Grade 4.
- To disseminate project results.

Program Description

The project is designed to implement a multiple stage model for the assessment of exceptional potential. Three school districts, 40 primary classrooms (K-3), and approximately 1,000 students are involved in Year One of the program. A Collaborative Assessment Council (CAC) that consists of primary classroom teachers, coordinators and teachers of gifted students, school-based administrators, and university-based faculty in gifted child education, early childhood education, and evaluation formed the decision-making body of the project. The CAC was devised to provide for collaborative development between the stakeholders in the planning and implementation of the project. The CAC also participates in the evaluation of the individual components of the project as well as the overall evaluation of the project.

Phase I of the project was designed to distinguish those identifiers of exceptional intellectual potential that are believed to be universal in nature (i.e., cross all populations). An extensive literature review yielded 18 identifiers that have been categorized into 4 groups: exceptional learner; exceptional user; exceptional generator; and exceptional motivation. In order to give primary classroom teachers authentic examples of the primary identifiers and to examine the accuracy and observability of such identifiers in the classroom setting, a systematic method of videotape data collection was employed in six classrooms. The six classrooms were selected to match the target population of students. Therefore, the videotaping was done in classrooms of intellectually gifted students who represented similar demographic characteristics (i.e.,

socioeconomic status, cultural diversity, gender, and age) but whose districts were not participating in other phases of the project. The videotape data was collected from October through March on a weekly basis. Approximately 45 hours of videotape was collected in Grades K-3. The videotape was coded and analyzed using two computer programs, ViData and DA+A, and yielded 457 examples of the primary identifiers. The 457 examples were further screened by external reviewers for authenticity, cultural/ethnic bias, accuracy, visual and auditory clarity. The final examples were incorporated into a series of instructional videotapes for teacher training.

Concurrent with the collection of authentic samples, was the creation of the Portfolio Assessment Process. This process involves the collection of seven types of evidence from four different audiences during a 3-month period. The Portfolio is collected on all students in the primary classroom and includes: anecdotal records; observation during six sample lessons; home/community survey; peer/self nomination; teacher/student/home selection of products; and additional data from resource specialists. A systematic procedure for the analysis of evidence yields a student protocol based on the 18 identifiers of exceptional potential. This protocol is used to modify, adapt, or individualize instruction and curriculum. A pilot sample of 15 primary classroom teachers with approximately 450 students participated in the verification and evaluation of the design elements.

In addition, the local context was examined to identify barriers to the implementation of the project. A needs assessment for the primary classroom teachers was created and utilized to determine local and regional needs. The results of the needs assessment were used to design the Primary Teacher Institute.

Phase II of the project involved the selection and training for 40 primary classroom teachers. This task was accomplished through a 2-week Primary Teacher Institute held during the summer. Teams of teachers from participating districts were: (1) prepared to use the Portfolio Assessment Process; (2) given an extensive knowledge base in gifted and early childhood education which included the systematic use of the instructional videotapes; and (3) were given instructional and curricular training to modify and adapt the curriculum based on the results of the portfolio. The 2-week Institute is followed by four inservice sessions during the school year as well as direct support by the EAEP faculty and research assistants on a weekly basis.

Phase III of the project will involve the continued evaluation of the effectiveness and impact of the Primary Teacher Institute as well as the Portfolio Assessment process. Furthermore, Year One teachers will be involved in the recruitment and training of Year Two teachers in their home schools and will participate in the Primary Teacher Institute II. It is anticipated at the close of Year Two approximately 80 classroom teachers and over 2,000 students will be involved in the project.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Three school sites: rural, suburban, small city (≤250,000), and mid-size city (≥250,000).

Target Population Characteristics

- Environmental: Rural; disadvantaged; low-middle-upper SES.
- Socio-Cultural: Multiple cultures, multiple ethnic groups.

Age/Grade Level

Grades K through 3.
Ages 5 through 9.

183

Selection of Population

Nontraditional assessment process yields profile of students within the regular classroom. The classroom teacher modifies curricular and instructional options, particularly in science and social studies, to match the profile of student abilities.

Specific Identification Procedures or Protocols

Eighteen universal identifiers were authenticated through videotape data collection and analysis. A portfolio assessment process based on the universal identifiers was created. Teachers collected at least seven types of evidence from four audiences during a 12-week timeframe. Evidence includes: observations, anecdotal records, collection of products, peer/self nomination, home/community survey, and other sources.

Number of Children Served

Year 1 = 1,000; Year 2 = 2,000.

Total Number of People Involved in Implementation of Program 60+

Teachers 50 **Administrators** 4

Other Staff

5 university faculty.
3 research assistants.
1 coordinator.

Type of Preservice or Inservice Training Provided

Three levels: initial 2-week training (45 hours) summer institute; 4 (2 hours) inservice sessions during the school year; weekly on-site classroom contact during the school year by EAEP support team.

Resources or Materials Necessary to Implement Program

- Instructional videotapes, portfolio assessment process materials, sample curriculum adaptations, and training model/prototype.
- Reference files including developmentally appropriate practices, young gifted, anti-bias curriculum.

Training Provided to Parents or Community

Members of the community are invited to the Primary Teacher Institute.

Important Factors for Adapting Program to Other Settings

- Time to build ownership and collegial support for process.
- Authentic willingness to support (i.e., curricular resources, inservice training, resource persons) primary classroom teachers.
- Realistic and pragmatic view of classroom conditions as well as willingness to listen to the professional judgments of primary teachers and modify without losing important features of the program.
- Knowledgeable staff development team.

Key Conditions for Replicating Program

- Authentic examples of universal identifiers.
- Extensive inservice training on components for stakeholders.
- Portfolio assessment model.
- Curriculum resources.
- Knowledgeable personnel.

Cost of Replicating Program

Year 1: all components, approximately $500 per classroom; portfolio and teacher training, approximately $250 per teacher. Decreasing cost per year of implementation as cohorts are developed.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

- Select a nucleus of primary classroom teachers for Year 1 training.
- Monitor carefully, listen to feedback, and develop ownership.
- Modify elements to local population.
- Provide assistance from knowledgeable staff.

Most Effective Features of Program

- Collaborative Assessment Council: Ownership, practical concerns, impact evaluation.
- Instructional videotapes: Authentic examples, pre/post assessment for teachers.
- Primary Teacher Institute: Focused preparation on GT, culturally diverse populations, portfolio process, curricular modifications.
- Evaluation design: Strong support for impact and replicability of project.

Most Surprising/Challenging Features of Program

- Videotape data collection, coding and analysis: No previous models in existence.
- Portfolio Assessment Process: Willingness of teachers to do with all students in the classroom (not a preselected sample).
- C .tback in federal funding for second year: What to cut.
- Coordination of three school districts, 60 participants: Political and fiscal questions.

Wish List of Additional Materials/Resources

- Continued development and refinement of instructional videotapes of authentic examples and accompanying training materials for primary classroom teacher inservice.
- Replicate and research effectiveness of portfolio design in other settings.
- Replicate and research effectiveness of Primary Teacher Institute in other settings.
- Joint collaboration projects with other Javits grants using similar methods for national dissemination of research.

Planned Follow-Up Activities

Ongoing support from university for participants in Year 2:

- Continue to offer Primary Teacher Institute through Continuing Studies and College of Education.
- Longitudinal data collection (students, teachers, districts).
- Adapting portfolio model to encompass assessment in ECE settings through work with Ohio state-funded schools of the Future Project.

SECTION IV: EVALUATION

Evaluation Plan

A multiple level-multiple audience, systematic and continuous evaluation design is used in the EAEP program. Multiple methods of evaluation (i.e., structured interviews, journals, classroom observations, pre/post assessments) have been used to document the impact and effectiveness of

this prototype. To date the data analysis has revealed five key elements. These include: (1) workable strategies for the observational assessment of exceptional potential; (2) the development of ownership by the primary classroom teachers and school district personnel; (3) the importance of conducting observational assessments on the entire student population and not a preselected sample; (4) universal identifiers of exceptional potential which can be categorized and operationalized; and (5) computer-assisted data analysis of videotape footage to provide authentic examples of exceptional potential.

SECTION I: GENERAL INFORMATION

Name of Program
Explorations in Creativity (Project EIC)

Project Director
Stuart A. Tonemah, President

Contact Person
Same as above

Address
American Indian Research and Development, Inc.
2424 Springer Drive, STE. 200
Norman, OK 73069

Project #
R206A00228

Funding Period
1/90 to 12/91

Telephone
405/364-0656

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To provide enrichment classes and activities to American Indian and Alaska Native gifted and talented secondary students.
- To prepare Indian students for future leadership positions.

Program Description

Purposes/Overview. The overall purpose of this project is to identify underserved/unserved gifted and talented Indian students and provide educational services that are qualitatively superior and differentiated.

Project EIC proposes, over a 2-year period to:
1. Utilize multi-criteria assessment methods to identify and select 250 gifted and talented American Indian students.
2. Provide intensive individualized instruction to 250 American Indian students (Grades 8-11) who are gifted, talented, highly motivated, and who exhibit potential for high achievement.
3. Develop and utilize challenging and culturally appropriate curriculum materials and activities.
4. Implement a tracking system to determine long-range progress of students and impact of project on students.

Enrollment will include students from 22 states with high Indian populations.

Special Educational Services for gifted and talented secondary Indian students were comprised of two residential summer programs; each of 3 weeks duration. These services were provided through culturally appropriate enrichment materials and activities that utilized innovative and exemplary approaches and techniques. Specifically, these services were designed to:
1. Build upon the academic strengths, creative potential, and leadership abilities of the students.
2. Challenge students through high quality structured instruction, similar grouping interactions, team projects, goal setting and interactions with professional role models and peers.
3. Be individualistic to each student's academic, social, physical, and psychological needs through the implementation of Individual Educational Plans, activities, and counseling.

4. Be product-oriented to enable students to display completed projects and perform learned skills.
5. Be culturally appropriate by inculcating Indian culture throughout the curriculum and by having Indian role models in the form of teachers, guest artists, guest speakers, and Indian curriculum materials and activities.
6. Provide inter-tribal interaction among gifted and talented secondary Indian peers from 22 states.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Mid-size city (≥250,000).

Target Population Characteristics

- Environmental: Low SES.
- Socio-Cultural: Cultural Tribal awareness; American Indian/Alaska Native.
- Other: Gifted and talented students or potentially gifted/talented.

Age/Grade Level

Grades 8 through 12.

Selection of Population

The application was completed by the students, student's parents, school personnel, and a community reference. Applications were scored and each student applicant had a matrix set-up.

Specific Identification Procedures or Protocols

The ISBDQ (Indian Student Biographical Data Questionnaire) had specific criteria that were scored. Students were rated on the following criteria: scoring in the 80% or above on national standardized tests, 3.0 grade point average, IQ score of 115 or above, demonstrated visual/performing arts skills, indications of leadership, creativity, and/or tribal/cultural understanding.

