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ABSTRACT

This practicum report describes an identification prototype used by a large metropolitan school district (Gwinnet County, Georgia) to identify giftedness in black and limited English speaking students. Underrepresentation of these groups in gifted programs is seen to result from: teacher reluctance to refer students from the target populations; the inappropriateness of conventional assessment measures for evaluating the intellectual ability of these students; and the problem of a narrow definition of giftedness mandated by state regulations. Five pilot schools across three instructional levels were used to evaluate the intervention. A three step solution strategy included: (1) staff development for classroom teachers; (2) an expanded evaluation sequence using nontraditional subjective and objective evaluation instruments; and (3) the use of multiple criteria for making gifted program placement recommendations. Implementation of the procedures reduced the underrepresentation of target populations in gifted programs in the five pilot schools. Forty-two appendices provide project details, assessment forms used in the gifted program, letters, data tables, and other supporting material. (Contains 46 references.) (DB)

Development and Implementation of Procedures for Identifying Black and Limited English Proficient Gifted Students

by

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Abstract

This report describes an identification prototype used by a large metropolitan school district to identify gifted students in black and limited English proficient cultures. Implementation of the procedures reduced the underrepresentation of the target population in five pilot schools. Areas of need that were addressed included: (a), the reluctance on the part of classroom teachers to refer students from the target populations; (b), teachers' lack of understanding of the characteristics of students from the target population; (c), the inappropriateness of conventional assessment measures for evaluating intellectual ability of students from the target populations; and (d), the problem of a narrow definition of giftedness mandated by state regulations.

The three-step solution strategy included: (a), staff development for classroom teachers; (b), an expanded evaluation sequence using nontraditional subjective and objective evaluation instruments; and (c), the use of multiple-criteria for make gifted program placement recommendations. Staff development was implemented to heighten teachers' awareness of the characteristics of giftedness that are frequently seen in black students and students from limited English proficient backgrounds. Heightened awareness resulted in increased and improved student referrals from classroom teachers. An expanded evaluation sequence using nontraditional assessment measures was used to counter the problems associated with the use of traditional culture-bound assessment measures for evaluating intellectual and achievement ability of students from minority cultures. Successful accomplishment of solution strategy outcomes improved the procedures used for identifying gifted students from the target population and narrowed the gap of underrepresentation as measured by subjective and objective assessment instruments.

Research supports the three-step solution strategy used to solve the problems that contributed to the underrepresentation of the target population in the gifted program. The use of nontraditional assessment instruments for identifying gifted students from diverse cultural groups was uncommon, but essential, in the solution to the problem. Using five pilot schools across three instructional levels provided assurance that the solution strategy flowed across all grade levels. A small number of pilot schools for problem intervention made it possible to include additional instruments when the project manager and/or the District Eligibility Team considered it germane to the task.

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Problem Statement, Background, and Documentation

Problem Statement

A comparison of the various ethnic groups represented in the student population of Gwinnett County Public Schools and the student enrollment in the gifted program showed that students from Black and Limited English Proficient (LEP) backgrounds were underrepresented in the gifted program. Of the 7638 students participating in the gifted program during school year 1990-1991, 507 (6.63%), were from Back and limited English proficient cultures and 7569 (11.7%), of the 64,872 students enrolled in Gwinnett County Public Schools came from Black or limited English proficient cultures.

Out of the 55 students from the target population referred for the extended evaluation step, which is a part of this project, 28 (51%) were recommended for placement in the gifted program to begin receiving services in school year 1992-1993. Of the 28 students from the target population placed for program services, 11 (39%) had been referred and tested in previous years and had been found not to qualify using traditional criteria for placement. The remaining 17 (61%) students placed for program services had never been referred to the gifted program before.

Problem Discrepancy

Comparison figures for each ethnic group enrolled in the school district's

Table 1
Comparative Data for 1990-1991 Student Enrollment in Regular Education and Gifted Programs in Gwinnett County Public Schools by Ethnic Group

	Regular education enrollment		Gifted program enrollment	
Ethnic group	Percent	Number	Percent	Number
White	88.3	57,303	93.36	7131
Black	5.2	3,405	.81	62
Hispanic	1.9	1,213	.39	30
Asian	3.0	1,925	3.95	302
American Indian	.5	295	.2	15
Other	1.1	731	1.28	98

regular education program for 1990-1991 and for each ethnic group enrolled in the gifted program are summarized in Table 1. White students made up 57,303 (88.3%) of the total school enrollment, but 7131 (93.36%) of the gifted program enrollment was White. Of the remaining ethnic groups, Black had the largest enrollment in the regular education program, but only 62 (.81%) of the 3405 (5.2%) Blacks were enrolled in the gifted program. Hispanics claimed 1213 (1.9%) of the regular education program enrollment, and 30 (.39%) were enrolled in the gifted program. American Indians made up 295 (.5%) of the total school enrollment, but only 15

(.2%) students enrolled in the gifted program were American Indian. Three percent, or 1925, of the regular student enrollment were Asian and 302 (3.95%) of the gifted program enrollment were Asian. Other ethnic groups made up 731 (1.1%) of the enrollment in the regular education program, although 98 (1.28%) of the gifted program enrollment was made up of other ethnic groups. Overrepresentation of Whites and Asians and underrepresentation of Blacks and Hispanics in Gwinnett's gifted program matched nationwide data reported by Cohen (1988) in Table 2.

Table 2
Percentage of Minority Students Enrolled in Regular Education Programs and Gifted Programs

Group	Enrollment regular ed.	Enrollment gifted programs
Caucasians	71.2%	81.4%
Blacks	16.2%	8.4%
Hispanics	9.1%	4.7%
Asians	2.5%	5.0%

Source: Cohen, 1988

Complete enrollment data for all schools of Gwinnett County Public Schools for 1990-1991 can be found in Tables 1-6 in Appendix A, pp. 145-150. Enrollment data for all elementary schools can be found in Appendix A, Tables 1 and 2; enrollment data for all middle schools are in Appendix A, Tables 3 and 4; and Appendix A, Tables 5 and 6 contain enrollment data for all high schools.

The Major Applied Research Program (MARP) manager determined that more specific information on the ethnic breakdown of students enrolled in the regular education program and in the gifted program would demonstrate the problem of underrepresentation. In keeping with a policy of Gwinnett County Public Schools that required all research projects to be approved by the District Research Committee, the project manager completed and submitted the standard application and a summary of the proposed MARP to the Director of Research. The research application was approved by the District Research Committee on April 4, 1991, (Appendix B, p. 151). Following approval from the District Research Committee, a school-by-school report showing the number and percentage of students in the gifted program by ethnic groups and the number and percentage of students in the total school enrollment by ethnic groups was requested from Management Information Services, a department within the Research Division. Analysis of the data by instructional levels indicated that elementary schools had the greatest underrepresentation of the target populations. Table 3 reports, by instructional level, the number of students in each ethnic group in the total enrollment and the number of students who were enrolled in the gifted program during this period.

Out of the 163 American Indian students enrolled in the elementary program, 5 were enrolled in the gifted program. Out of the 996 Asian students enrolled in the elementary program, 69 were enrolled in the gifted program. There were 1940 Black students in the elementary program, and 30 were in the gifted program. Out of the 657 Hispanic students enrolled in elementary grades, 9 were enrolled in the

Table 3
Summary of Students From the Target Populations Enrolled in Each Instructional Level, 1990-1991

Ethnic group	Elementary		Middle		High	
	Gifted	Total	Gifted	Total	Gifted	Total
American Indian	5	163	6	77	4	52
Asian	69	996	69	398	162	505
Black	30	1940	18	758	14	654
Hispanic	9	657	13	279	8	256
Other	21	400	17	143	60	181
Non-white total	134	4156	123	1655	248	1648
White total	2491	29,114	1878	12,776	271	14,152
TOTAL	2625	33,270	2001	14,431	2959	15,800

elementary gifted program. In the elementary schools, 400 students made up "Other" ethnic groups and 21 of these were enrolled in the gifted program. In the middle grades, out of the 1655 students from non-white ethnic groups, 123 were enrolled in the gifted program. A total of 1648 non-white students was enrolled in high school, and 248 of these were in the gifted program. Complete enrollment data for all of the schools of Gwinnett County Public Schools for 1990-1991 can be found in Tables 1-6 in Appendix A, pp. 147-152. Table 4 restates the enrollment data found in Table 3 by comparing the percentage of White and non-white enrolled in the gifted program and in the total enrollment for each instructional level for 1990-1991.

Of the students enrolled in the elementary program, 12.5% were non-white,

Table 4
Percentage of Student Enrollment from Black and Non-English Backgrounds for Each Instructional Level, 1990-1991

Ethnic Group	Elementary		Middle		High	
	Gifted	Total	Gifted	Total	Gifted	Total
Non-white	5%	12.5%	6%	11.5%	8%	10%
White	95%	87.5%	94%	88.5%	92%	90%
Underrepresentation		-7.5%		-5.5%		-2%

but only 5% of the non-white elementary student population was enrolled in the gifted program. Out of all students enrolled in elementary schools at that time, 87.5% were White, but 95% of the students enrolled in the elementary gifted program were from White populations. The target populations were underrepresented by 7.5% (see Table 4).

In the middle schools, the target populations were underrepresented by 5.5%. Out of the total middle school enrollment at that time, 11.5% were non-white and 88.5% White. For students enrolled in the middle school gifted program, 6% were from the target population leaving 94% from the majority White population.

The target population was better represented in the high schools, where 8% of all students enrolled in the gifted program were from the target population, and 10% of the total student enrollment were from the target population. Whites made up 92% of students enrolled in the high school gifted program and 90% of all students enrolled in the high school program.

An analysis of the data in this report enabled the project manager not only to

document the problem, but to identify potential pilot schools for this MARP. Following a discussion with the Foreign Language/ESOL Coordinator, the project manager used the following criteria to select pilot schools:

1. Pilot schools must represent all three instructional levels.

2. Pilot schools must have a high degree of discrepancy between the percentage of students from the target population in the gifted program and the percentage of the target population in the total school enrollment.

3. The faculty and leadership staff in the pilot schools must have a high level of interest in identifying students from the target populations who are qualified but not placed in the gifted program at the local school.

4. The population of Black and limited English proficient students in each pilot school must be stable and not a highly mobile population.

Pilot schools selected for this MARP consisted of two elementary schools, two middle schools, and one high school. The breakdown of students in the gifted program and in the total school enrollment for each pilot school is summarized in Table 5.

In all five pilot schools, Blacks and Hispanics were underrepresented in the gifted program. Underrepresentation of Blacks ranged from 3.66% in one pilot school to 9.77% in the pilot school with the greatest degree of underrepresentation. Hispanics were not represented in the gifted program at three of the five pilot schools. The percentage of American Indians in the gifted program was only slight in all pilot schools, but the percentage of American Indians in the total school enrollment was

Table 5
Students Enrolled in Regular Education Programs and Gifted Programs by Ethnic Groups in Pilot Schools, 1990-1991

School code	Ethnic Group	Percentage		Number	
		General	Gifted	General	Gifted
Elementary School 490	White	72.9	86.11	890	62
	Black	10.6	6.94	129	5
	Hispanic	5.2	0	64	0
	Asian	7.5	5.56	91	4
	Am. Indian	.1	0	1	0
	Other	3.7	1.39	45	1
School 645	White	81.8	96.58	1063	113
	Black	8.9	.80	115	1
	Hispanic	2.7	0	35	0
	Asian	4.7	.85	61	1
	Am. Indian	.8	.85	10	1
	Other	1.1	.85	14	1
Middle School 625	White	65.9	76.67	695	92
	Black	13.1	3.33	138	4
	Hispanic	6.2	.83	65	1
	Asian	10	13.33	105	16
	Am. Indian	2	2.50	21	3
	Other	2.8	3.33	29	4
School 930	White	80.7	90.28	889	130
	Black	8.4	2.78	93	4
	Hispanic	3.6	.69	40	1
	Asian	5	4.86	55	7
	Am. Indian	.5	0	5	0
	Other	1.8	1.39	20	2
High School 640	White	67.6	63.64	878	84
	Black	11.2	2.27	145	3
	Hispanic	4.1	0	53	0
	Asian	12.7	24.24	165	32
	Am. Indian	.1	0	1	0
	Other	4.3	9.85	56	13

also slight for all five pilot schools. In three of the five pilot schools, the percentage

of Asian students in the gifted program was less than the percentage of Asian population in the total school enrollment.

In order to have an understanding of how efficient and effective the referral procedure was for students from the target population, the MARP manager requested the following information from gifted-program teachers in all schools:

1. The number of limited English proficient students in the ESOL program who had been referred to the gifted program during school year 1990-1991 but did not qualify.

2. The number of limited English proficient students, not in the ESOL program, who had been referred to the gifted program in 1990-1991 and did not qualify.

3. The number of limited English proficient students in the ESOL program who were enrolled in the gifted program.

4. The number of limited English proficient students, not in the ESOL program who were enrolled in the gifted program.

Thirty-two of the 34 elementary schools, 9 of the 13 middle schools, and 9 of the 11 high schools responded to the request for this information. A comparison of this information with the compiled district data on limited English proficient students for 1990-1991, showed that of the 575 students who were limited English proficient and were receiving services from the ESOL program, 26 were also receiving gifted program services. An additional 19 were referred and tested for the gifted program. Of the 1614 students not in the ESOL program whose native language was not

English, 172 were being served in the gifted program and 134 were referred and tested for the gifted program. Table 6 shows a summary of the information and the compiled district data. Because the number of students served in the gifted program was greater than the number referred under each heading, this information proved to be misleading. The number referred and tested only covered the 1990-1991 school year. Some of the students served in the gifted program had been identified and placed in the program prior to the 1990-1991 school year. The questionnaire used for collecting this information from gifted program teachers can be found in Appendix C, pp. 152-153. It should be noted that the number of LEP students in the gifted program who were not in ESOL matched the district percentage of students in the gifted program. Appendix D, pp. 154-155, contains the compiled district report on limited English proficient students for 1990-1991.

Possible Causes

Table 6
LEP Students Referred, Tested and Not Placed in Gifted Program Compared to LEP Students Referred, Tested and Placed in Gifted Program 1990-1991

	In ESOL	Not in ESOL
LEP Student enrollment	575	1614
LEP Students referred to gifted program	19	134
LEP Students in gifted program	26 (5%)	172 (11%)

A low referral rate as an indicator of a possible cause of Black and limited English proficient students being underreprsented in the gifted program was supported

by the literature. This is discussed in chapter 3 in the review of the literature. Professionals in the field point out that classroom teachers are reluctant to refer students from minority groups. This factor contributed to the frequently found low incidence of the target population in gifted programs. Johnsen and Ryser (1991), reported that "teachers and other professionals view these students as coming from anti-intellectual environments with limited role models and deficits in basic skills" (p. 4). Some professionals felt that attitudes toward these youngsters kept them from being referred (Frasier, 1987). A shortage of referrals resulting from teachers' negative attitudes toward the target population, however, is difficult to document.