Number of Children Served

125 each summer session.

Total Number of People Involved in Implementation of Program 21

Teachers 9 **Administrators** 2

Other Staff

Dorm personnel, student aides, etc.

Type of Preservice or Inservice Training Provided

- Holistic teaching methods.
- Gifted and talented student characteristics.
- Gifted/talented learning styles.
- Gifted/talented program development.

Resources or Materials Necessary to Implement Program

Dormitory and classroom facilities and classroom supplies, food services, field trip transportation, recreational equipment.

Training Provided to Parents or Community

The program was explained to parents and community members, with additional information on gifted/talented student characteristics, learning styles, etc.

Important Factors for Adapting Program to Other Settings

Staff who are familiar with gifted/talented education and who have the desire to encourage and support gifted/talented students.

Key Conditions for Replicating Program

The ability to identify and select the gifted/talented students and to decide what curriculum to provide them, for example, enrichment, accelerated curriculum, tribal/cultural developed curriculum, etc.

Cost of Replicating Program

Classroom, food, dorm, instructor salaries: about $133,000.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

- Consider cultural criteria when selecting gifted students.
- Provide activities that suit students culturally as well as individually.

Most Effective Features of Program

The use of Individual Education Plans designed to fit the needs of each student and the infusion of tribal/cultural components in all the curriculum.

Most Surprising/Challenging Features of Program

The most surprising was the intense bonding that took place between the students, even though they were all from different geographic locations and tribes.

Wish List of Additional Materials/Resources

Counselors, more classroom supplies, more guest speakers to serve as role models.

Planned Follow-Up Activities

- Analysis of evaluation data.
- Parent evaluations.
- Video tape to be used as a promotional device.
- Follow-up meetings with students who attended EIC.

SECTION IV: EVALUATION

Evaluation Plan

No information given.

SECTION I: GENERAL INFORMATION

Name of Program
Jacob Javits Program

Project Director
Dr. Ellen Linky

Contact Person
Same as above

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School District of Philadelphia
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Project #
R206A00023

Fur..ding Period
9/90 to 12/92

Telephone
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SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To increase the number of language and racial minority students in the enrollment of the program for gifted and talented students, most specifically in Grade 5.
- To identify, implement, disseminate, and replicate the most effective screening procedures for enlisting qualified language and racial minority, economically-disadvantaged students in the gifted and talented program.
- To build the children's motivation to succeed academically as a result of participating in the Jacob Javits Program.
- To explore, implement, and evaluate the most effective instructional strategies for delivering/facilitating multi- and interdisciplinary curriculum.

Program Description

The Jacob Javits Program—currently in three Grade 4 classes in three schools within the same region—is designed to identify and provide services to economically disadvantaged minority and limited-English-proficient (LEP) children who may be gifted, with the specific goal of increasing the number and percentage of such children participating in the regular Gifted and Talented Program.

The three pilot schools are Chapter I-eligible schools. Two of the pilot schools qualify as Schoolwide Project schools, since at least 75% of the children enrolled are from low-income families. Two of the three pilot schools have 75% or more Latino students.

The major components of the project are:

- Staff development for professional staff in screening and identification of potentially gifted children.
- Extensive parent outreach, involvement, and training.
- Demonstration lessons by teachers of the gifted and talented and English for Speakers of Other Languages for regular class teachers focusing on enrichment of the instructional activities as well as language acquisition skills.
- Development of a differentiated fourth-grade curriculum.

- Direct service to students, including Saturday and summer enrichment programs.

Instructional delivery in the Javits classes employs a variety of techniques that emphasize acquisition of English reading, writing, and speaking skills across the curriculum; higher-order, critical, and abstract thinking skills; accelerated mathematics; creativity, leadership, and independent study and research skills. Computers are used in all subject areas as a learning/ productivity tool. Javits' students who make at least one year's academic progress in reading and mathematics in this pilot will be recommended for testing for the Gifted and Talented program.

If this model is successful in identifying limited-English-proficient, economically disadvantaged, and racial minority children for placement in the regular Gifted and Talented program, it will be replicated with additional schools throughout the School District of Philadelphia.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Large urban area (≥ 1,000,000).

Target Population Characteristics

- Environmental: High crime rate, economically disadvantaged.
- Socio-Cultural: Primarily Latino, African-American, Asian, some Caucasian; language minority Latino.

Age/Grade Level

Grade 4.
Ages 9 through 11.

Selection of Population

The selection process includes teacher, peer, and parent nominations along with a student self-description form. In-class performance and curriculum-referenced test data are also considered.

Specific Identification Procedures or Protocols

The teacher, peer, and parent nominations are administered through orientation sessions conducted by the Javits teachers within their own schools. Additional staff, such as the counselor, principal, etc., are asked for their student recommendations. The nomination forms are the subject of a study to determine which questions and responses best predict potential giftedness.

Number of Children Served

Approximately 75 students.

Total Number of People Involved in Implementation of Program 7

Teachers 3 **Administrators** 1

Other Staff

3 classroom assistants.

Type of Preservice or Inservice Training Provided

None at present. Future plans include teacher preservice and inservice.

Resources or Materials Necessary to Implement Program

- Computers, printer.
- Manipulatives.
- An array of learning materials (books, aids).
- Opportunities within the classroom, school, immediate and larger community.
- Time for planning and assessing student progress, teaching techniques, and adapting curricula.

Training Provided to Parents or Community

Parents of Javits-eligible youngsters are invited to an orientation of the program and given periodic informational updates throughout the year.

Important Factors for Adapting Program to Other Settings

- Recognition that there are alternative strategies for determining giftedness, and an understanding of how to implement those strategies.
- Teachers who explore, initiate, experiment with and follow through on a variety of teaching strategies.

Key Conditions for Replicating Program

Same as above, in addition to resources: finances, staff, time.

Cost of Replicating Program

$170,000 would enable a comprehensive and intensive program to be replicated. This cost underwrites a teacher, classroom assistant, computers, printer, some materials, and trips. The amount would cover the program in one class, in one school.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

There must be planning time allotted for visitations of existing sites, coordination of information such as screening and testing instruments, curricula and materials, and time for developing an educational plan—with parent component—for the total class as well as for individual students.

Most Effective Features of Program

- Class size maximum, 25 students.
- Full-time teacher and classroom assistant.
- Project-centered learning within the classroom.
- Continuous enrichment—museums, concerts, theater, opportunities outside the city.

As a result of these four features, teaching and learning are enhanced because teaching can be individualized, tailored to the students' unique learning needs and styles, and children are provided immediate feedback. In addition, the reduced student-teacher ratio enables project-centered learning and promotes cooperation. The enrichment emphasis helps engage parents into their children's education, but mostly provides tremendous stimuli, which increases the children's motivation to learn, read, use language, solve problems, etc.

Most Surprising/Challenging Features of Program

The children's self-esteem is raised because they are identified with "sharpness," with potentially-gifted, and with academic positives. While the element of self-esteem may not itself translate into increased achievement, it does help to increase the children's motivation and excitement toward learning.

Wish List of Additional Materials/Resources

Additional materials such as learning aids, books, instruction/travel videos, and software would enhance the program's effectiveness. These materials could be used to enhance parent involvement.

Planned Follow-Up Activities

- Continued enrichment and mentoring for each cohort of children.
- Dissemination of information regarding characteristics of potentially gifted children.
- Building horizontal and vertical articulation within and among schools.

SECTION IV: EVALUATION

Evaluation Plan

The program is being formally evaluated by the Parent-Teacher Administration. Teachers must provide evidence that they are shaping their programs around the children's abilities and learning styles, with the expectation that a significant number of the children will achieve, as measured by multiple assessments. Teachers' educational program must reflect the following elements:

- Achievement outcomes, curricula emphasis, marking period, instructional delivery emphasis, enrichment, organization of students' events, observed behaviors, and assessment.
- Teachers should be conversant and have anecdotal data on each student, relative to: strategies to develop strength; strategies to strengthen weakness; learning style; how student entered class; parent involvement—extent and in what way

Some program changes have resulted from evaluation feedback. In the first cohort, a significant number of children were placed in the school district's Mentally Gifted (MG) program. In order to further increase the number of MG-eligible children, the screening instruments are being carefully researched, and the classroom program is being shaped with focus.

We expect the following evidence to confirm program effectiveness:
Increased number of children who will (1) qualify for Mentally Gifted Program eligibility, and (2) continue to remain motivated and active in their schoolwork so that they achieve, even if they do not become part of the MG Program.

ABOUT OUR CHILDREN

Geovannie. Geovannie's family moved from Puerto Rico to Philadelphia before he entered first grade at Olney Elementary School. Knowing no English, Geovannie was placed in an ESOL program and was extremely quick in picking up the English language. His parents, four years later, still speak very little English, while Geovannie barely has a trace of an accent. In his home, however, Geovannie communicates in Spanish. He was selected to be in the Javits Program, Cohort I, and did an outstanding job accomplishing academic, social, and emotional goals throughout the year.

Geovannie transferred to Morrison School for the year that he participated in the Javits program, leaving good friends, his older brother, and familiar territory behind to go to a new neighborhood school with a new teacher and new friends. Geovannie's manner was friendly, low-key, and respectful. He demonstrated an eagerness to learn and a willingness to help his friends in any predicament. Quickly, he emerged as a conscientious, serious-minded student anxious to become the best that he could be.

Mid-way through the year, Geovannie's attitude drastically changed, and he was obviously depressed. However, as his culture expects, he did not share his problems. Numerous staff members tried to talk to him, but were unsuccessful in unlocking the hurt he was experiencing.

When his mother was contacted, she could not help us to discover the problem. Within a week, she bravely came to the new school, for now she was worried. Geovannie did not want to come to school. This was new, and to her, serious. She discovered that he was getting seriously harassed by other children.

Geovannie and I talked, and he talked about the rough and tumble boys who were hurting him. They were his friends. I took the five boys and Geovannie to a private room to talk. Geovannie, with some hesitation, explained that he felt uncomfortable; the boys were so rough with him. He didn't want them to think less of him, because he really valued their friendship. However, he was getting hurt (physically and emotionally), and he just wouldn't reciprocate in a like way. Our circle talk went on for two hours, it resulted in a marvelous healing process for all the boys who were hurting in various ways.

The boys heard Geovannie' s plea and genuinely promised to help him feel more comfortable by respecting his requests of no real rough stuff. It was the best conflict resolution process I have even witnessed. After, Geovannie stated, "Well, you have heard my problem and helped me. Do you have anything you'd like to say to me?" Each young man shared a concern. When we left the room, these six boys, 9 and 10 years old, went up the steps arm-in-arm. The problem ceased; Geovannie's depression lifted.

Geovannie's father is frequently not home, trying hard to provide for his wife and three children. However, he would have been angry to learn that Geovannie did not "fight" these bullies and stand up for himself. Geovannie, aware of this, retreated with his problem even further. Regardless, he eventually overcame his fear. He confronted the problem in his own fashion and succeeded.

SECTION I: GENERAL INFORMATION

Name of Program
The Javits Project

Project Director
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Project #
R206A00070A

Funding Period
1/90 to 12/92

Telephone
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SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To develop and field test nontraditional assessment materials and activities that can be used by teachers and parents to assist in the identification of disadvantaged children for gifted programs.
- To design and pilot, in selected districts, an intensive training program that assists teachers in recognizing the characteristics and needs of giftedness in young disadvantaged children and in preparing a curriculum designed to meet those characteristics and needs.
- To disseminate training-of-trainer manuals and videos that enable school districts to replicate the project training program.

Program Description

When the Texas Legislature mandated that, by 1990, every school district in the state must identify and serve students in programs for the gifted, it affected 1,068 school districts, approximately 10% of the nation's local education agencies. According to 1988 school year figures, 51% of the state's students are White, 34% are Hispanic, 14% are African-American, and 2% represent students of either Asian or Native American background. Forty-two percent of the students qualify for the free and reduced lunch program, and 15% of them attend classes in rurally isolated districts that serve 500 students or less. If the local district programs for gifted students were accurate reflections of the total school population, the state would serve, not just as a regional model, but as a model for the nation of how to identify and modify instruction in gifted programs that serve low socio-economic, racial, and/or cultural minorities, or are rurally isolated.

The reality of the state's gifted programs is quite different. Studies indicate that the discrepancy between the percentage of minority students in Texas districts with gifted/talented programs and the percentage of minority students served in gifted/talented programs is growing. This discrepancy appears to be increasing even though staff in many districts are struggling to find more equitable means to seek out and identify gifted/talented students from racial and ethnic minority groups. The Javits grant enables the Texas Education Agency (TEA) to focus its efforts on three major areas in an effort to remedy this problem.

Objective 1: Development of Nontraditional Assessment Instruments. Although some

non-traditional assessment measures have been developed by TEA, their use has been limited because of insufficient training information and field testing. Parent questionnaires and interview forms frequently are used to assist in the identification of gifted children. However, in many disadvantaged families, there is often a lack of understanding about how their children may be exhibiting the characteristics of giftedness in the home setting. Videos on how to conduct parent interviews as well as on how to use nontraditional assessment materials in the classroom will be a part of the training package.

Objective 2: Training in Participating School Districts. During the first year of the project, a staff person, whose sole responsibility will be to work on the project, will spend a minimum of one day per week in each of two participating school districts. At first, the staff person will concentrate on becoming familiar with the student body and faculties of the selected schools as well as on attending parent-teacher association meetings and other community groups. Extensive videotaping will take place at the schools for use in the project training program. These videos will include tapes of instruction done by school district faculty; lessons prepared for demonstration purposes by project staff; and interviews by teachers and community volunteers with parents, and students, and staff interaction on assessment materials.

Actual training will begin and continue through the summer, involving school district staff as well as parent and community volunteers. The first series of lessons will focus on the characteristics and needs of gifted youth and will rely on a theoretical foundation as well as on videos taken of district students. By reviewing the information received on students in the district, and basing decisions on the information gained during the training sessions, students will be selected for the gifted program that will be implemented in the fall of 1990.

The second series of lessons will center on the development of a differentiated curriculum designed to build on the existing curriculum used in the district's regular school program and to meet the specific needs of the gifted students in that district's population. This training will form the basis of the curriculum that will be implemented in the gifted program beginning in the fall of 1990. Refinement of the curriculum will take place throughout the first semester of that school year. Ongoing student assessment will take place in an effort to show the types of growth that occur. Project staff, using forms and surveys developed in conjunction with the project evaluator, will compile data on student responses to assessment measures as well as information regarding changes in teacher and parent perceptions of giftedness.

Objective 3: Sharing Materials on a State and Regional Basis. At the end of the first year, project staff will share their findings and materials with regional education service center (ESC) contact persons. They will be invited for site visitations and will receive information on becoming a regional project trainer. ESC trainers will select districts to participate in summer training sessions so that the project can be replicated in their regions in the second year of the project grant. Draft materials, including videotapes, will be provided for use in this training. The majority of activities leading to the development of dissemination materials will take place in the second and third years of program implementation.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Rural and urban.

Target Population Characteristics

Disadvantaged and minority students.

Age/Grade Level

Pre-K through 5.

Selection of Population

Not applicable.

Specific Identification Procedures or Protocols

Not applicable.

Number of Children Served

Not applicable.

Total Number of People Involved in Implementation of Program 85

Teachers 60 **Administrators** 10

Other Staff

15 regional education service center personnel who assist in the field testing of the materials.

Type of Preservice or Inservice Training Provided

Overviews of the Texas Student Portfolio as well as in-depth training simulates the assessment review committee; overview training on activity placemats and their use in the classroom.

Resources or Materials Necessary to Implement Program

Time.

Training Provided to Parents or Community

Workshops on the portfolio are provided to acquaint parents with the characteristics of gifted children and to encourage their support of at-home products. They are encouraged to nominate their children. Further, a parent brochure, in both English and Spanish, that focuses on student strengths is being field tested. Videotapes for parents on the portfolio are also in progress.

Important Factors for Adapting Program to Other Settings

- Educators and community members must value information gained through trained teacher and student interaction as much as they value data from standardized sources.
- Administrators must be willing to provide release time for selection assessment committees to meet.

Key Conditions for Replicating Program

A supportive administration is critical. While the materials are free, the time involved in assessing student strengths and in using this information to modify instruction is often underestimated. Teachers also must develop confidence in their own abilities to assess student abilities.

Cost of Replicating Program

Primary costs will be in the area of printing and release time for assessment committees.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

- Understand that there will be initial resistance to the new assessment procedures.
- Follow-up with teachers and students is critical, particularly after the portfolio has been introduced.

- Training on cultural diversity is critical for fair and equitable assessment.
- Training is also necessary on the concept of infusing instruction and assessment.

Most Effective Features of Program

The Texas Student Portfolio and Activity Placemats are very effective by the second year. Teachers report having a better understanding of student abilities and potential. They also realize that their instruction must be modified if they are to elicit behaviors associated with gifted learners. When teachers realize this on their own, rather than being told by others, they are more committed to receiving training that supports enhanced instruction. The materials, then, act as inducements to improving the instruction of all children and to adapting the curriculum so that it is more challenging for gifted learners.

Most Surprising/Challenging Features of Program

The resistance to using nontraditional assessment measures and to fusing assessment with instruction posed the greatest challenge to the project. Both of these concepts support teacher empowerment by giving the teacher greater responsibility over the instruction that takes place in their classes. It was surprising how few educators were enthusiastic about this possibility.

Wish List of Additional Materials/Resources

Additional funding would have allowed more videotaping for training purposes.

Planned Follow-Up Activities

Statewide dissemination of the Texas Student portfolio, the activity placemats, and parent brochure is planned. Supporting videotapes and training materials also will be provided.

SECTION IV: EVALUATION

Evaluation Plan

An outside consultant with expertise in gifted education will be hired in the second year to evaluate the effectiveness of the Texas Student Portfolio and the Activity Placemats. Dissemination of surveys and data collection regarding evaluation will be assisted by education service center personnel who are designated as regional coordinators of the Javits Project.

Ongoing evaluation through informal interviews and observation will take place in the sites participating in the pilot study.

SECTION I: GENERAL INFORMATION

Name of Program

Project STEP-UP: Systematic Training for Educational Programs for Underserved Pupils

Project Director

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Contact Person

Same as above

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Project #

R206A005291

Funding Period

1990 to 1993

Telephone

409/880-8046

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To develop alternative criteria and methodology for identifying underserved gifted and talented who are economically disadvantaged, bilingual, and special education students.
- To develop new approaches to teacher training and professional development.
- To develop new and appropriate curriculum focusing on self-concept development, communication, the arts, and higher level thinking processes.
- To develop new methods of locating and involving community members as mentors, role models, and instructors.
- To develop methods and materials to actively involve parents of at-risk students.
- To develop educationally appropriate and effective programs for at-risk children that will positively influence the total educational school climate of the model school sites.

Program Description

Project STEP-UP is working collaboratively with 12 school districts in four states (Texas, Arizona, Arkansas, and Florida) and in cooperation with three universities (Lamar University in Beaumont, TX; the University of Arizona in Tucson; and Arkansas State University in Jonesboro) planning and implementing a comprehensive demonstration project for 216 high potential minority children in Grade 2 who would normally be overlooked as candidates for the gifted and talented program. National consultants in gifted and talented and in bilingual and special education (Dr. June Maker, Dr. Roberta Daniels, and Dr. Dorothy Sisk) are participating in the overall project management team and are providing guidance to each of the model school sites planning teams. The school teams are planning and developing individual program approaches for their schools based on the Federal definition of gifted and talented, the Structure of Intellect (SOI) model, The Theory of Multiple Intelligences (MI) model, and the gifted program framework of the individual participating states.

All activities and components of the project are being systematically designed to meet the project's objectives to train educators to plan, develop, and implement programs for underserved pupils. The following outcomes, as addressed in the original proposal, are emerging to help

identify and serve the educational needs of economically disadvantaged, bilingual, and special education gifted and talented students. They include:

1. *Alternative criteria and methodology for identifying underserved gifted and talented who are economically disadvantaged, bilingual, and special education students.* An observation checklist based on current research on minority disadvantaged students has been developed by Project STEP-UP and has been used as a pretest/screening instrument to identify children for the talent pool. In addition, a resultant successful Project STEP-UP identification process based on problem solving tasks and a variety of alternative testing information has been summarized in the form of guiding recommendations and suggestions for school districts.

2. *New approaches to teacher training and professional development.* Four teacher skills have emerged. They are coaching, empowering, focusing, and facilitating. They have been used by the Project STEP-UP staff consultants and planning teams in working with the teachers. These skills will be further strengthened during the week long summer sessions by developing cooperative learning teacher teams from the 12 sites with the university consultants. Teacher training tapes are being developed featuring Guilford's "Structure of the Intellect" model, Gardner's "Multiple Intelligences Model," and Taylor's "Multiple Talents Model." In addition, video tapes of exemplary lessons are being made at each of the 12 project sites.

3. *New and appropriate curriculum focusing on self concept development, communication, the arts, and higher level thinking process for at-risk students.* Demonstration lessons in self concept development and units integrating communication and the arts have been developed, demonstrated, and disseminated. Other units are currently being field tested and will be disseminated along with task cards and learning centers.