Because of the lack of understanding of the characteristics of students from the target population, Gay (1978) designed a table of comparative characteristics to aid teachers. Johnsen and Ryser (1991) and Woods and Achey (1990) provided staff development training for classroom teachers to improve the efficiency of the referral process. Based on the experiences of these two research projects, the MARP manager included staff development for classroom teachers in the pilot schools as a part of this MARP. Gay's (1978) comparative checklist, along with other materials developed by the project manager, were used in the staff development training.

In the information requested from local schools (Appendix C, pp. 152-153), the project manager found that gifted program teachers felt the assessment instruments being used were inappropriate for assessing the intellectual ability of Black or limited English proficient students. A summary of the responses from the Request for Information from gifted program teachers can be found in Table 7. There were 37

Table 7
Culture-fair Assessment Instruments - Gifted Program Teacher Response

Teacher response	Major factor	Contributing factor	Minor factor	No factor
Deficient in communication or understanding of English	29	8	0	0
Current test instrument inappropriate for LEP students	28	30	0	2

gifted program teachers who felt that a deficiency in communicating in, or understanding of, English was either a major factor or a contributing factor for LEP students not scoring well on the group ability and achievement tests. Responding to a similar question stated in a different format, 58 teachers said that current test instruments were inappropriate for assessing intellectual ability and achievement performance of LEP students. The literature supported the gifted program teachers' observation that conventional assessment instruments are inappropriate for assessing the intellectual ability and achievement performance of students from the target population. Culture-biased assessment instruments were a problem cited by many in the field of gifted education. Gay (1978) claimed "traditional methods do not identify Black gifted students adequately" (p. 353). Richert (1987, 1982) noted that "tests are used for populations for which they have not been normed" (p. 167). Woods and Achey (1990) reported that evaluation instruments that are biased against racial/ethnic group students may prevent appropriate identification of these students. Ortiz and

Gonzalez (1989) cautioned that the use of standardized group IQ tests "are socially and culturally biased against disadvantaged students" (p. 152). Frasier (1990) suggested that the use of intelligence tests for assessing intellectual ability provides too narrow a view and that "a more comprehensive assessment of ability is needed" (p. 2). Masten (1985) made an extremely interesting observation in his claim that: "Culture-fair tests do not exist because culture influences all environmental contacts and therefore test performance. Because tests favor individuals from the same culture in which they were developed, there are no culture-free tests either" (p. 83). In agreement with others, Masten does concede that "identification strategies are needed that are not totally language dependent" (p. 83).

A narrow definition of giftedness creates a feeling of "exclusivity," which is a barrier for students in the target population. Masten (1985) suggested broadening the concept of giftedness to recognize the "complexity and multiplicity" of giftedness. Cohen (1988) supported her suggestion for a "broader definition of giftedness" by citing the definitions of other experts in the field who called for a similar broad understanding of giftedness. Woods and Achey (1990) claimed North Carolina's state adopted definition of giftedness narrowly defined gifted students. Johnsen and Ryser (1991) felt that "exclusivity creates possible barriers for minority and/or economically disadvantage gifted students" (p.4). A narrow definition contributed to the problem in the State of Georgia. Georgia's state-mandated gifted programs are funded by state dollars. Therefore, the gifted program in Gwinnett County Public Schools complies with state adopted regulations and procedures. In Georgia, a gifted child is one who

"demonstrates a high degree of intellectual ability and who needs special instruction and/or special ancillary services in order to achieve at levels commensurate with his intellectual abilities' (Georgia Department of Education, Programs for the Gifted, Regulations and Procedures, p. 37). Georgia Regulations and Procedures, Code: IDDD, 1986, can be found in Appendix E, p. 156. These Regulations and Procedures require that a student who

> is identified as culturally different, shall receive further consideration if the mental ability score is at or above the 90th percentile or if there is some other compelling reason to give further consideration. The further consideration shall consist of an additional mental ability test (p. 41).

However, these students must meet the criteria specified in the regulations and procedures on whatever assessment instrument is used. Table 8 outlines the eligibility criteria for placement in a gifted program in the State of Georgia. A copy of the regulation from the Georgia Regulations and Procedures that addresses assessment of students from the target population can be found in Appendix F, p. 157.

Reluctance to refer minority students to the gifted program, lack of understanding of the characteristics of giftedness in the target population, use of inappropriate assessment instruments for identifying Black and LEP gifted students, and a narrow definition of giftedness all contributed to the underrepresentation of students from the target population in the gifted program. These probable causes are present nationwide, as represented in the literature, and in Gwinnett County Public Schools, as reflected in Table 7 and implied in Table 6.

Table 8
Eligibility Criteria for Placement in a Gifted Program in the State of Georgia

Grade	Mental ability	Achievement ability
Kdg. - 2nd	99th %ile	NA
3 - 12	96th %ile	Composite - 85th %ile OR Total Reading - 90th %ile OR Reading Comprehension - 90th %ile OR Total Math - 90th %ile
3 - 12	99th %ile	NA

Smith, LeRose and Clasen (1991) reported on a 1974 federally funded project that focused on developing the creative talents of minority gifted students. Concerned about the low representation of minority populations in the gifted programs in the Racine and Milwaukee, Wisconsin, public schools, a concerted effort to identify gifted students from minority populations was put in place. Identification for the project occurred before kindergarten when all children who entered school in the fall were screened. Operating with the belief that minority children should be represented proportionately, "the top 9% of each minority group were identified and randomly assigned to either a gifted treatment program or no special treatment program" (p.83).

At the end of the 10-year project, 100% of the minority students admitted to the Racine gifted program stayed in school. Out of the 67 equally talented students not placed in Milwaukee's Program for the Academically Talented, 45% dropped out of school. The graduation rate matched the percentage of the ethnic group representation in the program. The conclusion was that had more minorities been placed in the program, more would have graduated and gone on to higher education.

Valdiveso (1991) and Time magazine (April 9,1990) both projected that early in the 21st century, combined minority groups will equal or outnumber Whites. "Access to equitable gifted programming is not a privilege; it is a right. Anything else violates educational equity and is totally undefensible" (Smith, LeRose and Clasen, 1991, p. 83).

CHAPTER 2

Setting

Immediate Problem Setting

Gwinnett County Public Schools is a large, metropolitan school district in suburban northeast Atlanta, Georgia. The geographic location of Gwinnett County just outside the perimeter of the city of Atlanta, with one of the main interstate arteries running through the upper half of the county, places it in a highly desirable area of the metropolitan region. Having the lowest tax rate of any county in the metropolitan area makes it one of the most sought after residential neighborhoods. Civil engineers built a large dam across the Chattahoochee River at the northeast edge of Gwinnett County in the mid 1960s, creating Lake Lanier, which is now a popular area for water sports. Because of its large size geographically, Gwinnett County has been able to accommodate the enormous growth of the 1980s, and still maintain large acres of woodlands thus placing many residential neighborhoods in quiet surroundings.

The school district for Gwinnett County has its central office in the county seat of Lawrenceville. It is governed by an elected Board of Education made up of five members who represent geographic districts within the county. A school superintendent, appointed by the Board of Education, heads an administrative team made up of six assistant superintendents. The operations of the school district are

organized into divisions with each division headed by an assistant superintendent. One of these, the Assistant Superintendent of Instructional Services, heads the Instructional Services Division which is divided into four departments: (a), instruction; (b), special education; (c), student support services; and (d), staff development. Each department, headed by a director, has an array of coordinators and consultants who have broad, district-wide supervisory responsibilities for a specific program area (e.g. - language arts, guidance and counseling, testing, gifted).

The gifted program had been a part of the Special Education Department for many years but was moved to the Instruction Department on July 1, 1992. The program was supervised by one gifted program coordinator until February, 1991, when a second coordinator position was added. These two gifted program coordinators have the responsibility of: (a), assuring that all students placed in the program meet the state-mandated eligibility criteria; (b), assuring that all gifted program teachers follow due process procedures; (c), planning the development of curriculum for kindergarten through eighth grades; (d), assisting principals as they plan the program model for grades K through 12; (e), planning and implementing staff development for gifted program teachers; (f), screening teacher applicants; (g), planning the program budget; (h), communicating with various publics regarding the gifted program; (i), attending meetings with agenda items relevant to the gifted program; and (j), supervising participation in academically competitive events. There are 126 gifted program teachers who serve the more than 8000 gifted students in 35 elementary schools, 13 middle schools, and 11 high schools. Students (K-8) are

served in the gifted program primarily through a resource room delivery model, and students in high school are served through a content-based academic program planned for their ability level and interest.

The education program for academically gifted students is provided through state funding calculated on a Full Time Equivalency (FTE) formula. This formula is based on the number of students served who meet the eligibility criteria specified in State of Georgia Regulations and Procedures. Local funds supplement program services. Approximately 11% of the district's student enrollment had been identified and placed in the gifted program prior to this MARP. This percentage was considerably higher than the conservative 3% to 5% that is typical of the general population. The nature of the gifted program is such that the gifted program coordinators spend a great deal of time collaborating with the various components of the Instruction Department.

Surrounding Community Setting

Gwinnett County, one of the fastest growing counties in the United States, experienced phenomenal growth during the 1980s. It is predicted that growth will continue, but at a slower pace in the 1990s and into the next century. In the past decade, student enrollment grew from 36,000 in 1980, to 65,000 in 1990. Enrollment is predicted to exceed 107,000 students by 2000. Enrollment continues to increase by 3500 to 4000 students each school year. This decade of growth brought about a massive building program of 22 new schools--15 elementary, 4 middle, and 3 high schools. The rising cost and scarcity of affordable land resulted in a board

policy increasing the maximum enrollment size for all schools. The enrollment for elementary schools was increased to a maximum of 1200; enrollment for middle schools was increased to a maximum of 1500; and high schools increased to a maximum of 2000. This policy made it necessary to make major additions to every school in the district. Redrawing school district lines to balance student enrollment in all schools and defining boundary lines for new schools created major public relations problems. Administrative openness and honesty has brought about passage of bond referendums presented to the public every two years to fund the building program. Many schools are over the maximum enrollment level and will continue to exceed building capacity even into the 21st century.

In the late 1960s and early 1970s, the socio-economic status of the county was low-middle and middle class and was made up of an agrarian or rural population. With the population explosion in the 1980s, the economic base also exploded. The SES swung upward with the influx of the middle and upper-middle class families. Much of the growth of the 1980s can be attributed to mid-size and large companies relocating corporate headquarters in this suburban northeast Atlanta area bringing corporate executive officers as well as middle management and laborers to the area. Even when corporate headquarters located in Atlanta, or another county of the metropolitan area, many of the families chose to live in Gwinnett County because of the good reputation of the school system. Gwinnett County ranks at or near the top on statewide test results. The representation of all socio-economic levels has become more balanced as the population has continued to grow. The influx of immigrants to

Table 9
Students Whose Native Language is not English - School Year 1990-1991

Native language	Number of students	Percent of students
Chinese	230	11
Farsi	30	1
German	19	1
Gujarati	63	3
Hindi	30	1
Japanese	81	4
Khmer/Cambodian	37	2
Korean	325	16
Lao	93	5
Polish	32	1.5
Russian	32	1.5
Spanish	563	28
Thai	36	2
Vietnamese	180	9
African	22	1
Asian	56	3
Indian	132	6
Other	78	4

the county in the past three to five years has resulted in a noticeable increase in the

number of limited English proficient students from many different cultures in the school district. In 1990-1991, 56 languages were represented throughout the schools. The number of students speaking each of the 33 primary languages is represented in Table 9. Of the 2039 students whose native language was not English, 230 spoke Chinese, 325 spoke Korean, 563 spoke Spanish, and 180 spoke Vietnamese. Appendix D, pp. 154-155, contains a complete listing of all non-English languages represented in the district's student population for 1990-1991.

Until the rapid growth experienced by the school district in the past decade, the predominant ethnic group in the school population was White. The diversity of ethnic groups increased as the student population has grown over the past ten years. During this decade, a Foreign Language Coordinator was added to the Curriculum Department. ESOL classes commenced in 1988, with 219 students being served by 8 ESOL teachers. In 1989, this grew to 500 students and 18 teachers. In the 1991-1992 school year, 640 ESOL students were served by 21 teachers. In 1988, ESOL certification was made available to teachers within the county with funding being provided by the state. The interest and support of the Foreign Language/ESOL Coordinator and many ESOL teachers, especially those in the pilot school sites, were major facilitating factors to this research project.

Internal Influences

In the mid 1980s, the school superintendent began moving the local school administrators in the direction of site-based management. The superintendent, working with the Director of Staff Development, orchestrated a smooth transition to

this management system. Today, every local school plans its own budget, makes recommendations to the personnel department for its own staff, develops and implements a Local School Plan for Improvement, and designs its own staff development plan. This transition has created serious questions in the minds of some central office personnel regarding their role in the operations of the school system and their relationship to local schools. Pajak (1992) spoke about the changing role of the central office administrator and supervisor. On the whole, local school administrators have high respect for the professional contribution that central office specialists make to the local school program. This professional respect made it possible for the project manager to select pilot schools who believe in the project and were quite willing to cooperate with the project manager from the central office.

Informal conversations throughout school year 1990-1991 between the MARP manager and the Foreign Language/ESOL Coordinator, selected ESOL teachers and gifted program teachers, who had large numbers of ESOL students in their schools, verified a widespread interest in this problem at the local school level. ESOL personnel, school administrators, gifted program teachers, and classroom teachers communicated an awareness of support from colleagues for dealing with this gifted program identification discrepancy.

At a meeting of the project manager with the superintendent in January, 1991, general plans for this MARP were discussed. The superintendent indicated his support for the MARP and felt that it blended with some of the strategies that emerged from the Strategic Planning process which the school district began in

March, 1990. Follow-up meetings were held with the Deputy Superintendent and the Special Education Director to discuss this MARP and its impact on the school district and its blend with Strategic Plan. Both of these administrators, who were a part of the Strategic Planning Team, readily saw the natural blend of this MARP with some of the strategies from Strategic Planning. The Deputy Superintendent pointed out the linkage of this project to planned changes in our school district initiated through system-wide strategic planning (Appendix G, p. 158). Strategy 10 of the strategic plan stated, "We will capitalize on and meet the needs of our rich, culturally diverse community" (Gwinnett County Public Schools [GCPS], Strategic Plan, 1990). One of the action plans for Strategy 10 that facilitated this project called for the establishment of "an intake/assessment center for international students of all school levels" (GCPS, Strategic Plan, Strategy X). A function of the intake/assessment center was "to develop methods of assessing students' academic levels for optimum placement in school" (GCPS, Strategic Plan, Strategy X). The Deputy Superintendent suggested that the MARP manager might find the intake/assessment center to be helpful in identifying students that need to be referred to the gifted program at the their local school. This center would use tests that are more appropriate for assessing the ability of students from the target population. Examiners familiar with the culture of the child would be used. A complete copy of Strategy 10 action plans can be found in Appendix H, pp. 159-160.