4. *New methods of locating and involving community members as mentors, role models, and instructors for at-risk students.* An important aspect of the STEP-UP Mentor's Program is providing the students with challenging experiences and stimulating personal interactions. Through the use of mentors we will provide a wide exposure to people and ideas, and a chance for in-depth explorations. The mentors will share their experiences, interest, skills, and talents to impact on the lives of the students.

5. *Methods to actively involve parents of at-risk children in their children's education and development.* Read-aloud lessons, parent classes, and parent materials have been developed and a parent liaison will be identified at each site.

6. *Educationally appropriate and effective programs for at-risk children that will positively influence the total educational school climate of the model school sites.* Project STEP-UP is being individually designed and implemented in three school districts in each of the four states, providing 12 project sites. The results will provide a flexible model and process, as well as considerable empirical evidence for addition to the research on gifted and talented. The individual profiles of the children with the beginning pretest data indicate a group of children with varying ability and levels of strengths. In addition, adaptation of the Project STEP-UP processes by other schools in the 12 districts, and in the four states and beyond are being encouraged. Opportunities for ownership have been built into the planning and development process to stimulate positive attitudes and support for change in each participating school district.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Rural, suburban, small city (≤250,000), and mid-size city (≥250,000).

Target Population Characteristics

- Environmental: Disadvantaged.
- Socio-Cultural: Bilingual; Black, Hispanic, Asian, Native American.

Age/Grade Level

Grades 2 through 4.
Ages 7 through 9.

Selection of Population

Project STEP-UP has established a model process for teachers, administrators, and parents to identify the children with behavioral, verbal, and written standards that indicate their high potential.

Specific Identification Procedures or Protocols

The model process of identification includes teacher recommendation using a checklist of characteristics of high potential minority disadvantaged children, a problem solving task based on Howard Gardner's MI model, Ravens, Cognitive Abilities Test, OLSAT, SOI, SAT, and COGAT.

Number of Children Served

320

Total Number of People Involved in Implementation of Program No information given.

Teachers 16 **Administrators** 12

Other Staff

No information given.

Type of Preservice or Inservice Training Provided

Preservice on identification of minority disadvantaged children and the establishment of a transitional curriculum with emphasis on self-concept development, communication and the arts, and higher level thinking processes.

Inservice. Specific on-site inservice is provided by national consultants in establishing the transitional curriculum with emphasis on mathematics and language development. Experienced teachers are functioning as "buddies" with beginning teachers.

Summer Training. A week-long training session is held at Lamar to provide in-depth opportunities to build curriculum and to examine the individual profiles that have been developed of the children's strengths and weaknesses.

Resources or Materials Necessary to Implement Program

The SOI profile with companion computer program allows the teacher to move the child at his/her individual strength base. Manipulatives and learning centers are being emphasized.

Training Provided to Parents or Community

Parents and the teachers at each site are introduced to the objectives of Project STEP-UP. Specific materials to stimulate self-concept, creativity, and higher level thinking have been developed and demonstrated to the parents.

Important Factors for Adapting Program to Other Settings

Project STEP-UP is individually designed and implemented around the individual site's definition of gifted, population, and environment. Whenever possible, existing test data and expertise of teachers and staff have been capitalized on to build ownership into the programming planning and implementation.

Key Conditions for Replicating Program

- Flexible identification procedure based on multiple criteria to develop high potential minority disadvantaged.
- Small classroom size (18-20) with individualized instruction.
- Three-year commitment to develop curriculum and implement program.

Cost of Replicating Program

$4,000 materials and one full-time teacher.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

Be committed to individually design and implement a transitional curriculum that allows a teacher or teachers to work with high potential disadvantaged children over a 3-year program to develop their giftedness.

Most Effective Features of Program

The most effective feature is the identification process. As teachers, parents, administrators, and students become involved, a strong sense of community and ownership in the program develops.

Most Surprising/Challenging Features of Program

The surprising aspect of our program is the enthusiasm of the teachers and students. The most challenging aspect was the patience needed to encourage the sites to develop their program at their own speed.

Wish List of Additional Materials/Resources

If adequate funding were available, we would bring the sites together in teams and provide a spring and fall seminar to implement the Summer Institute.

Planned Follow-Up Activities

As the first year has ended, local school districts are maintaining a second grade site at their expense as the project moves to the third grade. Through this means, schools will have a 2-3-4 grade high potential group at each site. Several school districts have added other sites in different schools.

SECTION IV: EVALUATION

Evaluation Plan

Demographic information on the 12 participating sites will be gathered along with a description of services provided to the high potential minority students. This information will provide direction to other districts who may want to replicate the project.

Measures that demonstrate the progress of Project Step-Up such as increased enrollment of minority disadvantaged students in the 12 district gifted programs, increased attendance, achievement and creativity of the students, and improvement in the teachers' skills and attitudes will also be assessed.

The evaluation design includes formal and informal assessment of the major project activities in

the 3-year period (1990-93) addressing the operational, instructional, and research objectives.

Interim data includes the successful establishment of twelve project sites, the identification of a model process to screen and locate high potential minority disadvantaged students, increased pupil attendance, increased achievement (MAT) and ability (OLSAT) as measured by traditional and nontraditional (Ravens) standardized tests. In addition, alternative testing was accomplished by using specially designed learning tasks based on Gardner's Multiple Intelligence Model. Each student will also have an individualized profile based on the Structure of Intellect as a pre- and post-test measure of learning and processing growth.

ABOUT OUR CHILDREN

During the identification process, based on Howard Gardner's Theory of Multiple Intelligences (MI), using tangrams, in which the children are given progressively more difficult sheets to match the pieces upon, one young Native American 7-year old was observed holding a triangle that was too small for the match in his hand. He leaned forward and said softly, "Get bigger, get bigger." This behavior certainly indicated the sense of humor that is reported in the literature for Native American children. The children at our Chinle Boarding school site represent a rural, isolated minority disadvantaged group who often come from dysfunctional homes. Project Step-Up's major aim is to instill a natural pride in the culture, using literature and expertise from the Navajo population and at the same time provide them the necessary skills to develop their gifts and talents.

Willie. Willie is a 7-year old Hispanic boy who lives with his married sister, two younger siblings, and his grandmother. His mother died just before school started this fall and his big brown eyes hold the sorrow. During the problem-solving tasks based on Howard Gardner's model developed by Dr. June Maker, I was functioning as an observer of their behaviors. Willie leaned next to me and told me of his mother's death. I touched him softly and said I was sorry. He sat closer to me and began to construct whatever he wanted using the Pablo manipulative materials. With great excitement, he displayed a square with two identical pieces in his hand. "It is a man looking at his reflection in the mirror," he said. This was followed by a few manipulations and he now had scissors. His obvious enjoyment in creating and verbalizing demonstrated the natural link between communication and the arts. He will be placed in the Tampa STEP-UP class based on his problem solving behaviors and teacher recommendation.

SECTION I: GENERAL INFORMATION

Name of Program

Identification of Creatively Gifted Children from Economically Disadvantaged Backgrounds

Project Director

W. R. Nash and P. A. Alexander, Co-Principal Investigators

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Project #

R206A00585

Funding Period

10/90 to 9/93

Telephone

409/845-0559

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To design and norm a screening instrument suitable for use with young, disadvantaged preschool children.
- To design and validate a matrix of instruments or procedures to be used in identification.
- To test the instrument and matrix in summer preschool programs serving the target population.
- To develop the following products:
  - Multidimensional, interactive process theory of human creativity.
  - New, theoretically sound, valid, and reliable screening instrument.
  - Identification matrix.
  - Teacher training modules.
  - Specific teaching strategies and model curriculum.

Program Description

During recent years, an increasing interest in the study of the origin and development of creativity has increased. This interest is flourishing in business, industry, and the professions, as well as in educational institutions. Engaging in the process of learning more about creativity leads to the urgent realization that ways to nurture and enhance creative ability must be found if this country is to remain in its position of world leadership with regard to innovation and productivity. The promotion of creativity in American society in this last decade of the twentieth century has become a primary focus of government, education, and business. National opinion leaders, as well as the general public, realize that new and innovative solutions to major social and economic problems are required if we are to survive and prosper into the twenty-first century. Demographic projects for the next century emphasize the need for education for creativity to extend not merely to a privileged few but to all children, regardless of race-ethnicity or socioeconomic status. It is for these reasons that the Jacob Javits Gifted and Talented Students Education Program Grant entitled "Identifying Creatively Gifted Young Children from Economically Disadvantaged Backgrounds" awarded to Texas A & M University has continued its focus begun in the first year on the needs of 4- and 5-year-old Head Start children and is expanding its scope to reach children on the Gulf Coast of Texas and in the state of Arkansas. In

cooperation with the local Head Start agencies, during the summer of 1991, the Project conducted a five-week session of teacher training and child-centered creativity education designed to inform teachers of characteristics of the target population, to train teachers in appropriate identification and teaching strategies, and to empower teachers to take this training back to their own schools. Ten teachers and 40 4- and 5-year old children participated in this first summer program. Lamar University will conduct a similar session based on the same model in 1992, and Arkansas State will follow in 1993.

An exhaustive search of the literature and of compendia of tests and measures confirmed the assertion in the original proposal for this project: There are no theoretically sound, valid, and reliable screening instruments available designed for use on the target population to assess potential creative process, performance, or product. While there are a few measures, both formal and informal, extant which purport to measure creative performance in young children, none met desired standards for validity and reliability. While it was considered in the original grant application that existing measures could be combined, modified, or in some way adapted to meet the required specifications, upon beginning the test of actual instrument specification, it become obvious that no one measure nor a combination of items from any single measure would be adequate. Therefore, the staff had to start from scratch.

Starting from scratch meant that the first step for instrument development required the identification of an appropriate theory of creativity. Again, a thorough literature review revealed that no single creativity theorist had captured the complex interaction of the various components and processes of human performance in either enough generality or sufficient detail to account for human creativity. Thus, our first task was to develop and articulate our own understanding of creativity in order to develop a model and theory of creativity.

Using this theory as a basis, the process of developing a screening instrument for this population began. The primary goals for this instrument remain as always: theoretical soundness, validity, and reliability. Important secondary considerations include ease of use, scoring, and interpretation by classroom teachers. Finally, when considering the development of a screening instrument for a population that has been routinely excluded from programs for the creatively gifted, it is critical that in any question about the individual child, the instrument should include rather than exclude, especially when the instrument may be used to determine eligibility for program participation.

Nurturing and enhancing creativity in young children are the ultimate goals of all of the efforts of this project. Creativity theories, screening instruments, identification schemes, and teacher training are means to the end of having a lasting, positive effect on the lives of young children. Thus, the development, testing, and dissemination of teachable lesson plans and effective differential strategies for increasing opportunities for creative performance are essential for the education of young, economically disadvantaged children.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Small city (≤250,000) and mid-size city (≥250,000 to ≤1,000,000).

Target Population Characteristics

- Environmental: Low SES/Head Start.
- Socio-Cultural: No information given.

Age/Grade Level

Ages 4 and 5 (Pre-K).

Selection of Population

Children are selected from qualified Head Start students in the area. Additional children from low-SES families (qualified for AFDC, etc.) are also admitted.

Specific Identification Procedures or Protocols

Develop the following:

- A screening instrument to identify children with those traits associated with high potential for creative giftedness.
- An identification matrix of texts, checklists, and other procedures to identify creatively gifted young children.
- Experimental tasks which will eventually be incorporated in a new test of creativity.

Number of Children Served

120+ over 3 years.

Total Number of People Involved in Implementation of Program 36

Teachers 30 **Administrators** 2

Other Staff

4 graduate assistants.

Type of Preservice or Inservice Training Provided

Theoretical and practical training in:

- Creativity theory.
- Characteristics of young, disadvantaged children.
- Methods of observation and assessment of creativity in children.
- Strategies in enhancing creativity in young children.

Resources or Materials Necessary to Implement Program

Typical resources found in Head Start/Prekindergarten/Kindergarten classrooms.

Training Provided to Parents or Community

Parent training on enhancement of creativity in children and the characteristics of young, creative children.

Important Factors for Adapting Program to Other Settings

- Understanding of the nature of creativity.
- Understanding of nature of young children.
- Willingness to explore and experiment.
- Material resources typically found in prekindergarten classrooms.

Key Conditions for Replicating Program

- Teachers who are willing to consider needs of the whole child.
- An expanded understanding of creativity.
- Community involvement and support.
- Parental involvement and support.

Cost of Replicating Program

As an add-on to existing early childhood program, approximately $100/child.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

- Educate teachers in an expanded notion of creativity as a multidimensional, interactive aspect of human action.
- Involve parents and community in planning and execution of program.
- Allow teachers the freedom to explore their own creativity in developing projects and activities for children.
- Gather data using both traditional and nontraditional means of measuring creativity.

Most Effective Features of Program

The most effective feature is the intensive education of teachers to expand their understanding of creativity from one that considers it as a special "gift" usually only applied to the arts, to one that considers human creativity as a basic part of the nature of all persons in all activities.

Most Surprising/Challenging Features of Program

The most surprising aspect of the program was the enthusiasm of parents. They were most excited and appreciative of a program that sought to improve the creative side of their children.

Wish List of Additional Materials/Resources

With additional funding, teachers and trainers from each of our three sites would be brought together for a seminar to discuss the work done in the summer institutes.

Planned Follow-Up Activities

At each site, additional outside funding will be sought to cover the expense of providing a summer program focusing on creativity enhancement for low SES children. In addition, work with local Head Start agencies has begun to incorporate education for creativity in the regular year-round Head Start program.

SECTION IV: EVALUATION

Evaluation Plan

No information given.

SECTION I: GENERAL INFORMATION

Name of Program
Project Mandala

Project Director
James M. Patton, Ed.D.

Contact Person
Mrs. Joy L. Baytops, Coordinator

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The College of William and Mary
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Williamsburg, VA 23187-8795

Project #
R206A00165

Funding Period
1990 to 1992

Telephone
804/221-4813

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To identify gifted preschoolers and young adolescent students who exhibit cultural differences, low socio-economic status, and/or disabling conditions.
- To provide programs and support services which will foster self-directed learning, critical inquiry, enhanced self-concept, and extended exploration in key areas of learning.
- To provide educational support to parents in the task of nurturing and developing their gifted children.
- To provide educators and other related professionals inservice training for working with these targeted students in the contexts of their schools and communities.
- To conduct research which will provide new perspectives in understanding these special populations of gifted learners in the contexts of home, school, and community.
- To establish collaborative networks of individuals and institutions that can impact on special populations of gifted learners and their families over time.

Program Description

Project Mandala is a federally funded 3-year program designed to identify and serve gifted learners who are frequently overlooked because of cultural differences, socio-economic class, or disabling conditions. Emphasis is placed upon the early identification and academic and social development of these learners, family nurturance, and the training of social personnel in the local school divisions in the Hampton Roads and Central Virginia area from which these learners are selected.

Project students selected are between the ages of 4-8 and 11-14. It is expected that the project will benefit students by (1) enhancing their cognitive, academic, and social-emotional development; (2) offering instruction emphasizing developmentally and intellectually appropriate activities; (3) providing for social interaction with peers and college mentors who are also gifted learners; and (4) through development of content and process skills that will position them for future program opportunities.

Teachers, counselors, and administrators in public and private schools are benefiting from the

project through training in:
- Models for assessment and identification of culturally diverse, low-income, and disabled gifted.
- Models for curriculum ar instruction of these learners during early childhood and adolescence.
- Strategies for collaboration with parents.
- Social-emotional intervention systems using counseling and mentoring.
- Enhanced knowledge, skills, and attitudes through participation in staff development activities, institutes, and symposia.
- Opportunities for collaboration with other practitioners through regional and national networking.

The following assumptions guide the activities of the Project Mandala staff:

Concerning Project Mandala Assessment
- The primary purpose of the assessment protocol is to diagnose and plan for curriculum and programs.
- The assessment protocol considers multiple domains of intelligence.
- Characteristics about the nature of low income, culturally diverse, and disabled gifted populations inform the assessment process.
- The assessment process takes into account the strengths of students from these diverse population groups.

Concerning Project Mandala Curriculum
- Tailored to special individual and collective needs in cognitive, affective, and cultural areas.
- Uses diagnostic prescriptive approaches in its implementation for classroom use.
- Specifies the use of teaching-learning strategies found effective in working with populations of diverse gifted learners.
- Is multicultural and cultural specific in its orientation, choice of topics, and materials.
- Reflects affective considerations for enhancing self-esteem.

Concerning Project Mandala Family Intervention
- Socialization in families is an interactional, multidirectional process, whereby family members influence the gifted child's behavior and are influenced by the child's behavior.
- Systems theory and knowledge of extended family structure should guide family interventions with special populations of gifted learners.
- Formal as well as informal social ties must be considered in the analysis and understanding of family interactions with special populations of gifted learners.
- Organized and functional families exist in both low-income and high-income family structures.
- Facilitative family value systems for talent development focus on the importance of education and the work ethic.
- Important roles for families of gifted learners to perform include: monitor of child's progress, encourager of learning, and direct involvement in the support structure for learning.

Concerning Project Mandala Training
- Need to be infused into existing models of staff development and teacher education.
- Reflect the "best practices" from several sources: staff development literature, special education, multicultural education, gifted and counselor training models.
- Training efforts will reflect multiple approaches to delivery based on the nature and needs of the primary client group.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Rural, suburban, and urban.

Target Population Characteristics

- Environmental: Inner city, suburban, and rural; many intact, functional families; some single parent families; economically disadvantaged (80% qualify for free or reduced lunch).
- Socio-Cultural: 2% bilingual; African-American, Hispanic American, and Anglo American.
- Other: 9% disabled (learning, physical, or speech).

Age/Grade Level

Ages 4 through 14.
Grades K through 7.

Selection of Population

A pool of candidates was developed based upon school system, home, and community referrals. Based on these referrals, a team of assessors began individualized testing and gathering data regarding the students from school divisions in the targeted areas of Virginia. The Renzulli-Hartman scales (completed by teachers) and parent and community ratings were used in the data collection process for assessment. This data collection also included a review of students' results of performance during the previous grading period, and a review of student application forms. The student assessment protocol served as the basis for assessment and subsequent identification. Each student received an individualized aptitude, achievement, and creativity assessment battery which took approximately 3.5 hours to administer, usually in two assessment sessions. Individual measures of aptitude, achievement, and creativity, found in literature and practice to be relatively sensitive to cultural, socio-economic class, and disabling conditions, were administered to referred students. Results of all assessment instruments were plotted on an assessment profile form in order to review all data from multiple qualitative and quantitative sources simultaneously.

Project Mandala selection committee members were asked to review student folders and then place them in one of the three categories—clearly eligible, potentially eligible, or ineligible. Decision rules were used that reinforced students' strengths, acknowledged multiple intelligences and manifestations of giftedness, and valued within and across a category differences in manifestations of giftedness. As a result of the boundaries dictated by the decision rules, those students who met technically the "clearly eligible" standards in aptitude, achievement, and creativity, as evidenced by their profiles, were easily decided on by the committee as being clearly eligible. Using these rules, the Selection committee reached a consensus on those clearly eligible for the project and selected this total number of students for participation. Next, each committee member was asked to discuss observations concerning each individual previously categorized as technically potentially eligible. After these discussions, consensus was reached concerning the selection of each student in this category. Finally, the technically ineligible students were generally determined. The most promising technically ineligible students were reviewed in an attempt to fill the remaining slots available for admittance of project students in any assessment cycle. Those students who had very high aptitude and achievement scores were considered first, with some attempt made to select enough students to fill a class of middle-school-aged students. Eventually, the most promising technically ineligible students, who had either (1) high aptitude or achievement scores and low or very low Torrance Verbal Creativity scores, or (2) had high average or superior Torrance Figural scores and average aptitude or achievement scores were considered and selected. By August of 1991, 143 students were found eligible to participate.

Specific Identification Procedures or Protocols

Same as Selection of Population—above.

Number of Children Served

120 annually through direct services or classroom enrichment and teacher in-service.

Total Number of People Involved in Implementation of Program 65+ consultants

Teachers 14 **Administrators** 2

Other Staff

27 mentors and 1 administrative assistant.
14 local coordinators.

Type of Preservice or Inservice Training Provided

- Inservice education in the school classroom (demonstration lessons, workshops, etc.).
- Summer fellowships at The College of William and Mary (formal courses and informal work sessions).
- Inservice through Project Mandala staff and training team members.

Resources or Materials Necessary to Implement Program

- Positive attitude.
- Computers, video equipment, classroom furniture and supplies.
- Transportation funds for children and parents.
- Travel funds for staff.
- Advisory Board of lay persons and professionals.

Training Provided to Parents or Community

Parents and guardians attend parent workshops at The College of William and Mary. Topics deal with understanding characteristics of giftedness, encouraging academic skills development (study skills, mathematics, etc.) effective parenting skills, social/emotional needs of special populations of gifted learners, advocacy coalition building, development and implementation of an individualized Family Support Plan, utilizing the Project Mandala Home Curriculum and accessing resources in the school and community.

Important Factors for Adapting Program to Other Settings

- Adoption of philosophy and frame work, not necessarily specifics.
- Public school system cooperation.
- Use of multimodal, culturally sensitive assessment measures and observations, including ratings from parents, community members, and teachers.
- Family involvement and participation.
- Use of well-trained instructional staff and mentors.