During the 1991-1992 school year, when severe cuts occurred in all budget lines, budgetary support continued for Strategy 10 action plans. This was a

facilitating factor. Budget priority went to year-one action plans of the district's Strategic Plan. Eighteen of the 26 action plans for Strategy 10 were scheduled for implementation during the first phase of strategic planning. Developing and implementing district-wide procedures for identifying limited English proficient gifted students had acceptance since it was not a high cost item and it supported Strategy 10.

Gifted program eligibility criteria for the State of Georgia are rigid and require high IQ scores and high achievement performance, leaving no room for subjective or professional judgment. These inflexible criteria were a constraining factor to this project. The project manager worked through the National Research Center for the Gifted and Talented (NRC/GT) at the University of Georgia to obtain a waiver from the State Department of Education for placing students identified through the project of NRC/GT at University of Georgia and through this project, which paralleled the NRC/GT project. Side effects related to this request are discussed in Chapter six. The Georgia Board of Education addressed resolution requests from the six collaborative school districts at its July 1992 board meeting.

Some schools that registered a high percentage of students from the target population also had a high mobility rate. The ESOL Coordinator and ESOL teachers who were members of the District Planning Team were able to assist in addressing this constraining factor. The project manager chose pilot schools where families of the target population were relatively stable. This factor facilitated the ability of the project manager to follow students from the time of referral through due process to program eligibility. Out of 56 students referred to the project manager, only 2 were

not followed through to completion. One student returned to Korea for the summer before assessment could be completed; a second student moved.

External Influences

Nearby, the University of Georgia had been selected as one of the four research sites of the National Research Center for the Gifted and Talented (NRC/GT), operating with federal funding from the Jacob Javits Grant for Education of the Gifted and Talented. The University of Georgia Research Site had two goals: "(a), to develop a data-based description of giftedness in economically disadvantaged and limited English proficient populations; and (b), to use that data to construct an identification paradigm for selecting giftedness in students from economically disadvantaged backgrounds." (Frasier, 1990, p. 1). Under the direction of Mary M. Frasier, the immediate past-president of the National Association of Gifted Children, this research site of the NRC/GT would be investigating giftedness in limited English proficient students as well as economically disadvantaged students. The school district applied and was accepted as a Collaborative School District with the University of Georgia NRC/GT project. Two additional elementary schools were pilot school sites for the University of Georgia project. Support materials and other resources available from The University of Georgia NRC/GT assisted in carrying out the student assessment that was a part of this MARP, which was a valuable facilitating factor. Data from this research site will ultimately impact on the criteria changes that are projected for the State of Georgia in 1994-1995.

At a February 14, 1991, meeting of metro-Atlanta coordinators of gifted programs, Thelma Mumford-Glover of Atlanta Public Schools presented their Full Potential Program. One of the objectives of this federally-funded Jacob Javits grant program was "to increase the percentage of black students who are participating in programs for the gifted and talented." Personnel associated with the Full Potential Program were experimenting with different assessment measures to use for identification of Black students for their gifted and talented program.

On February 20, 1991, the MARP manager, along with the Foreign Language/ESOL Coordinator and a school psychologist from Gwinnett County Schools, attended an all day workshop in Atlanta with Ann Boyer from the Florida Atlantic University Multifunctional Resource Center as the presenter. This special workshop addressed the topic of evaluating limited English proficient students for placement consideration in special education programs. One of the goals of the workshop was "to increase knowledge of evaluation techniques which help distinguish a language difference from a true special education need." Refer to Appendix I, p. 161, for meeting agenda and goals. The presentation emphasized the developmental stages of language acquisition, the complexity of identifying characteristics of special needs students from other cultures, and the difference in the developmental patterns of children from minority environments.

On April 9, 1991, Mary M. Frasier, Project Director of the NRC/GT at the University of Georgia, met with representatives from six Georgia school districts regarding collaboration with the NRC/GT project for identifying gifted students from

economically disadvantaged and culturally diverse populations in the State of Georgia. The MARP manager represented Gwinnett County Public Schools, one of the six collaborative school districts. Data collected from this MARP would be shared with the NRC/GT. These six Georgia school districts represent a good cross-section of school districts in the State of Georgia. They were not only willing to participate in the NRC/GT project, they were eager to do so.

At the December 5, 1991, meeting of metro-Atlanta gifted program coordinators, representatives from testing companies presented new test materials that were being used primarily for assessing intellectual ability of students. Questions regarding the representation of various cultures in the standardization sample and the appeal of the test for use with students from limited English proficient cultures were frequently asked of each sales representative. Each representative discussed the limited number of tests available. One test that was presented was the Matrix Analogies Test.

These experiences demonstrated the interest that other school districts in the metro-Atlanta area and throughout Georgia had in this topic. Participating in opportunities like these throughout the Atlanta area, and in the state, were facilitating factors in the implementation of this MARP.

Meeting the terminal objectives of this MARP and implementing the action plans of the school district's strategic plan relevant to meeting the needs of our culturally diverse community, enabled Gwinnett County Public Schools and the gifted program to serve gifted students of all races and ethnic groups more effectively.

Chapter 3

Literature

In order to understand the current interest in this topic from the fields of gifted education, special education, English Speakers of Other Languages (ESOL), and in general education, the review of the literature will be presented in the following manner. The early interests will be discussed in a brief historical perspective followed by a synthesis of the literature review. The diversity of terminology that prevails in describing the target population will be discussed to show similarities and differences in meaning. The solution strategies selected for this MARP will be presented in concert with a review of research from contemporary researchers and writers.

Historical Perspective

For years, researchers in the field of gifted education have pointed to the work of Terman (1925) as the earliest study of gifted individuals. Terman was interested in identifying those individuals who performed in the upper 2% on an intelligence test. Frasier (1979) reported that before the 1960s, there was very little interest in finding gifted children in the target population. Sato (1974) and Frasier (1979) both credited McClelland (1958) with the earliest expressed belief in the achievement of disadvantaged children when provided with an appropriate education. The proximity of McClelland's (1958) book, the general attitude in our country in the late 1950s and

early 1960s to equal education, and the Brown vs Topeka Board of Education Supreme Court decision in 1954, would lead one to think that the focus in general education would carry over into special fields of education such as gifted education.

A review of the literature documented a history of interest in this topic from the early 1940s. Torrance (1977) cited the pioneering efforts of Davis and associates (Davis, Gardner, & Gardner, 1941) who "presented considerable data concerning the inappropriateness of traditional intelligence tests and the loss of talent among Blacks" (p.3). Torrance (1977) credited Hoffman (1962) and Black (1963) for their contribution "to a growing awareness of the inadequacies of intelligence tests, college admission tests, and graduate admission tests and raised serious issues about their role in denying opportunities to gifted individuals from culturally different groups" (p.3). Torrance succinctly traced this identification controversy from books to classrooms, to professional meetings, and finally to courts of law. He acknowledged that the appearance in courts of law was not out of interest in providing opportunity to those who were gifted, but out of concern for the high percentage of minority students placed in the mentally handicapped programs. An interest in the use of nontraditional measures can be traced to Torrance (1971) just over 20 years ago and persists today. Cohen (1988) stated, "Reliance on IQ tests alone has greatly diminished the potential number of all gifted students" (p. 1) and suggested the use of interviews and behavior checklists. Kitano and Kirby (1986) suggested using the Torrance Test of Creative Thinking and an adjusted WISC-R score that yields an Estimated Learning Potential (ELP). Ortiz and Gonzalez (1989) documented validation of a short form of the

WISC-R for accelerated and gifted Hispanic students.

Synthesis of the Literature Review

A review of the literature showed a steady stream of articles from experts in the field who testified to the need for improving the gifted identification process. DeHaan and Havighurst (1961) cautioned against using only test data when identifying gifted students. Coleman (1985) referred to the practice of using tests as the sole criterion for giftedness as test abuse.

The problem of identifying gifted students from limited English proficient b[illegible]kgrounds has interest not only in the State of Georgia but across the country. Two factors that attest to this national interest are: (a), one of the research center sites of the National Research Center for the Gifted and Talented (NRC/GT), funded by the United States Office of Education through the Jacob Javits Grant for the Education for the Gifted and Talented, has a goal of constructing a paradigm for identifying students from economically disadvantaged and limited English proficient backgrounds; and (b), in a recent reorganization, the National Association for Gifted Children converted an ad hoc committee on Special Populations to a standing committee and then to a Division. This new division has not yet adopted guidelines or principles but is collecting data, publishing monographs, conducting research, and participating in conference presentations and seminars related to the problem of identifying gifted students from the target populations.

Approved federal funding in the form of the Jacob Javits Grant is targeted for research devoted to different aspects of gifted education. Of the four center sites that

make up The National Research Center for the Gifted and Talented, one is located at the University of Georgia. This center has collaborative researchers contributing to the construction of identification procedures for gifted and talented students from economically disadvantaged (ED) and limited English proficient (LEP) backgrounds. Frasier (1979, 1980, 1991) has shown tremendous interest in this topic for a long time. The project manager for this MARP was invited to be one of the many collaborative researchers for the University of Georgia, NRC/GT project (see Appendix X, p. 196). Because there is a variety of cultural groups within the school district, an action research project in Gwinnett County Public Schools provided a broad scope of study.

Frasier (1991) encouraged the development of an identification "paradigm that accommodates both the children we are missing and the children we are finding" (p. 238). Her Frasier-Talent Assessment Profile (F-TAP) enables one to collect data from a variety of sources and then interpret the results using multiple scales as they relate to each other. The Frasier-Talent Assessment Profile provided the opportunity to use an array of assessment measures suggested by researchers knowledgeable in the field of gifted education who have also studied the problem of identifying gifted students from different cultures and economic backgrounds. It also transcends the practice of making placement decisions based on matching one or two sets of test scores with placement criteria. Educators can "practice what we preach" and make sound professional decisions after analyzing, synthesizing and evaluating the data in the student's assessment profile. A sample copy of Frasier's Talent Assessment

Profile can be found in Appendix J, pp. 162-165.

Terminology

As interest in identification of children from the target populations has been raised; so has the dilemma about the appropriate terminology. To be culturally disadvantaged, economically disadvantaged, culturally diverse, culturally deprived, culturally different, racial minority, or ethnic minority--that is the question. Waffling on what terminology to use persisted throughout the literature. Sato (1974) recognized that the "culturally different child has been the victim of a communications battle" (p. 84). He identified different subgroups as belonging to a larger subpopulation, which he called educationally disadvantaged. Sato (1974), himself an Asian American, suggested "the major qualification in the definition of the culturally different is membership in a culture other than the dominant culture in society" (p. 84). Frasier (1979, 1980, 1991) bounced back and forth between the terms culturally diverse and culturally disadvantaged, using them synonymously. The real problem in this MARP was not one of terminology, but one of establishing identification procedures that would recognize students for their potential to achieve regardless of what ethnic, racial, or economic group they are a part. However, there was a need to establish an understanding of who made up the group of students identified for this project. Therefore, the term "target population" used throughout this MARP refers to students from ethnic or racial groups other than White, which is the dominant ethnic group in Gwinnett County Public Schools, and students from backgrounds where English is not the dominant language spoken at home.

Solution Strategies Selected From Related Research

A review of current literature showed scattered practices in various parts of the country where efforts were being made to improve the process of identifying gifted students in economically disadvantaged and minority cultures. Most projects had occurred in sections of the country where there appeared to be a high representation of one particular minority group rather than a cross-section of many minority groups, as is the case in Gwinnett County Public Schools. Johnsen and Ryser (1991) and Woods and Achey (1990) cited three common problems that contributed to the lack of representation of the target population in gifted programs. Lack of information about the characteristics of gifted among these cultural/racial groups contributed to the poor attitude on the part of classroom teachers who were the ones who generally made referrals to the program. Rigid definitions that created "exclusivity" contributed to the exclusion of these students from the gifted program. Use of only one or two conventional assessment measures that are culturally biased made it extremely difficult to identify students from the target population. "A need continues to exist to identify measures that are defensible and provide minority and/or economically disadvantaged gifted youngsters with access to programs appropriate to their special abilities" (Johnsen, 1991, p. 6).

Woods and Achey (1990), in their project, did not attempt to alter the definition of gifted adopted by the State of North Carolina. In 1986, members of the Greensboro Board of Education expressed a concern that slightly more than half (55%) of the students enrolled in the Greensboro Public Schools were from racial and

ethnic minority groups, and only 13% of the students in the gifted program were from racial and ethnic minority groups. A task force recommended "a plan of action" that became the AG (Academically Gifted) Project. The AG Project included a referral procedure that would maximize the opportunity for all minority students referred to the gifted program to be evaluated for possible AG classification. The second objective was to implement an evaluation procedure that would minimize possible biases against minority students. Woods and Achey (1990), the Project Directors, and the task force did not change the process for placing students in the academically gifted program; instead, the opportunity to qualify was expanded to a three-step evaluation sequence. The Project Directors scheduled staff development sessions with classroom teachers to provide them with information about characteristics and behaviors of gifted students from racial and ethnic minority groups. This resulted in an increase in the number of students referred. Because referrals could come from sources other than teachers, the Project Directors met with parents from the two target groups and with members of school-based committees and provided them with information about referring youngsters to the program. Over a three-year period, they realized an increase of minority students in the program by 181%. Although they did not have the option of making changes in the rigid definition imposed by state regulations, or using nontraditional assessment measures, or flexibility in the criteria, they succeeded in getting more students from the target populations into the testing pool. The second payoff was in expanding the evaluation sequence to include an individual psychological.

Johnsen and Ryser (1991) worked within the confines of Texas regulations for gifted programs. Staff development was provided for 72 teachers from the 9 Chapter 1 elementary schools in Austin. These nine schools were located in predominantly middle to lower income areas in East Austin. Staff development covered the identification process that included using one of three measures--teacher checklist, product checklist, and, in keeping with recommendations from Gay (1978), a parent checklist. In addition to the nomination checklist, the project staff administered 3 additional assessment measures: (a), Torrance Tests of Creative Thinking, Figural Booklet A; (b), the Screening Assessment for Gifted Elementary Students-Primary (SAGES-P) (Johnsen & Corn, in press); and (c), an informal attribute block activity. From a pool of 425 children nominated for the summer program, 60 children (15%) were selected to participate. "The focus of the Institute was on creative problem solving" (p. 8); therefore, the assessment measures that were used were typical and met one of the components in the Texas state definition for gifted and talented. Their study examined the "relationship among subjective or nontraditional and objective or traditional measures used in the identification of young children from economically disadvantaged backgrounds for a summer program for the gifted" (p. 2). An analysis of correlation between instruments and an analysis of prediction for future achievement led them to the conclusion that "nontraditional measures do appear to predict future achievement even when no achievement measures are used in the identification process" (p. 18).

Format components from both these studies contributed to the solution

strategies selected for this MARP. As in both the Greensboro project and the Johnsen and Ryser research project, the MARP manager provided staff development for classroom teachers and gifted program teachers at the five pilot school sites. The goal of the staff development component was to heighten awareness of the characteristics found in gifted youngsters from the target populations. This ultimately enlarged the referral pool of students from the target populations. Both the Woods and Achey (1990) project and the Johnsen and Ryser (1991) project maximized the opportunity for students from the target population to enter the pool of students to be evaluated for program eligibility. For this MARP, entrance into the screening pool was originally set to include students from the target population who had scored at the 85th percentile or higher on an ability test. Early in the project, gifted program teachers in the pilot schools pointed out that this criterion did not maximize the opportunity for students from the target population to enter the testing pool. Gifted program teachers from the pilot sites recommended that no criteria be established for entering the referral screening pool. All students who entered the referral process were reviewed by the local school Eligibility Team at the end of Step 2. The local school Eligibility Team recommended students who advanced to Step 3. No restrictions were placed on this decision.

Both of the previously mentioned research projects used nontraditional assessment instruments for determining program eligibility. The evaluation sequence used in this MARP, as outlined in Table 10, included nontraditional assessment instruments that were culture fair. In spite of Coleman's (1985), warning that,

Table 10
Expanded Evaluation Sequence

	Traditional evaluation sequence	Expanded evaluation sequence
Step 1	Group evaluation * Cognitive Abilities Test * ITBS	Group evaluation * Cognitive Abilities Test * ITBS [A composite score will be used on the CogAT to determine student eligibility.]
	Students scoring within one standard error of measurement on IQ test are tested further	Students not qualifying on these measures will advance to Step 2
Step 2	Group evaluation * Otis-Lennon SAT Due process stops for students who do not qualify at this step	Group evaluation * Otis-Lennon SAT Students not qualifying at Step 2 but recommended by the local school Eligibility Team, classroom teacher or gifted program teacher, advance to Step 3
Step 3		Group evaluation . Matrix Analogies Test . Torrance Test of Creative Thinking Figural Form . Other tests selected by MARP manager

"Efforts to develop culture-free or culture-fair tests that produce similar scores for

varying cultural groups have been going on for forty years," (p. 94) one of the early decisions of the project manager and the District Planning Team was to look at, and select, assessment instruments that would be culture-fair. Clark (1983) asserted that culturally diverse children differ in many respects, but they also have some common mental traits. One of the traits in her list of five was the ability to reason by analogy. This was one reason why the Matrix Analogies Test appealed to the MARP manager and the District Planning Team. The Matrix Analogies Test (MAT) is an ability test with no written directions. Very brief oral directions were the only language used in the test. Kitano and Kirby (1986) and Torrance (1977) supported the use of the Torrance Test of Creative Thinking as a test that reduces cultural bias. Johnsen and Ryser (1991) used the TTCT in their study. The Torrance Test of Creative Thinking-Figural (TTCT) uses exercises that measure creative thinking. The District Planning Team selected the TTCT to be used. The results of this instrument became a part of the assessment portfolio. The Cartoon Conservation Scales, another test recommended by Reichert (1982), uses a pictorial format to provide a profile of specific cognitive areas. It is intended for students in kindergarten through sixth grade and can be useful for assessment of giftedness in children who have language deficiencies. Following an intensive search, the project manager learned that this test is out of print and no longer available.

Chapter 4

Methods of Discrepancy Reduction and Educational Change

Solution Strategy Elements

Studies by Johnsen and Ryser (1991), Woods and Achey (1990), and the model used by the National Research Center for the Gifted and Talented (NRC/GT) at the University of Georgia highly influenced the solution strategies selected for this MARP. These studies targeted children from disadvantaged backgrounds and included children from Black and limited English proficient cultures. Although gifted children from economically disadvantaged populations are not included in the definition of the target population for this MARP, students from the target population who are also economically disadvantaged will be included. All three studies, Johnsen and Ryser (1991), Woods and Achey (1990), and the NRC/GT at the University of Georgia, included three common components: (a), staff development for regular educators; (b), an expanded evaluation process; and (c), the use of non-traditional assessment instruments. These three elements were also included in this MARP.

It would be shortsighted to ignore the persistent observation from experts in the field who have insisted "conventional measures often miss these youngsters and conventional programs may be inappropriate" (Swassing, 1985, p. 68). Based upon this persistent observation, the project manager used a blend of traditional and nontraditional assessment measures in compiling a portfolio of information on each student from the target population who was referred to the gifted program for

assessment and placement consideration. This part of the solution strategy called for students from the target population to enter the extended evaluation sequence once the normal assessment process had been completed at the local school. The local school Eligibility Team reviewed assessment results of students who had been referred to the gifted program. This team determined which students should be referred to the project manager for the expanded evaluation sequence.

In keeping with the format used by the NRC/GT at the University of Georgia, the project manager elected to use the Frasier-Talent Assessment Profile (F-TAP) for collecting data from a variety of assessment measures. Once a student entered step 3 of the expanded evaluation phase, the project manager collected subjective and objective data to make up the assessment portfolio. Results were recorded on the F-TAP (see Appendix J, pp. 162-165). Based on solutions from the review of the literature discussed in chapter 3, activities planned for this MARP followed the time line in Table 11.

Implementation Design

Implementation of the solution strategies was divided into two phases. Phase I included activities related to designing the MARP and setting the stage for staff development, student assessment, and placement recommendations. These activities occurred between April and August 1991. During this time period, the District Planning Team, made up of an ESOL teacher from each of the elementary, middle and high school instructional levels, a gifted program teacher from each of the elementary, middle and high school instructional levels, an administrator, a school

Table 11
Marp Timeline

PHASE I:
April - August, 1991
* Set the stage
* Designed implementation of the MARP

PHASE II - Part 1
September, 1991 - March, 1992
* Met with administrator, designee, or administrative team at each pilot school
* Implemented staff development for classroom teachers at pilot schools
* Encouraged referral of students from target population
* Assisted gifted program teachers in Step 1 and 2 assessment
* Review 1990-1991 testing results and developed roster of students from target population

PHASE II - Part 2
December, 1991 - June, 1992
* Evaluated students from target population who entered the extended phase of due process

PHASE II - Part 3
February - June, 1992
* Met with District Eligibility Team to determine placement recommendations for students who had entered Step 3 of the Extended Evaluation Sequence

psychologist, the Foreign Language/ESOL Coordinator, and two gifted program consultants met twice to discuss solution strategies for the problem identified for this MARP. A copy of the agenda for each meeting and accompanying working documents can be found in Appendices K and L, pp. 166-172.

One of the first agenda items was to reach agreement on the definition of terms and to determine the most appropriate terminology to be used for the intended target population. Members of the Planning Team felt that the most appropriate

terminology to use for the target population was either non-English background or Limited English Proficient (LEP), a term recognized in educational circles throughout the United States. The Planning Team reviewed the results from a survey that requested information from gifted program teachers. A copy of this request for information and the tallied results are in Appendix D, pp. 154-155. Selected copies of articles from the project manager's review of the literature were shared with the Planning Team, and results from similar projects, especially Greensboro, North Carolina, were discussed and used as models for designing the evaluation sequence that was used. Under the leadership of the project manager, the Planning Team designed a "Jot Down" form to be used by classroom teachers for identifying students from the target population who should be referred to this project. Once the classroom teacher observed the characteristics/behaviors, the student's name was to be recorded in the appropriate cell(s) of the "Jot Down" form found in Appendix M, p. 173.

At its second meeting, the Planning Team reviewed a sample of assessment instruments collected by the MARP manager in collaboration with the school psychologist. After careful analysis of the strengths and weaknesses of each assessment instrument, the Planning Team selected the Matrix Analogies Test (MAT) to be used as the ability assessment instrument. This test would be given after the Cognitive Abilities Test (CogAT) and the Otis-Lennon School Ability Test (OL-SAT) were given by the local school's gifted program teacher. In light of the fact that a good command of the English language was necessary to demonstrate one's ability on a standardized achievement test, the Planning Team determined that the Torrance Test

of Creative Thinking-Figural (TTCT-Figural) would be a good instrument to use in addition to other objective data already obtained by the gifted program teacher. Johnsen and Ryser (1991) supported the use of the TTCT in their longitudinal study. The NRC/GT at the University of Georgia used this test in the data-collection phase of their research project.

Tables that show the ethnic and racial makeup of the student population in each school were reviewed. (See Tables 1-6 of Appendix A, pp. 145-150). These tables and background information from the ESOL Coordinator and ESOL teachers on the Planning Team were helpful in selecting two elementary schools, two middle schools, and one high school as pilot sites for implementation of this MARP.

Phase II, the actual implementation of the activities designed in Phase I, was made up of three parts: staff development; implementation of the extended evaluation sequence; and placement recommendations made by the District Eligibility Team. In September 1991, the MARP manager met with the principal, or a designee, or the Administrative Team of each pilot school. Plans were made to meet with classroom teachers for the purpose of implementing the staff development component of the MARP. At one elementary and one middle school, the MARP manager met with classroom teachers at regularly scheduled grade-level meetings. At the remaining elementary and middle schools, the MARP manager met with classroom teachers at specially scheduled meetings. Meeting with smaller groups insured personal involvement of all teachers in the staff development training. Because of the way department and faculty meetings are scheduled at the pilot high school, the high

school principal felt it would be best to meet first with the department heads and follow that with staff development training for the total faculty. Meeting with high school department heads first was an extremely effective approach. They expressed total support for this project. Before the MARP manager met with the entire faculty for the scheduled staff development training, each department head discussed the project with his/her department. All schools included their specialists (e.g. - music, art, physical education, etc.) in the staff development training, either by invitation or by the organizational format.

Based upon the success of the Greensboro, North Carolina, project, the MARP manager reviewed 1990-1991 system-wide test scores at two pilot school sites to identify students from the target populations who should enter the pool for further testing. This proved not to be an efficient process. Since gifted program teachers at the pilot sites were more familiar with students who had been referred and tested, the MARP manager requested that they review systemwide testing data for the 1990-1991 school year to obtain names of students from the target population who should be referred to the expanded evaluation sequence for this project.

The plan to complete staff development in all pilot sites before implementing the extended evaluation sequence did not work out as originally planned. Eager response to the staff development training in the elementary pilots created an overlap of the subsequent student evaluation sequence in the elementary sites with the staff development training in the middle schools. A similar overlap occurred between the middle schools and the high school. Once staff development training had been

completed at each site, implementation of the extended evaluation sequence followed. With five pilot sites, this became quite a "juggling act" for the MARP manager. The high number of teacher generated referrals at each school following the staff development training could only attest to the support for this project and affirmed the need for identifying gifted students from the target population.

Gifted program teachers in each pilot school received student referrals from classroom teachers and followed the normal due process procedures for evaluating ability and achievement as outlined in Steps 1 and 2 of the expanded evaluation sequence. Once assessment was completed on students from the target population, the local school Eligibility Team met and reviewed the assessment data and made a decision as to: (a), whether each student met the criteria for program placement; (b), whether the student should enter Step 3 of the extended evaluation sequence of this project; or (c), whether no special services should be provided at this time. Students from the target population who entered Step 3 of the extended evaluation sequence were referred to the MARP manager for assessment. Local school Eligibility Teams, classroom teachers, and gifted program teachers were given the flexibility to submit, to the MARP manager, a request for further assessment of students from the target population who did not meet program eligibility criteria in either Step 1 or Step 2, as outlined in Table 10. Students from the target population who entered step 3 of the evaluation sequence were evaluated by the MARP manager.

A District Eligibility Team was established for the purpose of making placement recommendations for students who entered the extended phase of the

evaluation sequence. In order to maintain consistency in the project, representatives from the Planning Team were selected to be members of the District Eligibility Team. The District Eligibility Team met six times from February through June 1992.

At the February 1992 meeting, the District Eligibility Team decided to add the Renzulli-Hartman checklist used in the NRC/GT project at the University of Georgia. This, along with the checklist that was a part of each student referral, provided subjective information from the classroom teacher. The score from each of these subjective instruments was plotted on the F-TAP using the Likert scale.

The following time line summarizes actions taken for operationalizing the strategy elements chosen to address the problem of improving underrepresentation of Black and limited English proficient students in the gifted program of Gwinnett Public Schools.

Time line: Phase I - Developing the Plan

When: April 10, 1991
Who: Project Manager
What: Phone interview with Sadie Bryant-Woods
Where: Greensboro, North Carolina
How: Problem Analysis
Why: Discussed data and information regarding a similar project that began in Greensboro Public Schools in 1986, and was still in process

When: April, 1991
Who: The Project Manager
What: Phone interview with district's Coordinator of School Psychologists
Where: Pupil Personnel Division
How: Judgment
Why: Obtained suggestions of psychologist(s) who might serve on Planning Team for this project

When: April, 1991
Who: The Project Manager
What: Sent memo to members of the project Planning Team
Where: Gifted Program Office
How: Written Communication
Why: Notified Planning Team of the first meeting scheduled for May 9, 1991.

When: May 9, 1991
Who: The Project Manager
What: Meeting of the Project Planning Team
Where: Central Office, Board Room
How: Oral communication and group discussion
Why: Reviewed survey information; selected pilot school sites; scanned the review of the literature prepared by the Project Manager; established common terminology and definition of the target population; discussed student referral sequence; reviewed possible assessment instruments

When: June 4, 1991
Who: The Project Manager
What: Meeting of the Project Planning Team
Where: Conference Room, Services Center
How: Oral communication and group discussion
Why: Established expanded evaluation sequence; completed review of assessment instruments; selected instruments that were given at the various points in the referral sequence

When: June-July 1991
Who: The Project Manager
What: Designed a checklist of characteristics of black and limited English background gifted students, designed referral procedures and a due process flow chart for pilot schools to use during school year 1991-1992.
Where: Gifted Program Office
How: Problem Analysis and Written Communication
Why: To aid classroom teachers, ESOL teachers, gifted program teachers and other school personnel from the pilot schools when a student referral for this project was made

When: July 1991
Who: The Project Manager
What: Ordered intellectual ability tests

Where: Gifted Program Office
How: Planning and Organizing
Why: Used by the project manager when assessing ability of black or limited English proficient students who entered Step 3 of the extended phase

Time line: Phase II - Part 1 - Implementation: Staff Development

When: September 1991 - March 1992
Who: The Project Manager
What: Met with principal, or designee, or administrative team at each pilot school
Where: Each pilot school site
How: Oral Communication
Why: Discussed the MARP and the plan for implementing the project during school year 1991-1992; set up a schedule for meeting with classroom teachers for staff development training

When: September 1991 - April 1992
Who: The Project Manager
What: Met with classroom teachers from pilot schools
Where: Each pilot school site
How: Oral and Written Communication and group discussion
Why: Introduced project; provided staff development training on characteristics of gifted students from target population; described role of classroom teacher

When: September 1991 - April 1992
Who: The Project Manager
What: Met with individual gifted program teachers
Where: Each pilot school site
How: Oral Communication
Why: Discussed the research project; provided information regarding plans for identifying gifted students from the target student population at the pilot schools; obtained names and assessment information on students tested during school year 1990-1991 who fit the criteria for entering extended evaluation phase as established by the Planning Team

When: September - November 1991
Who: Project Manager
What: Reviewed system-wide testing results
Where: Three pilot school sites