Key Conditions for Replicating Program

Criteria

- School site with shared set of assumptions.
- School site with representative sampling of target populations.
- School site in which these target populations have not been identified for programs for the gifted using school divisions' traditional criteria.
- School site with personnel in place to conduct screening, identification, and selection of students utilizing model developed by Project Mandala (exclusively).
- School site with instructional, administrative, and consulting staff willing to receive training, and instruct select students using curriculum developed for Project Mandala (Metacognition, Creative Arts, Humanities).
- School site with staff willing to receive training and conduct a series of Family Involvement workshops and develop Individualized family support plans for each family and conduct a minimum of 1 year of monitoring of family progress (to determine the extent to which support plan goals have been accomplished).

Cost of Replicating Program

Two Saturday morning programs and one summer program: $1,000 per child.
Record review/assessment/identification, individual testing: $200 per child.
Staff training (includes consultant's fees, materials, and follow-up): $3,000.
Development of individual instructional plans: $15 to $20 per student.
Family involvement services (includes seminars, materials, family meetings, etc.) $23 per family.

Professional staff costs will be determined by replication site. Essential staff members are coordinator, secretary, school psychologist, teachers, counselor, mentors, and office assistant(s).

Technical Assistance Available

Technical assistance available in the areas of assessment specialists, curriculum specialists, family development specialists, and training specialists.

Suggestions for Those Who Wish to Replicate Program

Persons wishing to replicate Project Mandala should be committed to providing training and resources necessary to implement the full range of services (identification, curriculum development, and implementation, family involvement and staff training components). The staff firmly believes these four components create the comprehensive services plan necessary for talent recognition and talent development of this previously unidentified and underidentified population.

In the absence of full implementation, key features within each of the four components could be initiated and built upon. Also, the involvement of family members and the consistent display of respect for families and students are necessary ingredients. Finally, an advisory board of professionals and lay persons can provide invaluable assistance to the conduct of this type of program.

Most Effective Features of Program

- Use of multimodal, multidimensional, and culturally sensitive assessment protocols which utilize quantitative and qualitative measures to identify giftedness in multiple intelligences, i.e., aptitude, achievement, creativity, and motivation/leadership.
- Development of multicultural curricula focusing on critical thinking skill development: metacognition training; creative arts (visual arts, writing, expressive writing, and music); humanities; science; mathematics; and psychosocial development.
- Development of a unique curriculum review form and process which analyze and evaluate curricula appropriateness from multiple perspectives, i.e., developmental levels, cultural correctness, giftedness consistency, socio-economic class sensitivity, and appropriateness for disabled populations.
- Development of a unique individualized instructional and family support plan based upon diagnostic and needs assessment data.
- Development and use of a home curriculum for parents which parallels the curriculum used with project students.
- Use of mentors as supporters for project students.
- Use of national, regional, and local advisory boards.

Most Surprising/Challenging Features of Program

The most challenging aspect of our program has been the scope and complexity of implementing this program model. Most surprising has been the overwhelming enthusiasm and support of families, mentors, and local school division staff. Also, school division personnel and community members outside of our direct service region have expressed interest in the project.

Wish List of Additional Materials/Resources

Funding has been adequate to date. However, to sufficiently provide technical assistance to

localities, additional funding is recommended over a 3-year period.

Planned Follow-Up Activities

Additional funding will be sought from public and private sources to continue the program. Children will continue to be followed through longitudinal research.

SECTION IV: EVALUATION

Evaluation Plan

Formative and summative evaluations of Project Mandala were proposed in the initial application. A third party evaluator has completed annual evaluations of the project. These formative evaluations have been helpful in improving the operation of Project Mandala. Additionally, curriculum-based assessments were conducted.

ABOUT OUR CHILDREN

Cherl. Early in the fall of 1990, a news article regarding Project Mandala appeared in a local paper. A few days later, we received a call from a citizen who had served as a volunteer in an elementary school in town during the previous school year. After reading the article, she called to tell us about two children with whom she had contact during "reading" time in the primary grade classes. One was a 5-year-old African-American female, whom the caller described as precocious, mature, and curious (about any book that was presented to her). After following up on the phone call, we followed through with our assessment and selection procedure. In February, 1991, the child was found eligible for services through our program. (This student had not been recognized by any school staff person as having high academic potential). Assessment data indicated Cherl's performance to be in the superior range in mathematics. Needless to say, her mother was very enthusiastic and has been quite active in our parent involvement program. Recently, the mother expressed to me that since her participation in this program, her little girl had changed her career goals from being a "check-out lady" in a discount department store to going to college to become a doctor or lawyer. The mother also indicated that the interaction with her mentor has had a great deal of impact on Cherl's new excitement towards school, learning and thinking about her future.

Catherine. Catherine is an Asian born 5-year-old who was referred to Project Mandala by staff at a local medical facility. She had been receiving services from that facility for several years and had undergone many operations for medical problems. Catherine has been referred for special services for gifted children in her local school division and found ineligible. The mother reported that Catherine was more often seen as a child with disabilities than a gifted child at school, due to her medical problems.

Catherine underwent a full psychoeducational assessment for Project Mandala. Her scores were in the Very Superior range on individual tests of intellectual ability and academic achievement. She read with comprehension at a latter third-grade level.

Catherine has been a very successful participant in the project and now is also successfully participating in her school's program for gifted learners. She has been described by project personnel as highly motivated, self-directed, and as having good thinking skills and a strong self-image.

Rick. Rick is a 14-year-old African-American child who was referred to Project Mandala by his school division. He lives in a single parent home and in a neighborhood where many young people survive on their ability to engage in aggressive behavior. At the time of assessment, Rick had seven suspension notices in his school file and a history of behavior problems in and out of school over the past few years. He was attending a special school for children with behavior problems and was no longer receiving services as a gifted student because of poor grades. He

was in danger of repeating the eighth grade. Rick's measured potential is in the superior to very superior range.

Rick has presented himself as a sociable and capable child in Project Mandala classes. He attends regularly, and no special behavioral interventions have been necessary. He has been described by the project personnel as working well in groups and having a well-paced and independent approach to classroom work. Some tendency to respond impulsively and hand homework in late will be addressed in remaining sessions.

SECTION I: GENERAL INFORMATION

Name of Program
Science Curriculum K-8 for High Ability Learners

Project Director
Dr. Joyce VanTassel-Baska

Contact Person
Same as above

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College of William and Mary
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Williamsburg, VA 23187-8795

Project #
RFP#90-048

Funding Period
10/90 to 3/92

Telephone
804/221-2362

SECTION II: PROGRAM DESCRIPTION

Goals of Program

The purposes of this project are to develop recommendations for science curriculum content that are appropriate for high-ability students in kindergarten through middle school, and to develop curriculum products that operationalize those recommendations. The major objectives of the project are:

- To develop and implement a curriculum evaluation system for review of exemplary extant science curriculum for the gifted.
- To develop a set of topics for new science curricula to be developed for the gifted learner.
- To develop a set of exemplary science curriculum units for use at primary-, upper elementary-, and middle-school levels.
- To develop and implement a Summer Institute in Teaching Science to High Ability Learners at elementary- and middle-school levels.
- To conduct field testing of curricular units and evaluation of curricular units and underlying curriculum models.
- To develop scholarly publications based on the knowledge generated through the project on teaching science to high-ability learners.

Program Description

Philosophy. A science curriculum for high-ability learners should respond to the scientific interests and behaviors displayed by these learners. These behaviors include:

- Early curiosity and understanding about the world of science.
- Ability to master the tools of science by understanding the activities, beliefs, and characteristics of scientists.
- Ability to reason analytically, deductively, and inductively.
- Energy and persistence to solve problems of science.
- Ability to understand the relationship of science to all other areas of the human enterprise and thus to study moral and ethical implications of scientific advancement.

Thus, high-ability learners need a curriculum that allows them to move at their own rate, engage in topics in greater depth, and explore ideas, issues, and themes within and across knowledge

areas. Appropriate science curriculum for these learners allows for the advanced application of basic skills, a focus on authentic topics that allow students to engage in problem-finding and problem-solving behavior, proper scientific research techniques, and interdisciplinary treatment and linkages to other content domains like art, mathematics, and music.

Program Description. The project uses a collaborative approach in implementing the proposed tasks by employing a series of interlocking teams to address key project problems. Team expertise includes the following roles:

- University and field-based scientists.
- Science educators.
- Specialists in gifted education.
- Teachers of the gifted.
- Curriculum development experts.

They work collaboratively to conceptualize, review, develop, and pilot test existing and new curricula in science for use with gifted learners at elementary- and middle-school levels.

This special project will result in materials that can be used by educators across the country in science programs for high-ability learners. These products include:

- A guide to evaluating curriculum in science for high-ability learners.
- Consumers' guide to appropriate science materials for high-ability learners.
- Science concept papers on systems, change, evolution, models, reductionism, and scale.
- A scope and sequence of high-ability learner outcomes and assessment procedures in science K-8.
- Exemplary units of study for classroom use from K-8.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Rural, suburban, small city (≤250,000) (10 pilot sites).

Target Population Characteristics

- Environmental: Low and middle SES.
- Socio-Cultural: Mixed ethnicity, approximately 20-50% African-American.

Age/Grade Level

Ages 5 through 14.
Grades K through 8.

Selection of Population

Identified through the pilot schools and assigned to the 10 teachers working with the newly developed curriculum units. The curriculum is being piloted with gifted, high-ability, and average learners.

Specific Identification Procedures or Protocols

Preselected by school divisions.

Number of Children Served

Approximately 400.

Total Number of People Involved in Implementation of Program 20

Teachers 14 **Administrators** 2

Other Staff

Curriculum writers, reviewers.
Graduate students.
Science and technology specialists.
University staff.

Type of Preservice or Inservice Training Provided

- One-week summer institute model.
- Follow-up inservice sessions.
- Follow-up consultation sessions.
- On-site monitoring and consultation with teachers and building principal throughout the piloting period.

Resources or Materials Necessary to Implement Program

- Curriculum products and recommended materials for purchase.
- Software programs.

Training Provided to Parents or Community

Available on request.

Important Factors for Adapting Program to Other Settings

- Training in teaching the new science: conceptually oriented, science as process, hands-on and inquiry-based.
- Training in how to implement the science education model for high-ability learners.
- Training in the use of curriculum materials.
- Commitment to change the teaching of science at K through 8 levels.

Key Conditions for Replicating Program

- A building administrator (K-8) committed to the importance of improving science curriculum for high-ability learners.
- Teachers (K-8) who are interested in and committed to working with high-ability learners and science.
- Opportunity for training and follow-up consultation on the use of materials and pedagogy.

Cost of Replicating Program

$7,500 total.
$4,000 for training by two consultants for 5 days.
$4,000 in consultant expenses.
$500-$2,000 for materials, depending on number and extent of materials needed.