How: Problem Analysis
Why: Established a pool of students from the target population for whom further testing would be done

When: October 1991
Who: Project Manager
What: Met with Special Education Director/Observer; Foreign Language/ESOL Coordinator; and Principal/Observer at Pilot School
Where: Special Education Office, Central Office, and Local School, respectively
How: Oral Communication
Why: To provide progress report on the MARP

Time line: Phase II - Part 2 - Implementation: Student Evaluation

When: January 1992
Who: Project Manager
What: Letter to State Department of Education, Gifted Program Administrator
Where: Gifted Program Office
How: Written Communication
Why: Responded to written communication from NRC/GT at the University of Georgia asking that research sites request waiver for admitting students into the gifted program without prejudice for FTE earnings in school year 1992-1993

When: January 10-11, 1992
Who: Project Manager
What: Attended annual meeting of directors and associate directors for the National Research Center for the Gifted and Talented
Where: University of Georgia, Athens
How: Oral and Written Communication; Educational Perspective and Problem Analysis
Why: Participated as a collaborative researcher; discovered what research had occurred or was planned at other research center sites

When: December 1991 - June 1992
Who: Project Manager
What: Tested students from the target population who were referred to the extended evaluation phase of due process
Where: At the pilot schools

How: Oral and Written Communication
Why: Assessed students' eligibility for gifted program placement

When: December 1991 - June 1992
Who: Project Manager
What: Collected objective and subjective data
Where: Pilot schools
How: Oral Communication and Research
Why: To construct an identification paradigm for identifying gifted student from the target population

When: January 1992
Who: Project Manager
What: Met with Special Education Director/Observer; Foreign Language/ESOL Coordinator/Observer; and Principal/Observer
Where: Special Education Department Office; Central Office; and Local School, respectively
How: Oral Communication
Why: Provided a report on the progress of the MARP and discussed MARP Interim Report

When: January 1992
Who: Project Manager
What: Met with Director of the International Assessment Center
Where: Meadowcreek High School
How: Oral Communication
Why: Determined what assessment was being used with LEP newcomers to determine if any of the results would be beneficial to the project manager

When: February 1992
Who: Project Manager
What: Met with Planning Team
Where: Services Center, conference room
How: Oral Communication and Planning and Organizing
Why: Reported on progress of MARP; discussed the membership of the District Eligibility Team; established regular meeting dates for the District Eligibility Team

When: March 1992
Who: Project Manager
What: Met with Special Education Director/Observer; Foreign Language/ESOL Coordinator/Observer; and Principal/Observer
Where: Special Education Department Office; Central Office; and Local School, respectively
How: Oral Communication
Why: Provided a report on the progress of the MARP

Time line: Phase II - Part 3 - Implementation: Eligibility Team Meetings

When: March - June 1992
Who: Project Manager
What: District Eligibility Team Meetings
Where: At various pilot school sites
How: Group Leadership and Judgment
Why: Reviewed student assessment portfolios; made recommendations regarding student placement in the gifted program based on all data included in the students' assessment portfolios

When: May 29-30, 1992
Who: Project Manager
What: National Research Center for Gifted and Talented; University of Georgia Panel of Experts and Site Representatives
Where: University of Georgia, Athens
How: Written Communication; Educational Perspective and Problem Analysis
Why: Participated in an evaluation of the data collection procedures for the Georgia pilot sites and made recommendations for expansion to sites outside the State of Georgia

When: June 1992
Who: The Project Manger
What: Board of Education Resolution Request
Where: Meeting of Local Board of Education
How: Written and Oral Communication
Why: Responded to request from State Department of Education requiring research sites to have board approved resolution

When: June 1992
Who: The Project Manager
What: Report for ESOL Teachers and Gifted Program Teachers in pilot schools
Where: Gifted Program Office
How: Written Communication
Why: Provided a composite report on students referred to the extended phase of due process for each pilot site

When: June 1992
Who: Project Manager
What: Met with Special Education Director/Observer; Foreign Language/ESOL Coordinator; and Principal/Observer
Where: Special Education Department Office; Central Office; and Local School, respectively
How: Written Communication
Why: Provided a report on the progress of the MARP

When: August 1992
Who: The Project Manager
What: Phone conversation with Mary M. Frasier, Project Director for the University of Georgia NRC/GT
Where: Gifted Program Office
How: Oral Communication
Why: Determined timetable for movement to the use of multiple criteria in Georgia and link to NRC/GT project and continuation of this MARP through the Javits Grant

When: September 1992
Who: Project Manager
What: Met with Special Education Director/Observer; Foreign Language/ESOL Coordinator; and Principal/Observer
Where: Special Education Department Office; Central Office; and Local School, respectively
How: Oral Communication
Why: Provided a report on the progress of the MARP and development of identification procedures for students from the target population

Limitations

The Matrix Analogies Test, a new assessment instrument, has had limited use in the field of gifted education. The project manager was uncertain as to whether this instrument would prove to be a viable instrument to use with the target population. Another test, Test of Non-Verbal Intelligence (TONI), was available, but psychologists from the district's Psychological Services Department reported that it had not proven to be advantageous in identifying gifted students from the target population.

Personnel from the Gifted Program Unit at the Georgia Department of Education expressed a serious interest in identifying gifted students from the target population. However, it was not known what restrictions might be placed on school systems that wished to identify gifted students from the target population. Neither was it resolved as to what support could be expected from the state after school districts had identified these students to receive service from the gifted program beginning school year 1992-1993. Requesting a waiver from the Georgia Department of Education to use specific assessment instruments was not necessary. State regulations permit school districts to choose assessment instruments as long as the tests meet specified criteria. A waiver for placing students in the gifted program was not necessary, since data from this project was fed into the data collected by the NRC/GT at the University of Georgia. The Administrator of the Gifted Program Unit at the Georgia Department of Education had given verbal support to the NRC/GT project, thereby including this MARP.

The Georgia Department of Education postponed implementation of multiple criteria in the identification process for gifted students in school year 1992-1993. Georgia Department of Education officials indicated that it would be 1994-1995 before such criteria would be in place. Implementation of districtwide procedures developed as a result of this MARP, conformed to the time line established by the Georgia Department of Education.

Results/Outcomes

When the project began, the following objectives were formulated to guide the actions of the MARP manager:

Terminal Objectives

1. As a result of practicum intervention, 35% of students from the target population who did not meet old criteria for gifted program services will qualify for gifted program services using multiple criteria.

2. As a result of the staff development training sessions that are a part of practicum intervention, classroom teachers in the pilot schools will improve, by 10%, their ability to identify students from Black and limited English proficient populations who exhibit characteristics of giftedness as evidenced through referrals made in 1990-1991 school year when compared to referrals made in 1991-1992 school year.

3. As a result of practicum intervention, 25% of students from the target population who are referred to the extended evaluation phase of this project will be able to demonstrate, without handicap, characteristics of giftedness on unconventional

objective and subjective assessment instruments.

4. As a result of practicum intervention, the District Eligibility Team will recommend some form of advanced educational program services for at least 50% of the students who enter the extended evaluation phase of this project.

Process Objectives:

1. In the Fall of school year 1991-1992, the project manager will review the assessment data at the pilot schools for each student from the target population who was referred for placement in the gifted program who did not meet gifted program eligibility criteria.

2. Students identified for the gifted program through this project will be placed in the gifted program without prejudice for FTE earnings beginning school year 1992-1993.

3. Members of the District Eligibility Team will learn to use objective and subjective assessment data to make decisions regarding the placement of students from the target population in the gifted program.

4. The Planning Team and the project manager will develop procedures for identifying and placing Black and limited English proficient gifted students in the gifted program of Gwinnett County Public Schools for school year 1992-1993. Such procedures will utilize nontraditional objective and subjective measures of assessment contributing to a multiple-criteria approach for identifying gifted students in the target population.

Side Effects

Early in this project, the Project Director from the NRC/GT at the University of Georgia agreed to have all creativity tests administered by the project manager scored through their scoring service. However, due to the overwhelming response from school districts collaborating with the University of Georgia NRC/GT project, the turnaround time for scoring the creativity tests was painfully slow. The MARP manager canceled one District Eligibility Team meeting due to the fact that creativity test results had not been received for students tested up to that time. The project manager decided not to depend on the NRC/GT scoring source and made an appointment with a graduate assistant at the University of Georgia Torrance Center to receive refresher training on scoring the Torrance Test of Creative Thinking. The project manager had the unanticipated and time-consuming task of scoring all creativity tests.

At the beginning of practicum intervention, the project manager planned to develop procedures for identifying gifted students from the target population that would be in place for school year 1992-1993. Georgia regulations that address the use of multiple criteria for identifying gifted and talented students are projected to be in place beginning 1994-1995 school year. This decision delayed the development and implementation of districtwide procedures until that time.

An unanticipated side effect of this project was the degree of interest classroom teachers and gifted program teachers developed in identifying gifted students from the target population. Throughout school year 1991-1992, gifted program teachers at all

schools were kept informed about the project. During the information sessions, the tremendous interest and need for identifying students from the target population at other school sites in the district became apparent as gifted program teachers made inquiries regarding students in their local schools.

A positive side effect occurred in the spring of the 1991-1992 school year, when the Director of Grants met for four days with the project manager and the Gifted Program Coordinator who supervises the elementary program. The purpose of these meetings was to design and submit a grant proposal to the U. S. Office of Education for the Jacob Javits Grant for Gifted Education for Elementary through High School. A grant proposal was designed to build on this project and on the research begun by the NRC/GT at the University of Georgia and the Strategic Plan of the school district. This was a three-year grant proposal in the amount of $250,000 each year. On August 4, 1992, the Director of Grants was informed by the United States Office of Education that the grant proposal had been accepted. Acceptance of the grant carried implications for implementation of the identification paradigm constructed as a result of this MARP and curriculum development which was beyond the scope of this project. The grant proposal abstract can be found in Appendix N, p. 174. This positive side effect contributed to the vision of a school district that is restructuring for the 21st century. It was rewarding to know that a new paradigm for identifying gifted students could be a part of the restructuring effort.

Chapter 5

Implementation History

Original Action Plan

As outlined in the previous chapter, the action plan for implementing this Major Applied Research Project was divided into two phases. Phase I was Developing the Plan with the aid of a District Planning Team. Phase II, made up of three parts, was the actual Implementation of the Plan designed by the District Planning Team. Implementation of the staff development component of the solution strategy made up Part 1 of Phase II. Phase II, Part 2 was the use of nontraditional instruments in the actual evaluation of students from the target population who were referred to the project manager. Phase II, Part 3 was the meetings of the District Eligibility Team to review each student's assessment data and make recommendations regarding program placement using multiple criteria.

Establishing a District Planning Team that would assist the project manager in designing the framework of the project was the centerpiece of Phase I. The Planning Team was made up of a gifted program teacher from each of the three instructional levels, ESOL teachers from all three instructional levels, an administrator from elementary and middle school instructional levels, the foreign language/ESOL coordinator, and a school psychologist. The design of the expanded evaluation sequence, selection of non-traditional assessment instruments, selection of pilot

schools, and consensus regarding terminology to be used, made up many of the agenda items of the meetings of the Planning Team (see Appendices K and L, pp. 166-172). Articles from professional journals describing the Woods and Achey (1990) Academically Gifted (AG) Project were shared with the Planning Team, along with copies of articles by Frasier (1980, 1987). A review of other supporting literature was summarized by the project manager. Particular attention was given to similar projects from other locations. The Planning Team selected an expanded evaluation sequence modeled after that of the AG Project in Greensboro, North Carolina. The expanded evaluation sequence used for this project, found in Table 10 in Chapter 3, added a third step in the district's traditional due process. There was one major difference in the design of this project and the AG Project which had an achievement cut-off score at the 85th percentile for students who entered the testing pool. For this MARP, students from the target population were not eliminated in either Step 1 or Step 2. Local school Eligibility Teams determined which students from the target population were referred to the project manager for Step 3 assessment. Assessment data gathered from the traditional instruments used in Steps 1 and 2 were added to the data gathered from non-traditional measures used in Step 3.

A major contribution of the Project Planning Team for the staff development component of Phase II was the development of the "Identification Jot Down" form found in Appendix M, p. 173. After reviewing many of the characteristics found in the lists developed by both Hagen (1980) and Gay (1978), the Project Planning Team

combined characteristics from these sources into 12 major headings on the "Identification Jot Down" form. ESOL teachers played an important role as they helped the Planning Team choose headings that would focus on behaviors more common to students from the target populations.

When the Project Planning Team selected non-traditional assessment instruments for Step 3 of the expanded evaluation sequence, the expertise of the school psychologist, the ESOL coordinator, and ESOL teachers played an important role. Criteria established in the process of selecting assessment instruments were: (a), tests should contain little or no language; (b), tests should assess abilities other than achievement and intelligence; and (c), there should be subjective and objective instruments that would provide a well-rounded student profile.

All subjective and objective data were to be collected and plotted on the Frasier-Talent Assessment Profile (F-TAP) (see Appendix J, pp. 162-165). This instrument has been used since the 1983-1984 school term in a similar project in Pulaski County (Little Rock), Arkansas, to improve the process of identifying gifted Black students. All subjective and objective assessment information was reviewed by the District Eligibility Team, which had the responsibility of making recommendations regarding placement of students in the gifted program beginning school year 1992-1993.

Operationalizing the elements of the solution strategy

Staff Development

Implementation of Phase II of this Major Applied Research Project included

three interdependent parts: (a), staff development for regular educators to acquaint them with the characteristics of gifted students; (b), expansion of the evaluation sequence to include the use of nontraditional assessment instruments that would diminish the language handicap for students referred from the target population; and (c), the use of multiple criteria for gifted program placement recommendations made by the District Eligibility Team.

The MARP manager, a central office gifted program coordinator, began in July 1991, to schedule appointments with principals from the pilot schools to discuss the research project. Principals at both pilot elementary schools expressed support for the project from the beginning. On July 25, 1991, the MARP manager met with the principal from Minor Elementary School. Also attending this meeting was one of the assistant principals, a former gifted program teacher, who was designated as the contact administrator for the project at the school. In mid-September, the project manager contacted the assistant principal at Minor Elementary School to schedule staff development sessions for the classroom teachers. The assistant principal decided it would be best to have the staff development sessions at regularly scheduled grade level meetings in the mornings before classes began. Five separate sessions were scheduled. Kindergarten and first grade was booked on October 7, 1991; second grade, on October 28, 1991; third grade and fourth grade in separate sessions on October 10, 1991; and fifth grade teachers on October 15, 1991. Specialists (art, music, P.E., ESOL, and special education) selected a grade level meeting of their choice to attend. Between staff development sessions, the project manager reviewed

the Spring 1991 systemwide test results for Minor Elementary School and generated a list of potential students. This list was reviewed with the gifted program teacher who was more familiar with the students on the list and knew about students who had been tested previously. Because of the gifted program teacher's familiarity with each case, she knew much better than the project manager whether the students on the list should reenter the testing pool. She also knew whether follow up testing had been done the previous school year. The gifted program teacher had carefully reviewed the list the previous school year and acted on those that should have been referred to the gifted program. Reviewing systemwide test results for the local school by the MARP manager was not an efficient method of building a referral pool. This process objective was delegated to the local school gifted program teacher at each pilot school since gifted program teachers had already acted on the information.

The elementary principal from Hopkins Elementary School scheduled a meeting of the entire leadership team to meet with the MARP manager on September 26, 1991, so that all administrators could learn about the proposed project at the same time. Excitement about the project was evident from the very beginning. The administrative team at Hopkins Elementary School planned three staff development sessions. The first session on September 30, 1991, was with kindergarten, readiness, and first grade teachers. The second staff development session was with second and third grade teachers on October 1, 1991. The final session, with fourth and fifth grade teachers, occurred on October 7, 1991. Specialists (e.g. - art, music, ESOL) chose one of the three sessions to attend. Every specialist attended one of the staff

development sessions. These staff development sessions were especially called meetings and were not a part of a meeting already scheduled. This was an important factor. The time was not shared with other agenda matters; therefore, the project manager did not feel rushed. Prior to the staff development session on September 30, 1991, the project manager reviewed systemwide test results from the previous school year for Hopkins Elementary School. A listing of potential candidates for referral and/or re-entry into the referral process was developed and reviewed with the gifted program teacher. No candidates were uncovered in this process that had not been picked up by the gifted program teacher. This was not a valuable exercise for the MARP manager since the gifted program teacher in the local school was more familiar with the students who had been placed, referred for further testing, or had moved. This process objective, which was a part of the original action plan, was dropped for the remaining pilot schools.

The principal at Lilburn Middle School, very much a site-based administrator, suggested that the MARP manager schedule staff development sessions with each grade level chair. Staff development for sixth grade teachers was scheduled on October 25, 1991; seventh and eighth grade teachers were scheduled for two separate sessions on November 19, 1991. Specialists were not included in the staff development sessions at this pilot site.

On October 11, 1991, the MARP manager met with the principal at Sweetwater Middle School to discuss the project and the role of the pilot school in the project. Without hesitation, the administrator agreed to participate as a pilot school

site. This middle school administrator discussed the research project with each of the three assistant principals at a regularly scheduled leadership team meeting. She informed assistant principals that the project manager would be presenting a staff development session at the next regularly scheduled grade level meeting for all three grades and for all specialists. Because all specialists met as a grade level and had a grade level chair, the project manager was able to include all specialists in the staff development training. All three grade level meetings were scheduled on the same day of the week but spaced throughout the day. The Sweetwater Middle School principal, also an Observer for this MARP, attended the staff development session for all specialists. In the opinion of the project manager, this was one of the best sessions, as far as interaction with teachers. Sweetwater Middle School specialists did not take lightly their role in identifying potential candidates for this project. They discussed students they had previously had in their classes. They had little difficulty recollecting students who displayed some of the characteristics that were being discussed.

The Meadowcreek High School principal displayed the same high level of enthusiasm for the project that was manifested by elementary and middle school principals. The difference in the organizational structure of the high school necessitated two staff development sessions. The first session, on March 16, 1992, was with the assistant principal in charge of instruction and all department heads. The gifted program teacher from the high school reported to the project manager that she began receiving student referrals from the department heads even before they had

a chance to discuss the project with their department. One month later, on April 13, 1992, at a regularly scheduled faculty meeting, the second staff development session for the high school was held with the total faculty attending. The role of the regular education high school teacher in the project received an enthusiastic, rather than a jaded response as is sometimes attributed to high school teachers.

The goals for each staff development session were to: (a), heighten classroom teachers' awareness of the characteristics of gifted students; (b), discuss ways in which gifted characteristics may be exhibited; and (c), modify the classroom teacher's effectiveness for making student referrals to the gifted program. Particular attention was given to the various ways a characteristic might be manifested as a result of a student being a member of a different cultural group. The project manager reminded teachers that some characteristics, such as questioning, may not be displayed because of particular cultural values. Students from some cultures are hesitant about asking questions. Students from these cultures respect authority figures and do not question or "argue convincingly", as one characteristic on the student referral states.

The coordinator of the International Assessment Center for Gwinnett County Schools was based at Meadowcreek High School. She provided a summary of behaviors she had observed from her experience as an ESOL teacher and now as the International Assessment Center coordinator. She cautioned against making any generalizations based on her limited observations. These characteristics were given some attention at this staff development session.

In some cultures, strong religious values may take priority over school and

homework time. In other cultures, education for the male members of the family is valued, and females are expected to remain in the background and less value is placed on their education. In the Hispanic community, boys are given early independence. These background factors may, or may not, impact on the observation of characteristics of giftedness. Teachers at Meadowcreek High School had observed some of these characteristics in different students.

In order to meet a time schedule set by each school, the duration of each staff development presentation ranged from 30 to 45 minutes. Each session, conducted by the project manager, began with background information consisting of: (a), the project purpose; (b), the rationale for selecting pilot schools; and (c), a summary of the causes for underrepresentation of the target population in gifted programs as supported by the literature. Lack of knowledge about the characteristics of the gifted learner, the cause of underrepresentation most directly related to the classroom teacher, was the focus of the staff development sessions.

A summary of characteristics of gifted students by Hagen (1980) and Comparative Characteristics of Giftedness by Gay (1978) were provided each teacher (see Appendices O and P, pp. 175-177). Selected characteristics from these lists were used as illustrative points about the indicators of student behaviors which teachers should be observing when looking for characteristics of giftedness. These two lists of characteristics were used in an interactive presentation format in which the project manager asked teachers to recollect students they had taught who exhibited each characteristic as it was discussed. A behavior on the list of both Hagen (1980) and

Gay (1978), which commonly appears on any expert's list, is verbal proficiency. Hagen calls it "student's use of language" (p. 23). Gay calls it "verbal proficiency, larger vocabulary" (p. 354). The project manager pointed out that this characteristic for a student from a limited English proficient background might be manifested by how quickly English language is acquired. A more subtle manifestation may be the observation of how quickly a limited English proficient student understands and uses idioms or phrases with subtle meanings.

A characteristic that encouraged participation from every group of classroom teachers was discussion that centered around recollection of students who had displayed what Hagen (1980), called "depth of information in a particular area" (p. 25). As these characteristics were presented and discussed, teachers were encouraged to think of an adult from the target population who displayed the characteristic. Teachers were invited to revisit experiences they have had with students who demonstrated a wealth of information about something, or had a particular curiosity about a period in history, or displayed unusual understanding about a particular scientific concept. Some common responses from teachers were: dinosaurs, space travel, Civil War, Civil War heroes, scientific phenomenon, and a particular author. The MARP manager pointed out that observation of a student who displayed this characteristic would not necessarily mean that the student was gifted or should be referred to the gifted program teacher, but observation of this characteristic should heighten the teacher's awareness of similar behaviors and alert him/her to look for manifestations of other gifted characteristics.

The importance of the "Identification Jot Down" form (see Appendix M, p. 173) developed by the District Planning Team was discussed. Teachers were encouraged to jot down a student's name in the appropriate cell when a particular characteristic was observed. A brilliant pink color was chosen for the "Identification Jot Down" form, so that teachers would be able to identify it readily among all the pieces of paper that normally accumulate on a teacher's desk. The project manager encouraged teachers to look for manifestations of these characteristics in places outside the classroom, such as at play, in the lunchroom, in the library, on a study trip, or waiting in the hallway. When a student's name appeared on the "Jot Down" form several times, this would serve as an indicator that the classroom teacher should discuss the student with the gifted program teacher and, possibly, follow up by initiating a referral for the gifted program so that the gifted program teacher could begin the assessment process. Some teachers wanted to know the exact number of times a student's name should appear on the form before a referral should be generated. The project manager pointed out that there was no exact number of times for a student's name to appear before initiating a referral. This was a professional judgment call by the classroom teacher. Teachers were encouraged to discuss students with the gifted program teacher when they were in doubt about initiating a referral.

In three different presentations, the question was raised, "What about students outside the target population who could benefit from this type of referral and assessment process?" The project manager assured these teachers that, although these

students would not benefit immediately from this process, ultimately, they would benefit when the use of a multiple-criteria approach for identifying gifted students is adopted in the State of Georgia. The LD/gifted student was the example of a child who would ultimately benefit who was outside the dimensions of this research project. The teacher questioners were pleased because the LD/gifted student was the type of student they had in mind.

"Are we setting a double-standard?" was a question raised in the eighth grade staff development session at one pilot school. The response to this question was similar to the former one. "No, we are not setting a double standard." Students outside the parameters of this research project will ultimately benefit from the procedures that result from the process. "We are trying to establish a new standard," responded the project manager.

Expanded Evaluation Sequence

There were two ways that a student from the target population could enter the evaluation sequence. One way was for a student to be recognized from the "Identification Jot Down" and a referral initiated by the classroom teacher. A second way was for the gifted program teacher to review test results from the Spring 1991 systemwide testing. Students not tested from a previous review of systemwide test results should be referred for evaluation for this project if there were indicators of giftedness. Students from the target population who previously had been referred and not placed following that evaluation could reenter the due process sequence.

Table 12 shows the number of students referred to this project who had

Table 12.
Students From the Target Population Referred Previously

Ethnic Group	Total	Number Referred Previously	
		Yes	No
American Indian	0	0	0
Asian	29	10	19
Black	7	3	4
Hispanic	6	1	5
Other	13	4	9

previously been referred to the gifted program when the recommendation of the local school eligibility team was "No Special Services At This Time." Out of the 29 Asian Americans referred to this project, 10 had previously been referred to the gifted program but 19 had not been referred. Three of the seven Blacks referred to this project had been referred to the gifted program previously; five of the six Hispanics referred to this project had never been referred to the gifted program before. There were nine students from "Other" ethnic groups who had never been referred to the gifted program previously.

Once a referral was made to the gifted program teacher at each pilot school site, he/she followed up with the traditional steps of due process. An intellectual ability test, in most cases the Cognitive Abilities Test, was given. For students in grades three to eight, the ability test was followed by the Iowa Test of Basic Skills, or the Test of Achievement Proficiency for grades nine through twelve, both

standardized achievement tests. Georgia regulations define three ways a student can score on a standardized achievement test and meet the state achievement criteria, one of which is a composite score at the 85th percentile. The remaining two ways are to score at the 90th percentile on either reading comprehension or total math. Table 8 summarizes the Georgia eligibility criteria. Of the 55 students referred to the project manager, 14 were in grades K-2 and did not need to have an achievement test administered because Georgia regulations do not require achievement criteria at these grades. Two primary grade students did, however, have achievement documentation. When achievement data were not a part of the student's permanent record test data for the remaining 41 students in grades 3-12, the gifted program teachers elected to give only the math subtest. Teachers reported that the reading test was difficult for students with a language barrier.

According to Georgia regulations, if a student does not meet Georgia's ability criteria for program placement, but scores within the standard error of measurement on the test administered, that student is to be given another intelligence test. For students from the target population, Georgia regulations state: "a student who is identified as...culturally different, shall receive further consideration if the mental ability score is at or above the 90th percentile..." (p. 8). "Further consideration" is defined as another mental ability test. Students given "further consideration" must still score at the 96th percentile on an ability measure in order to be placed in a program for the gifted education services (see Appendix F, p. 157). In Gwinnett County Public Schools, traditional due process steps call for administration of the

Otis-Lennon School Ability Test (OL-SAT) as the second ability measure. Twenty-five of the 55 students referred to this project had been given both the Cognitive Abilities Test and the Otis-Lennon School Ability Test. For this project, students from the target population at each pilot school site did not have to achieve a predetermined ability or achievement level to continue in the expanded evaluation sequence to be referred to the program manager for Step 3 evaluations.

The project manager obtained permission from the parents before testing any student referred to this project. Two versions of a Parent Consent Form letter were developed. One letter, containing less language, was intended for parents who had difficulty reading and understanding English. It was the gifted program teacher's choice to determine which letter was most appropriate. A copy of each letter can be found in Appendix Q, pp. 178-180.

For each pilot school site, the project manager began Step 3 of the expanded evaluation sequence by using the Torrance Test of Creative Thinking - Figural (TTCT - Figural). The TTCT-Figural, an objective measure used in this project, does not assess a student's ability to draw, but does assess a student's divergent thinking or productive thinking ability. Because of the uniqueness of the TTCT-Figural, the MARP manager believed that the creativity test would lower any stress level that students might have when approaching a testing situation with an outside examiner. Because the instructions encouraged each child to "try to think of something that no one else will think of" (p. 12), no attempt was made to spread students out, to alternate seating arrangements, or to prohibit students from sitting

across the table from one another. No responses appeared to be imitations of another student's responses. The TTCT-Figural has three activities, with each activity being ten minutes long. In Activity 1, students opened the test booklet to a black "curved shape" (p. 12). This "curved shape" (p. 12) looks like a black egg, but it was never referred to as an egg in the test instructions. Students were invited to "think of a picture or an object which you can draw with this shape as a part" (p. 12). Test instructions tell students to "try to think of a picture that no one else will think of. Keep adding new ideas to your first idea to make it tell as interesting and as exciting a story as you can" (p. 12). After students completed the picture, they were to "think up a name or title for it and write it at the bottom of the page" (p. 12). Instructions for this activity encouraged them to "make the title as clever and unusual as possible. Use it to help tell your story" (p. 12). Activity 2 has ten different curved lines equally spaced across two pages. Test instructions encouraged students to add lines to the incomplete figures. Students were encouraged to tell a story with each picture. Every picture was to be given a title. Activity 3 presented 30 stimuli consisting of parallel lines. Students were to add lines to the "pairs of straight lines" (p. 13) which were to be the main part of the picture. Each picture was to be given a title. The test author has given permission to include a sample page from the TTCT-Figural, Form A in this document. This can be found in Appendix R, p. 181.

The Matrix Analogies Test (MAT), which comes in two forms, was given after the TTCT-Figural. The MAT and the TTCT-Figural were not given the same day in any pilot school with the exception of the high school. The MAT-Short Form

has 34 items and the Expanded Form has 64 items. The short form uses a carbonized bubble sheet for student responses. The test items are abstract designs printed in black, white, blue, and yellow with two items per page in the test booklet. There is a 25 minute time limit. The Matrix Analogies Test - Expanded Form is printed in black, white, yellow, and blue with one item per page. After the initial sample with instructions, the examiner presented the test items from a stand-up binder. The examiner turned the pages and marked the student responses on a separate answer sheet. There was no time limit. Verbal instructions were limited to: "There is a piece missing in this picture. Which one of these (pointing to options) goes here (pointing to the question mark)" (p. 36)? These directions were repeated for the remaining 64 items.

For the MAT-Short Form, specific instructions were given to aid students in matching the place on the answer sheet to the correct item in the test booklet. The project manager was uncertain as to whether younger students would become confused. In the first testing session with primary age students, two students ran out of questions in the booklet before they ran out of bubbles on the answer sheet. These two students were tested on an alternate form, the MAT-Expanded Form. Because of differences in the items in the two forms, the second testing was not invalidated by the first. After this experience, the MARP manager used the MAT-Expanded Form with all primary-aged students.