Technical Assistance Available

No information given.

Suggestions for Those Who Wish to Replicate Program

- Identify a pilot school site.
- Identify a cadre of teachers at K-8 who work with high-ability learners in self-contained, pull-out, or regular classroom settings.
- Set aside time and resources for a pilot effort.
- Contact The Center for Gifted Education at The College of William and Mary directly for further information on the project.

Most Effective Features of Program

- Consumer's guide to existing science curriculum.
- Evaluation criteria for judging science curriculum for use with high-ability learners.
- Scope and sequence model.
- Curricular units.

Most Surprising/Challenging Features of Program

- The enthusiasm of teachers working on developing and implementing the units.
- The positive collaboration among general science educators, practicing scientists, gifted specialists, and teachers.

Wish List of Additional Materials/Resources

Resources for follow-up state and national training.

Planned Follow-Up Activities

- Selected training.
- Development of technology application.
- Efforts to influence school change.

SECTION IV: EVALUATION

Evaluation Plan

The evaluation of the project has been accomplished through a model of multiple level reviews by consultants representing science and education. Pilot testing of curriculum units has involved the use of teacher logs, observation checklists, on-site monitoring, and videotapes of lessons.

SECTION I: GENERAL INFORMATION

Name of Program

STREAM: Support, Training, and Resources for Educating Able Minorities

Project Director

Donna Rae Clasen

Contact Person

(1) Donna Rae Clasen, and (2) Dr. Barbara Shade

Address

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(2) University of Wisconsin—Parkside, P.O. Box 2000, Kenosha, WI 53141

Project #

R206A00188

Funding Period

1/90 to 1/93

Telephone

414/472-1960

SECTION II: PROGRAM DESCRIPTION

Goals of Program

- To promote a conceptualization of giftedness that embraces the idea of multiple intelligences.
- To develop multiple ways to identify the diverse talents and abilities of minority students.
- To increase the representation of minorities in gifted programs to the level proportionate to their representation in the population.
- To promote systematic and continuous programming for students during middle- and senior-high school.
- To increase the likelihood that students will stay in school through high school and subsequently elect to start and complete a baccalaureate degree.

Program Description

Project STREAM is a collaborative effort involving three Wisconsin universities and six school districts enrolling large minority populations. The primary purpose of STREAM is to improve identification and programming for gifted and talented students with major focus on African-American, Hispanic, Native American, and Southeast Asian students.

STREAM is based on seven basic assumptions:

- Talents and abilities are distributed equally without regard for gender, race, or nationality.
- Multiple talents and intelligences exist.
- Early identification of talents and abilities is necessary.
- Systematic and continuous attention to students is required.
- Psychological components are as important as the academic.
- Universities need to link with minority students, their teachers, and their parents when students are at an early age.
- Parents/families need to be involved in their children's education.

Identification. Students are identified in sixth or seventh grade. Once identified, students remain in STREAM during middle- and senior-high school. Each year new students are added to the "stream." Identification is determined by multiple data sources including both traditional means (teacher nomination, grades, achievement scores) and nontraditional assessments (art tasks,

problem-solving assessments, leadership, peer nomination). Students may also be identified through special activities. For example, Opportunities for Revealing Concealed Abilities (ORCA) are activities which allow students to demonstrate abilities and talents usually not identified by traditional measures. One example of ORCA is improvisational theater, where students can demonstrate creative and critical thinking, ability to adapt, leadership, and communication skills.

Programming. Programming is based on a student profile that reflects both strengths and weaknesses. Students with weakness in an academic area are recommended for academic support programming as well as for enrichment or acceleration in the ability area(s). Whenever possible, STREAM students participate in a one- or two-week campus residency program during which they work on writing, speech, math, and computer skills. Special talents are fortified through offerings in dance, art, and theater. Focus is also on psychosocial dimensions such as self-esteem, confidence, and leadership. During the school year, STREAM offers campus exploration days at several universities; and with school districts, STREAM enrichment opportunities range from art and drama classes to television production.

Staff Development. STREAM sponsors staff development opportunities and provides special assistance to teachers. Curriculum design strategies for meeting the needs of high-ability students in the classroom are being developed, and models for improving learning and teaching in the multicultural classroom are being investigated by teachers of STREAM students.

Parent/Family Programs. Emphasis in parent programs is on meeting the needs of parents; the assumption is that a major way to assist students is through parents and other significant adults.

SECTION III. PROGRAM IMPLEMENTATION

Type of District

Rural, mid-size city (≥250,000), and large urban area (≥1,000,000).

Target Population Characteristics

- Environmental: Emphasis is on low income, but not exclusively.
- Socio-Cultural: African-American, Hispanic, Native American, and Southeast Asian.

Age/Grade Level

Ages 12 through 18.
Middle-/senior-high schools.

Selection of Population

Students are identified by both traditional and nontraditional means. Traditional approaches include teacher recommendation, grades, and achievement scores. Nontraditional assessments include problem-solving, an art task assessing artistic conceptualization and craftsmanship, peer-identification and self-identification. Special activities where students may demonstrate particular skills and abilities are also used as a form of identification. Theater and television production have been used in this way.

Specific Identification Procedures or Protocols

Several nontraditional forms of identification are under study: (1) An art assessment which evaluates drawing and conceptualization levels in art; (2) Contextual problem-solving vignettes to measure fluency, flexibility, and originality as well as decision-making ability; and (3) An interview protocol.

Number of Children Served

250

Total Number of People Involved in Implementation of Program 29 + many teachers.

Teachers Many **Administrators** 8

Other Staff

2 codirectors.
1 Outreach specialist.
10 summer residency staff.
summer residency counselors (6-8).

Type of Preservice or Inservice Training Provided

Staff development covers a range of topics: Characteristics of highly able students; definition and identification based on multiple abilities; special issues regarding the identification of gifted and talented minority students; programming; and the impact of culture on teaching and learning. Inservice also offers opportunities to explore teaching strategies and curriculum, which enhances teaching and learning for all students in the multicultural classroom. Two university-credit classes on enhancing learning in the multicultural classroom have been offered, one in a school district, the other as a practicum at the university where teachers worked with STREAM students in the Summer Institutes. A preservice offering has been developed for University of Wisconsin at Whitewater undergraduates preparing for teaching. As part of their course work, for one semester they pair with a STREAM student, spending 5 days in the student's school. In return, university students plan and manage 2 days on campus for STREAM students and organize activities such as visits to classes, conversations with role models, and exploration of university resources.

Resources or Materials Necessary to Implement Program

Curriculum materials, computer and other technological facilities and regular classroom supplies. Materials are also provided for special programs such as an art class and the Future Problem Solving Program.

Training Provided to Parents or Community

Parent programs have included strategies for enhancing their personal as well as their children's self-esteem, time management, and budgeting. Presentations also covered peer pressure, gangs, and AIDS.

Important Factors for Adapting Program to Other Settings

- Support from key persons at both university and school district(s).
- Systematic communication of goals and program progress with administrators, teachers, and parents.
- Clear enunciation of program goals and purposes with students.

Key Conditions for Replicating Program

- Collaboration by representatives of participating schools in program planning and development.
- Support from administrators, teachers, and parents.
- Acceptance of a concept of giftedness based on multiple talents.
- Use of multiple forms of identification.
- Systematic interaction with students.
- Excellent communication system involving university, school personnel, parents, and students.
- Parent/family involvement.
- A variety of campus experiences, including interactions with role models.
- A reconceptualization of giftedness at the university level as well as within the school district and community.

Cost of Replicating Program

$75,000 to $100,000. This can be cut substantially by setting priorities.

Technical Assistance Available

Yes

Suggestions for Those Who Wish to Replicate Program

- Develop a support base including university and school administrators, teachers, and parents prior to beginning implementation; a sense of ownership from relevant parties is critical to success.
- Involve representatives from participating groups (e.g., teachers, parents) in planning and goal setting.
- Provide ongoing inservice; a class within a school district helps develop a cadre of persons who can interpret and support the program.

Most Effective Features of Program

- Regular contact with students such as that provided by the Outreach Specialist; students identify with a program that maintains constant contact, where they regularly receive academic and psychosocial attention.
- Summer Residency Institutes stress academics, develop a sense of community and provide students with an early introduction to a university and university life.

Most Surprising/Challenging Features of Program

- Not a surprise, but rewarding: The strong commitment of students to Project STREAM.
- Two pleasant surprises: (1) The (accurate) nomination of peers for the program by students who have been in STREAM for at least 1 year, and (2) the number of teachers who have become advocates for the enrollment of specific students into the program.
- Perhaps the most challenging are the environmental factors which act against the health and happy development of too many young people (e.g., socioeconomic factors, violence, drugs, etc.).
- Helping students develop strong intrinsic motivation and personal autonomy is challenging.
- Getting all parents involved is demanding.
- Promoting a reconceptualization of giftedness (e.g., one which allows for problem solving, adaptive ability, and creative thinking) is difficult. It is even more difficult to implement an expanded definition within a school.

Wish List of Additional Materials/Resources

- Counseling: The availability of regular counseling is highly desirable.
- A full-time outreach specialist in every school.
- Special programs for high-ability students in areas such as music, art, and drama which would nurture, strengthen, and validate talents and abilities in these fields.

Planned Follow-Up Activities

- To continue promoting the concept of giftedness as multidimensional and therefore the need to use multiple data sources in identifying students.
- To promote the institutionalization of special programs such as Future Problem Solving and opportunities such as mentorships and campus experiences.
- To continue data collection on STREAM students for purposes of program evaluation.

SECTION IV: EVALUATION

Evaluation Plan

Both formative and summative evaluations are underway:

A. **Formative**

1. Evaluation of each program activity is conducted. This includes student programs, staff development offerings, and parent programs. Feedback is used systematically for program improvement.
2. Outside consultants and evaluators with specific expertise critique both program activities and the overall program approach.

B. **Summative**

1. Interviews. Each STREAM student is interviewed several times each year to assess commitment to sub-goals leading to college attendance and to the effective use of specific talents.
2. Standard measures such as grades and ACT and SAT scores are kept; and attendance and graduation records are maintained.
3. A portfolio on each student is being assembled. A cross-portfolio content analysis will be completed as students enter college.