Non-traditional Assessment Instruments

From the review of the literature cited in Chapter three, the use of traditional

assessment measures is given as one of the reasons why students from the target population are underrepresented in gifted programs. For economic reasons, school districts commonly use group ability measures when assessing intelligence and identifying students for gifted programs. Test items on commonly used group ability tests are in English. Therefore, limited English proficient students frequently do not perform well. For this reason, the Project Planning Team, under the leadership of the MARP manager, selected the Matrix Analogies Test (MAT) and the Torrance Test of Creative Thinking-Figural (TTCT-Figural) as the two objective measures to be added to the assessment data collected for each student profile.

The TTCT-Figural assesses a student's "creative thinking abilities" (p. 1). Torrance (1984), claims that "many educators and psychologists would prefer to call these abilities divergent thinking, productive thinking, inventive thinking, or imagination" (p. 1). Students are evaluated on five scales: fluency, originality, elaboration, abstractness of title, and resistance to premature closure. The reliability coefficient is at or above the .90 level in all research studies on the TTCT. In a matrix of 98 coefficients of correlation, only 5 failed to attain statistical significance at the .05 level of confidence or better (Torrance, 1984, p. 5).

The Matrix Analogies Test (MAT) evaluates non-verbal reasoning; therefore, it was particularly good for this project. It is "especially useful for children with minimal English language skills because its content is language-free and the directions for administration are brief" (Naglieri, 1985, p. 2). The median reliability coefficient is .83. The test-retest validity with the WISC-R "revealed that the MAT-SF was

highly related to nonverbal ability as measured by the WISC-R" (p. 15). It comes in two forms---the MAT-SF (short form) and the MAT-Expanded Form. Using the short form is time efficient; however, the project manager would prefer the Expanded Form in a similar research project for older students as well as primary-aged students. The Expanded Form, with an increased number of test items, was advantageous for students age 12 and older. The one-on-one arrangement was a necessity for primary-age students. Use of the Matrix Analogies Test (MAT) with limited English proficient students as a single test for making educational programming decisions is not recommended by the test designer. However, for this project, it proved to be a good assessment measure to use in concert with the other measures that were a part of the evaluation sequence. See Appendix S, p. 182, for an annotated listing of subjective instruments that were a part of each student's profile.

Consistent with the literature presented in Chapter 3, the Project Planning Team recommended that subjective measures should also be a part of the student profile. The school district's gifted program has a characteristics checklist which has been a part of the student referral form for several years. However, the scale on the checklist had not been given serious consideration in making placement decisions in the past. Each of the 25 items on the checklist for grades 3-12 had a value of 4, or a total value of 100. Each of the 14 items on the checklist for grades K-2 had a maximum value of 4, which gave it a total value of 56. These scores were converted to the Likert scale and were plotted on the F-TAP along with other subjective and objective measures. A copy of the K-2 and 3-12 student referral forms can be found

in Appendices T and U, pp. 183-186. After a January meeting with the NRC/GT at the University of Georgia, the project manager added the Renzulli-Hartman Scales for Rating the Behavioral Characteristics of Superior Students to the subjective documents used to collect student data. This checklist was being used by the NRC/GT at the University of Georgia in its research. The four scales learning, motivation, creativity, and leadership of the Renzulli-Hartman eight-part scales were used. The teacher used a four-point scale to indicate the degree to which each characteristic was observed. A characteristic seldom observed was rated lower (1) than a characteristic almost always observed (4). Each item on the scale produced an overall score for each of the four parts, and each part was plotted on the F-TAP using the percent scale. A copy of the Renzulli/Hartman Scale can be found in Appendix V, pp. 187-191.

District Eligibility Team Meetings

The ten people representing ESOL teachers, gifted program teachers, school administrators, and central office program supervisors made up the membership of the District Eligibility Team. On January 26, 1992, members were invited to respond to a memo listing proposed meeting dates. District Eligibility Team members were to indicate meeting dates they could attend (see Appendix W, pp. 192-193). Five additional gifted program teachers and one additional ESOL teacher were invited to be members of this Eligibility Team when students from their school were on the agenda for eligibility determination.

In the Fall of 1990, Gwinnett County Public Schools applied to be a

collaborative school district with the National Research Center for the Gifted and Talented (NRC/GT). Particular interest was expressed in participating in the research designed for the University of Georgia project. The MARP manager, also the only gifted program coordinator for Gwinnett County Public Schools at the time, was designated as the site representative. Because of similarities of purpose in research of NRC/GT and the project manger, the MARP manager was also designated as a collaborative researcher by Mary M. Frasier, NRC/GT Project Director at the University of Georgia (see Appendix X, p. 194). Because the MARP manager planned to use the Torrance Test of Creative Thinking - Figural, as did the NRC/GT at the University of Georgia, the project manager requested and received permission to use the scoring services for the TTCT that would be a part of the NRC/GT research. However, some timetable problems necessitated changes in how TTCT scoring was done for this MARP. The project manager had received training in scoring the TTCT - Figural several years ago, but had not practiced scoring in recent years. A refresher session was deemed necessary. The refresher session took approximately four hours. When this was added to the test scoring time at the rate of 30 minutes per test, approximately 31.5 hours had been added to the assessment agenda that was not originally planned. However, scoring each test added a dimension of understanding about each student that was beneficial when that student was discussed in the District Eligibility Team meeting later.

District Eligibility Team meetings were originally scheduled for February 20th, March 19th, April 23rd, and May 14th. These meetings were held at the

different pilot school sites. Memos announcing location and times of each meeting can be found in Appendix Y, pp. 195-198. Since assessment data had not been completed on any group of students by the scheduled time of the February 20, 1992, meeting, matters relevant to making eligibility decisions made up the agenda for that meeting. Samples of the F-TAP, with sample scores of students from a variety of test instruments, were presented. The District Eligibility Team reviewed the format of the F-TAP and the story it could tell about each student. In effect, this meeting was a training session on how to make placement recommendation using the F-TAP, flexible criteria, and data from non-traditional types of assessment instruments. The team also looked at methods for quantifying the information gathered on the characteristics checklist of each student referral. The team decided that the raw score on the student referral checklist would be plotted on the F-TAP using the Likert Scale. This agenda provided helpful practice in preparation for the placement decisions yet to come. The March 19, 1992, meeting had to be canceled due to not having received TTCT scores from the University of Georgia NRC/GT.

Historically, April 23rd is not a particularly outstanding date. However, it is one that will live for a long time in the minds of the professional staff that made up the District Eligibility Team for this MARP. It was April 23, 1992, that the initial step in the shift from making placement decisions based upon concrete criteria and test scores that either matched or did not match was made. Under the old paradigm, the Eligibility Team members did not make a decision that a student would not be recommended for program placement. The student scores either matched or did not

match the criteria. A match ultimately determined program placement. For the first time, these professional educators found themselves in the position of actually making a decision as to whether a student had demonstrated a need for gifted program services based on information in the student portfolio. In the two and one-half hours of the second District Eligibility Team meeting, assessment data on only four students was reviewed. The team made a placement recommendation for only two students. Decisions were postponed on the other two until the May 14th meeting time. Table 13 summarizes placement recommendations made at the April 23, 1992, District Eligibility Team meeting.

Table 13
April 23, 1992, District Eligibility Team Meeting - Student Summary

Student	Grade	School	Place	No Placement	Other Services
NT	3	#490	(postponed)		
VC	4	#490	(postponed)		
PT	5	#490	✓		
MW	7	#625	✓		

"Are we setting a precedent?" one brave teacher inquired. Long after this MARP is completed, this question, asked during that second District Eligibility Team meeting, will serve as an example of the paradigm shift that occurred in the thinking of the project manager and others who pioneered this approach for identifying gifted students in Gwinnett County Public Schools. "I sure hope so," the project manager

replied. A long period of silence passed. It finally dawned on everyone present that we were genuinely making placement decisions. Each member understood the importance of the hour. Every member understood the importance of his/her role.

It became apparent that the District Eligibility Team would not be able to complete the task of making placement decisions for all 55 students by May 14, 1992. Additional District Eligibility Team meeting dates were scheduled for May 21, May 28, and June 4, 1992. It was not until the team grew familiar with the story the data told for each student and they began to feel comfortable with the various program options available to them, that placement recommendations came a little easier. No decision regarding these students was made quickly. Some of the programming options utilized were: (a), full program placement; (b), placement in an advanced subject matter class; (c), facilitation of the regular education program; (d), flagging a student record for further assessment during the 1992-1993 school year; and (e), scheduling for a high school Independent Study class.

The project manager presented to the District Eligibility Team the idea of capturing the wonderful discussions, the high-level thinking, and the exchange of ideas on video. The team understood that the purpose for recording the meetings would be for training future local school Eligibility Teams as they would begin to deal with making placement decisions just as this pilot group had done. The video camera was not turned on until everyone agreed. The presence of the camera did not appear to impact negatively in that it did not curtail discussion or prohibit members from speaking frankly about placement recommendations based upon their observation

of the data or information presented for each student. The group functioned without any apparent consciousness that the camera was even in the room.

At the third District Eligibility Team meeting on May 14, 1992, 11 students were discussed. Eight of the students were from Hopkins Elementary School; the remaining three were from Sweetwater Middle School. Program placement was recommended for seven students; other special services were recommended for three students. The two students for whom no gifted program services were recommended were both primary grade students. Facilitating the regular education program and placement in an accelerated math program were types of programming options recommended for those students for whom "other services" were recommended.

The third District Eligibility Team meeting was held at Hopkins Elementary School. The team took advantage of the location and invited the ESOL teacher from Hopkins to the meeting to provide more background information on two students. One student was enrolled in the ESOL program at the time, and the other had been in the ESOL program. The team felt the additional information from the ESOL teacher was valuable and contributed to their ability to make a good placement recommendation. In both cases, the team recommended that the gifted program teacher facilitate the regular education program and gather additional assessment data during school year 1992-1993. Additional assessment data included results from administering the expanded form of the Matrix Analogies Test and collecting observational data while working with the two students in the regular classroom. These two students are listed in Table 14 for receiving "other services." A third

student who demonstrated high ability on quantitative measures was recommended for an accelerated math program. These program options are represented in "other services" in Table 14. A summary of the placement recommendations made at the May 14, 1992, District Eligibility Team meeting can be found in Table 14.

Table 14
May 14, 1992, District Eligibility Team Meeting - Student Summary

Student	Grade	School	Place	No Placement	Other Services
EC	3	#490	✓		
GP	1	#490		✓	
EK	2	#490		✓	
SS	2	#490	✓		
NI	2	#490			✓
VC	4	#490			✓
KT	5	#490	✓		
SY	1	#490			✓
AR	6	#625	✓		
PS	7	#625	✓		
BTN	8	#625	✓		
NT	3	#490	✓		

Inviting gifted program teachers to selected meetings of the District Eligibility Team was not a part of the original action plan for this MARP. Invited members did

not become a part of the District Eligibility Team until the May 14, 1992, meeting. At that time, an ESOL teacher in the school where the District Eligibility Team was meeting was invited to give more background information about an ESOL student whose eligibility was being discussed. At this same meeting, the gifted program teacher, who was a regular member of the team, gave some valuable information about the background of every student as each was discussed. This background information contributed to a better understanding of the assessment data. The project manager felt that this information was extremely valuable to the decision making in which team members were engaged. In the District Eligibility Team meetings that followed, gifted program teachers from the various pilot schools were invited to participate and provide similar background information. The project manager developed a form which became known as a Survey of Background Information and Factors Which May Affect Test Performance. (See Appendix Z, p. 199). The survey provided a common core of background information about each student. The survey was modeled after one used by the district ESOL program. This survey was given to the gifted program teachers at all other pilot schools. Gifted program teachers collected the information from students referred to this project. Often the teacher obtained this information by way of an interview with the student. Invited team members shared the background information with the rest of the District Eligibility Team, as each student was presented for the group to make a placement recommendation. The gifted program teacher from Hopkins Elementary School had set a standard of background information that was followed in the remaining District

Eligibility Team meetings. Information from the survey played an important part in making some connections with and among the assessment data. For example, one student who scored at the 33rd percentile on the verbal component of the Cognitive Abilities Test in Spring 1992, one year earlier had scored at the 16th percentile on the verbal component of the same test. Verbal performance doubled, although the student had been in this country less than two years. The background information from the survey reported how long the student had been in the United States, whether another language was spoken at home, whether the student was, or had been, in an ESOL program and how long. A copy of the survey of can be found in Appendix Z., p. 199. Invited educators were familiar with program options available at their school. This information guided the District Eligibility Team so that they made viable program recommendations.

Highlights from the May 14th meeting include a quotation from a discussion surrounding the placement of one particular student. K.T., a fifth grader who entered middle school in the 1992-1993 school year, had high scores in all areas of verbal ability. She performed in the high average range on quantitative tests. Her creativity responses on the TTCT were average; however, a sample of her writing showed high abstract thought and high creative expression. She ranked exceptionally high on the referral characteristics checklist, but the teacher responses on the Renzulli-Hartman scale were only high average. The gifted program teacher reported that K.T. had been referred to her every year, and every year, she just missed qualifying by a few points. K.T. is Black and from a very supportive family. When one of the gifted

program teachers learned that K.T. was Black, she replied, "I've never had a PROBE student who was Black that I didn't suspect had more ability than the scores reported." This teacher's observation was supported by background information about K.T. The referral described her as "...self-motivated and very critical of herself. She is a straight 'A' student, always asks questions, is willing to discuss any topic, and goes far beyond what is expected of her." This seemed to be the appropriate time for the MARP manager to insert a quote from an earlier meeting with one of the researchers from the University of Georgia NRC/GT project, "We're focusing on ability of promise rather than ability achieved." The team resolved this placement decision by recommending gifted program placement in a gifted language arts class in middle school.

During the May 14th meeting, the project manager announced that the two gifted program coordinators and the Director of Grants Program had completed an application for a federal grant. This federal grant is funded under the Jacob K. Javits Gifted and Talented Students Education Act, Office of Educational Research and Improvement, United States Department of Education. The grant proposal submitted by the gifted program of Gwinnett County Public Schools on May 7, 1992, expanded on the identification procedures developed in this MARP. The goal of the grant proposal was to train teachers, administrators, and gifted program teachers to use multiple criteria in identifying gifted students in all Gwinnett County Schools. This would be done through staff development training at the administrative level, the classroom teacher level, the gifted program teacher level, and at the central office

level. Additionally, curriculum would be developed to provide an educational program that would meet the needs of students identified through the grant and this MARP. The grant abstract can be found in Appendix N, p. 174.

The District Eligibility Team meeting on May 21st resulted in making placement recommendations for three elementary students from Hopkins Elementary School and twelve middle school students. Seven of the middle school students were from Lilburn Middle School and five from Sweetwater Middle School. Of the three elementary students, the team recommended facilitating the regular education program for two students and no placement for one student. Of the twelve middle school students, five were recommended for gifted program services, no special gifted program service was recommended for six students, and one eighth grade student was recommended for Independent Study art in his high school program for school year 1992-1993. Table 15 summarizes placement recommendations from the May 21, 1992, Eligibility Team meeting.