VI. Project Directors and Locations

Name of Program	Project Director	Address	Telephone
The Jacob Javits Getting Gifted Project	Stephen D. Lapan, Ph.D. Patricia A. Hays, Ed.D. **Contact Person** Stephen D. Lapan, Ph.D.	Center for Excellence in Education Northern Arizona University, Box 5774 Flagstaff, AZ 86011-5774	602/523-7131
Project Promise	Dr. Ann Robinson **Contact Person** Same as above	University of Arkansas at Little Rock 2801 South University Little Rock, AR 72204	501/564-3012
Native American Intertribal University Preparatory Summer Program (NAIUP)	Dr. Kogee Thomas Sharon Cruz McKinney **Contact Person** Barbara Al-Bayati	204 Administration Building University of California Irvine, CA 92717-5150	714/856-7818
Building a Coalition for Excellence: Project Open GATE	Barbara Abbott **Contact Person** Same as above	California Department of Education High School Education Office GATE Unit, PO Box 944272 Sacramento, CA 94244-2720	916/324-7240
PROJECT: VIA S.O.I.	Roberta M. Infelise **Contact Person** Dr. Robert R. Flores, Superintendent	Alisal Union School District 1205 E. Market Street Salinas, CA 93905	
Identifying Underrepresented Disadvantaged Gifted and Talented Children: A Multifaceted Approach	Dennis P. Saccuzzo, Ph.D. **Contact Person** Same as above	San Diego State University Foundation Joint Doctoral Program in Psychology 6363 Alvarado Court #103 San Diego, CA 92120-4913	619/594-2844
The National Research Center on the Gifted and Talented (NRC/GT)	Joseph S. Renzulli, Ed.D. **Contact Person** Joseph S. Renzulli, Ed.D. E. Jean Gubbins, Ph.D.	The University of Connecticut 362 Fairfield Road, U-7 Storrs, CT 06269-2007	203/486-4826
The Full Potential Program	Dr. Thelma Mumford-Glover **Contact Person** Same as above	Atlanta Public Schools Instructional Services Center 2930 Forrest Hills Drive, SW Atlanta, GA 30315	404/827-8185
Hawaii Summer Academy	Doris Ching **Contact Person** Gina Vergara-Bautista	Operation Manong East-West Road 4, Room 2D Honolulu, HI 96822	808/956-8442
Project SPRING (Special Populations Resources Information Network for the Gifted) Illinois Site	Dr. Howard Spicker **Contact Person** Dr. Merle B. Karnes	University of Illinois 403 E. Healey Street Champaign, IL 61820	217/333-4890

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Name of Program	Project Director	Address	Telephone
Limited-English-Proficient Hispanic Students — Identification and Programming for Gifted Students	Sue Maxwell **Contact Person** Same as above	Chicago Public Schools Division of Gifted and Talented 6 Center SW, 1819 West Pershing Road Chicago, IL 60609	312/535-8325
High Success for the High Risk	Marcia Dvorak **Contact Person** Same as above	Quincy School District #172 1444 Maine Street Quincy, IL 62301	217/223-8700
Project SPRING (Special Populations Resources Information Network for the Gifted) Indiana Site	Dr. Howard H. Spicker **Contact Person** Same as above	Indiana University Smith Research Center #174 2805 East 10th Street Bloomington, IN 47405	812/855-4438
Comprehensive System of Program Development for the Gifted Students in Kansas	Dr. Sharon Freden **Contact Person** Jane Fowler Alena R. Treat	120 SE 10th Avenue Topeka, KS 66612-1182	913/296-3137
Enhancing Educational Opportunities for Gifted Middle-School Students	Dr. Julia Link Roberts **Contact Person** Same as above	Center for Gifted Studies Western Kentucky University Bowling Green, KY 42101	502/745-6323
Early Childhood Gifted Model Program	Dr. Waveline T. Starnes **Contact Person** Deborah G. Leibowitz	Montgomery Knolls Elementary School 807 Daleview Drive Silver Spring, MD 20901	301/279-3163
Urban Scholars	Joan Becker **Contact Person** Same as above	University of Massachusetts at Boston 100 Morrissey Blvd., M-3-008/009 Boston, MA 02125-3393	617/287-5830
New Horizons Intervention Project (NHIP)	Gary Compton **Contact Person** Jean Schmeichel	Kalamazoo Public Schools 1220 Howard Street Kalamazoo, MI 49008	616/384-0148
Future Problem Solving Program	Patricia D. Hoelscher **Contact Person** Same as above	Washington University Campus Box 1183 One Brookings Drive St. Louis, MO 63130	314/935-4864
Project EDGE: Excellence in the Dissemination of Gifted Education	Michael Hall **Contact Person** Same as above	MT Assoc. of Gifted and Talented Education Office of Public Instruction State Capitol Helena, MT 59620	406/444-4422
The Nebraska Project: A Project to Identify Creative and Able Children Early	Norma Sue Griffin, Ph.D. **Contact Person** Janis McKenzie	University of Nebraska-Lincoln Teachers College 250 Barkley Center, UNL Lincoln, NE 68583-0733	402/472-8449

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Name of Program	Project Director	Address	Telephone
Low Cost, High Quality Gifted Program: APOGEE	E. Susanne Richert, Ph.D. **Contact Person** Polly K. Davis Robert B. Wilson	Educational Information and Resource Center EIRC 606 Delsea Drive Sewell, NJ 08080	609/582-7000
Twice-Exceptional Child Project: Identifying and Serving Gifted/Handicapped Learners	Dr. Elizabeth Nielsen **Contact Person** U.N.M. Contact: Dr. Elizabeth Nielsen Public School Contact: Dennis Higgins, Project Coordinator	Albuquerque Public Schools PO Box 4395 Albuquerque, NM 87196	505/842-3741
Alternate Pathways	Lila Edelkind **Contact Person** Lila Edelkind Kathryn Levy	Community School District 22 2525 Haring Street Brooklyn, NY 11235	718/368-8020
Javits 7+ Gifted and Talented Program	Joyce Rubin **Contact Person** Same as above	Community School District #18 755 East 100th Street Brooklyn, NY 11236	718/927-5246
Discovery and Nurturance of Scientific and Mathematical Talent in Adolescents: A School-College Collaboration	Rena F. Subotnik Anthony Miserandino **Contact Person** Same as above	1. Educational Foundation Hunter College 695 Park Avenue New York, NY 10021 2. Hunter College Campus Schools 71 E. 94th Street New York, NY 10128	212/772-4722
Project Synergy	James H. Borland, Ph.D. Lisa Wright, Ed.D. **Contact Person** Same as above	Box 89, Teachers College Columbia University New York, NY 10027	212/678-4074
Talent Beyond Words	Barry Oreck **Contact Person** Same as above	Arts Connection 505 8th Avenue New York, NY 10018	212/564-5099
Project STRENGTHS (Staff Training, Recognition and Enrichment of Nontraditional Gifted and Talented to Head for Success.)	Helene Stein **Contact Person** Same as above	Community School District 27 82-01 Rockaway Blvd. Ozone Park, NY 11416	718/642-5724
Language Arts Curriculum K-8 for High Ability Learners	Phyllis W. Aldrich **Contact Person** Same as above	Henning Road Saratoga-Warren BOCES Saratoga Springs, NY 12866	518/584-3239 (x220)

VI. Project Directors and Locations

Name of Program	Project Director	Address	Telephone
Jacob's Ladder	Lillian Mein **Contact Person** Same as above	Yonkers Public Schools Burroughs Jr. High School Administrative Annex 150 Rockland Avenue, Room 4061 Yonkers, NY 10705	914/376-8213
Gifted Policy Studies Program (1) Gifted Underserved, (2) Effects of Educational Reform	Dr. James J. Gallagher **Contact Person** Dr. Mary Ruth Coleman	Gifted Education Policy Studies Program NCNB Plaza, Suite 301 137 East Franklin Street Chapel Hill, NC 27514	919/962-7373
Gifted and Talented/Learning Disabled Training Project	Kay Haney, Ph.D. **Contact Person** Bob Algozzine	University of North Carolina at Charlotte Department of Teaching Specialties Charlotte, NC 28223	704/547-2531
Project EXCEL (EXcellence, Challenge, Enrichment, Learning Alternatives)	Dr. Sally L. Flagler **Contact Person** Dr. Sally L. Flagler Ms. Kathy Grissom	Wake County Public School System Box 28041 Raleigh, NC 27611	919/850-1925
North Dakota Javits Project	Ann Clapper **Contact Person** Same as above	ND Department of Public Instruction 600 E. Boulevard Avenue, 10th floor Bismark, ND 58505-0440	701/224-2277
Project SPRING (Special Populations Resource Information Network for the Gifted) Bowling Green Site	Dr. Howard Spicker **Contact Person** Dr. W. Thomas Southern	451 Education Building Bowling Green State University Bowling Green, OH 43403	419/372-7290
Early Assessment for Exceptional Potential (EAEP) in Young Minority and/or Economically Disadvantaged Students	Dr. Beverly D. Shaklee **Contact Person** Same as above	Kent State University College of Education 404 White Hall Kent, OH 44242	216/672-2580
Explorations in Creativity (Project EIC)	Stuart A. Tonemah **Contact Person** Same as above	American Indian Research and Development, Inc. 2424 Springer Drive, STE. 200 Norman, OK 73069	405/364-0656
Oregon Statewide Development: A Consortium Project	Robert Siewert **Contact Person** Same as above	700 Pringle Parkway, SE Salem, OR 97310	503/378-3598
Jacob Javits Program	Dr. Ellen Linky **Contact Person** Same as above	School District of Philadelphia Administration Building, Room 705 21st Street South of the Parkway Philadelphia, PA 19103-1099	215/299-2654
The Javits Project	Evelyn Levsky Hiatt **Contact Person** Same as above	Texas Education Agency 1701 North Congress Austin, TX 78701-1494	512/463-9455

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Name of Program	Project Director	Address	Telephone
Project STEP-UP: Systematic Training for Educational Programs for Underserved Pupils	Dr. Dorothy Ann Sisk **Contact Person** Same as above	Gifted Child Centre PO Box 10034, Lamar University Beaumont, TX 77710	409/880-8046
Identification of Creatively Gifted Children from Economically Disadvantaged Backgrounds	W. R. Nash P. A. Alexander **Contact Person** James L. Parsons	Department of Educational Psychology Texas A & M University College Station, TX 77843-4225	409/845-0559
Project Mandala	James M. Patton, Ed.D. **Contact Person** Mrs. Joy L. Baytops	The College of William and Mary School of Education Braxton House, 52. Prince George Street Williamsburg, VA 23187-8795	804/221-4813
Science Curriculum K-8 for High Ability Learners	Dr. Joyce VanTassel-Baska **Contact Person** Same as above	College of William and Mary Jones Hall, Rm. 304, School of Education P. O. Box 8795 Williamsburg, VA 23187-8795	804/221-2362
STREAM: Support, Training and Resources for Educating Able Minorities	Donna Rae Clasen **Contact Person** Donna Rae Clasen Dr. Barbara Shade	(1) University of Wisconsin—Whitewater 6038 Winther Hall Whitewater, WI 53190 (2) University of Wisconsin—Parkside P.O. Box 2000 Kenosha, WI 53141	414/472-1960