The marathon meeting on May 28, 1992, resulted in 22 students being reviewed for placement recommendations by the District Eligibility Team. The team sensed the urgency of completing the work that had begun. They did not want to leave the job unfinished. The team had grown more comfortable with the task of making placement recommendations outside of the old paradigm of using the rigid criteria which had been their experience in the past. Placement recommendations for the remaining 14 middle school students were completed. The District Eligibility Team recommended no program placement for 8 of the 14 middle school students

Table 15
May 21, 1992 District Eligibility Team Meeting - Student Summary

Student	Grade	School	Place	No Placement	Other Services
E. J.	1	#490			✓
MP	2	#490		✓	
AV	2	#490			✓
VRS	8	#625		✓	
SF	8	#625			✓
ER	7	#625	✓		
IDG	8	#625		✓	
MS	8	#625		✓	
MHY	8	#625	✓		
RM	8	#625		✓	
FS	6	#930	✓		
JY	7	#930	✓		
AN	7	#930	✓		
LT	8	#930		✓	
DC	6	#930		✓	

reviewed. The remaining six were recommended for placement in the gifted program. Table 16 summarizes placement recommendations for students reviewed in the May 28, 1992, District Eligibility Team meeting. Assessment data for all eight

Table 16
May 28, 1992, District Eligibility Meeting - Student Summary

Student	Grade	School	Place	No Placement	Other Services
ESP	7	#625	✓		
SRP	6	#625	✓		
BH	6	#625	✓		
CG	6	#625	✓		
NB	6	#625		✓	
PYW	7	#625		✓	
MB	6	#625		✓	
DR	6	#930		✓	
AJ	6	#930		✓	
TN	6	#930		✓	
JL	7	#930	✓		
RS	9	#640	✓		
BT	10	#640	✓		
NB	9	#640	✓		
CH	9	#640	✓		
AE	10	#640	✓		
TW	9	#640	✓		
LE	9	#640	✓		

high school students were reviewed. Along with the standard background information

provided by the survey, the high school gifted program teacher was able to add another data dimension that the team had not had available in previous meetings. The additional dimension was the grade point average (gpa) and the overall numerical average for each referred high school student. All eight high school students were recommended for program placement. The fact that the high school gifted program teacher had very good student referrals, coupled with the diversity and flexibility of the high school program, made placement recommendations for high school students much easier.

Under the old paradigm, the high school eligibility team determined whether a student was eligible for gifted program placement. It was up to the student, then, to decide whether he/she would register for class(es) designated for gifted students. The teaching strategies used in these classes are more demanding and the student requirements, more rigorous. The high school gifted program teacher advised gifted students when they made decisions regarding what classes to take. A limited English proficient ninth grade gifted student who was gifted in math would not be advised to register for a "QUEST" (gifted) English class but would be advised to register for the advanced geometry class or Algebra II if geometry had already been taken in middle school.

At the last meeting of the District Eligibility Team on June 4, 1992, assessment profiles for seven students were reviewed for placement recommendations. All students were from Minor Elementary School. One student in the group had an incomplete profile due to the fact that the family had returned to Korea for the

Table 17
June 4, 1992, District Eligibility Team Meeting - Student Summary

Name	Grade	School	Place	No Placement	Other Services
TC	2	#645		✓	(assessment not complete)
SY	2	#645	✓		
JL	4	#645			✓
ST	2	#645		✓	
VL	K	#645		✓	
RI	2	#645		✓	
SH	2	#645		✓	
BW		#645	(moved)		

summer. One student referred to the project manager moved before any Step 3 assessment was begun. Of the remaining six students, five were in primary grades K-2 and one was a fourth grader. Only one student was recommended for gifted program placement. In all District Eligibility Team meetings, the team was generally more cautious about placing students from the primary grades in the gifted program. The one student recommended for program placement was a second grader from Turkey. Her mother initiated the referral and requested that she be evaluated for the gifted program. Her parents are highly educated and wanted a good education for her. S.Y. was tutored in math during the summer of 1991. Of her 14 scores, 8 were plotted on the F-TAP at the eighth stanine or higher. Table 17 is a summary of the

placement recommendations for students reviewed at the June 4, 1992, District Eligibility Team meeting.

The only kindergarten student referred for this project was from Minor Elementary School. V.L. scored at the 99th percentile on the Matrix Analogies Test. Other scores ranged from the 77th percentile to the 97th percentile. Background information about V.L. included a comment from the ESOL teacher that she used him as her Russian interpreter for all her Russian ESOL students. He had a strong, supportive family. V.L. helped his older brother with his second grade homework. His older brother is blind as a result of the Chernobyl nuclear accident. While the official decision of the team was no program placement at this time, they unofficially decided that after results from the systemwide Cognitive Abilities Test are back in the Fall of 1992, he should reenter due process. The scores from the Fall 1992 testing situation should become a part of his assessment profile, and his placement would be reviewed during school year 1992-1993. Decisions like this are lost in the summary categories of "Place" and "No Placement" in the tables that summarize the District Eligibility Team placement recommendations.

Because the parents of each student referred to this project signed a consent form for their child to be evaluated, parents were also notified about the District Eligibility Team's placement recommendation. Parents of students recommended for placement were requested to sign a standard Eligibility/Placement form used by Gwinnett County Public Schools. This form was returned to each child's teacher. A copy of the letter used to communicate placement recommendation can be found in

Appendix AA, pp. 200-201.

Appendix BB, p. 202 is a complete listing of each student referred to this project and the subsequent test results.

Summary of accomplishments

Staff development

The goals, agenda, and format of the staff development sessions worked exceedingly well with all teacher groups. The interactive presentation format was beneficial in all sessions and comfortable for all three instructional levels. However, it would have been helpful to have obtained evaluation feedback immediately following each presentation. Doing it at that time, rather than at the conclusion of the project in the spring, would have captured what had been learned at the time of the learning (see Appendix LL, pp. 220-221). Given the time limitation of 30 to 40 minutes, the project manager was given for each staff development session, adding a staff development evaluation would have consumed time that would have to be taken away from the presentation time.

Expanded Evaluation Sequence

Expanding the evaluation sequence as a part of the solution strategy proved to be workable and extremely worthwhile. Retaining all recommended students from the target population in the testing pool was an important strategy. The project manager reviewed the profile of each student who was recommended for some type of program placement to see if assessment data in Step 1 or 2 were consistent with assessment

results in Step 3. Such consistency could be used as an indicator for establishing a testing pool. Based on the data gathered for the 55 students referred to this project, there were no common indicators. A specific score on the teacher referral or test scores above a given percentile on any part of the Cognitive Abilities Test or the Otis-Lennon School Ability Test did not serve as good predictors of program placement for this project. Because of the diversity in data, the most effective way to improve the group of students entering the testing pool would be to improve and expand the staff development program for regular education teachers.

Of the 46 students referred to this project by teachers, 22 (48%) were recommended for program placement and 5 others (11%) were recommended for other gifted program services. No special gifted program services were recommended for the remaining 19 students. Compared to the low efficiency rating of referrals made by classroom teachers over the past several years, this solution strategy resulted in an improvement in teacher referrals. Terminal objective #2 was achieved.

Non-traditional assessment measures

The Matrix Analogies Test and the TTCT - Figural were appropriate non-traditional objective assessment measures to use for this project. It was also valuable to have information from an objective teacher rating scale for a project of this nature. The Renzulli-Hartman Scales for Rating the Behavioral Characteristics of Superior Students has an appealing format for eliciting information from teachers. Organizing characteristics by broad behavior categories made it possible to look for relationships between assessed performance (objective) and observed performance

(subjective). Members of the District Eligibility Team and gifted program teachers from the pilot school sites reported that some items on the checklist did not provide good information about students from the target population. Some items from the Renzulli-Hartman Scale were not relevant to the target population. Items such as Part I: Learning Characteristics, #1: "Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by 'richness' of expression, elaboration, and fluency," requested a teacher's response about a student's advanced, or rich, vocabulary. This was not an appropriate item for students from limited English proficient cultures. Also from the Renzulli-Hartman Scale, #7 in Part II: Motivational Characteristics states, "Often is self assertive (sometimes even aggressive); stubborn in his beliefs." This is not a behavior that is highly valued or encouraged in some cultures. Refer to Appendix V, pp. 187-191, for a view of this rating scale. This instrument should be updated to reflect characteristics valued in a culturally diverse population. A researcher choosing to imitate this project may wish to select or design a similar type instrument that would be more suitable for the target population.

The characteristics checklist that is a part of the student referral used in the district was very good and is a part of the due process procedure normally used. It's value can be enhanced by rewording the characteristics related to advanced vocabulary. This instrument was appropriate for this project because of the teacher's familiarity with it and because it consumed less teacher time for a response. Since the information from this checklist had not officially been used for placement

recommendations in the past, classroom teachers needed to be informed that the information would be used for placement recommendations so that they would give careful thought to their responses. It is a distinct disadvantage that the checklist does not divide the characteristics by categories, as does the Renzulli-Hartman scale.

While the Survey of Background Information and Factors Which May Affect Test Performance was not a standardized instrument, it was an instrument developed by the project manager that grew out of necessity. The summary of information collapsed into this one instrument provided details that made it possible for the District Eligibility Team to make some valuable connections. Refer to Appendix Z, p. 199, for a review of the Survey of Background Information and Factors Which May Affect Test Performance. The instrument name was misleading and should be renamed Student Background Information. Two pieces of information not included in the survey that would have been helpful to the District Eligibility Team are: (a), If a dominant language other than English is spoken at home, what is it?; and (b), replace "has been in the U.S. five years or less" with "How long has the family had been in the U.S.?" Some teachers took the task of information gathering that went into completing this instrument more seriously than others. Complete information filled in some gaps and made some important connections for the District Eligibility Team.

District Eligibility Team Meetings

The goals of the District Eligibility Team were appropriate and cogent. The format for the District Eligibility Team meetings had the right blend of structure and flexibility to permit exchange of ideas, input of differing points of view, and

ultimately, decision as to what was best for the student. The selection of personnel that made up the District Eligibility Team was both a strength and a positive force for this project. Empowering professionals from across program areas to make decisions about this project broadened the ownership in its success. Each brought to the table expertise and valuable information about students from the target population that were respected by others at the table. All personnel who participated in the District Eligibility Team meetings had mutual interest in the common goals: (a), the District Eligibility Team will establish procedures for identifying gifted students from the target population; and (b), by using objective and subjective data from non-traditional assessment instruments, the District Eligibility Team will make recommendations about the most appropriate program placement for students from the target population who were referred to this project. Selecting personnel from the District Planning Team to be members of the District Eligibility Team was strategic and a project strength. These members followed the project from the designing stage through the stages of implementation.

Chapter 6

Evaluation of Results and Process

Practicum outcomes and processes used in achieving them

The overall purpose of this MARP was to improve the process for identifying gifted students from the target population and develop procedures that could be implemented as a result of the process. The identification process in place at the beginning of this MARP had resulted in the underrepresentation of students from Black and limited English proficient cultures. The first terminal objective of this project stated "35% of students from the target population who are referred to this project who did not meet old criteria for gifted program placement will qualify for gifted program services using new multiple criteria." Table 18 provides a summary of students referred to the gifted program in 1990-1991 who were also referred for this project in 1991-1992. The first set of columns shows the impact of the new multiple criteria for students who had been referred to the gifted program previously. Out of the 55 students referred to the project manager, 18 (33%) had been referred to the gifted program previously and were found not to qualify using the traditional criteria in State of Georgia Regulations and Procedures for Gifted Programs. Of the 18 students previously referred who were also referred to the project manager, 11 (61%) were recommended for placement in the program using the new multiple-criteria method. Thus, terminal objective #1 was exceeded. Of the students

Table 18
Results of Students Referred to This Project Also Referred Previously to the Gifted Program in 1990-1991

Placement results	Referred previously		Not Referred previously	
	No.	%	No.	%
Placed	11	61%	17	46%
Other Services	0	0%	7	19%
No Placement	6	34%	13	35%
Assessment not complete	1	5%	0	---
TOTAL	18	100%	37	100%
Impact	Identification solution strategy		Staff Development	

previously referred who were also referred to the project manager, six (34%) were recommended for no change in their educational program and one (5%) had incomplete assessment data due to the fact that the family returned to Korea for the summer before assessment had been completed.

The data in Table 18 demonstrate the impact of two components of the solution strategy. The first set of columns in Table 18 illustrates the impact of new criteria on identifying students from the target population. The second set of columns in Table 18 illustrates the impact of staff development, which was the solution

strategy aimed at improving the classroom teachers' knowledge of gifted characteristics and the identification problem. When the awareness level of classroom teachers regarding the manifestation of gifted characteristics was heightened, 37 students (67%) were referred to the gifted program who had never been referred previously. Out of the 37 students referred who had never been referred previously, 17 (46%) were recommended for placement in the gifted program. An additional seven (19%) were recommended for other advanced educational services. The District Eligibility Team recommended no change in the educational program for 13 (35%) of the students who had never been referred to the gifted program previously.

This analysis looks at students previously referred and those who had not been referred in light of the District Eligibility Team's recommendation regarding their placement or non-placement in the gifted program following the expanded evaluation solution. Due to the design of this MARP, it was appropriate to analyze these data by ethnic groups. Out of the 18 students referred for this project who had previously been referred, 6 (33%) were Asian, 3 (17%) were Black, and 9 (50%) were from other ethnic groups. Out of the 37 students referred for this project who had not previously been referred, 16 (43%) were Asian, 4 (11%) were Black, 3 (8%) were Hispanic, 14 (38%) were from other ethnic groups. No American Indian students were referred for this project. These data are summarized in Table 19. Nationalities represented in the "Other" category include: Romanian, Indian, Persian, Russian, Saudi Arabian, Pakistani, and Turkish.

Table 19
Ethnic Group Summary of Students Previously Referred and Not Referred to Gifted Program

Ethnic group	Referred previously		Not referred previously	
	Number	Percent	Number	Percent
American Indian	0	0	0	0
Asian	6	33%	16	43%
Black	3	17%	4	11%
Hispanic	0	0%	3	8%
Other	9	50%	14	38%

A second terminal objective stated: "As a result of the staff development training sessions that are a part of practicum intervention, classroom teachers in the pilot schools would improve by 10% their ability to identify students from Black and limited English proficient populations who exhibit characteristics of giftedness as evidenced through referrals made in 1990-1991 school year when compared to referrals made in 1991-1992 schools year."

Some overlap occurs in the discussion of terminal objective #2 with the previous one. The fact that out of the 55 students referred to this project, 37 (67%) students were referred who had never been referred before is verification of the success of the solution strategy of staff development and its relationship to teacher referrals. Additional data obtained from the five pilot schools showed that in the 1990-1991 school year, classroom teachers referred 145 students to the gifted

Table 20

A Comparison of the Effectiveness of Staff Development on Teacher Referrals to the Gifted Program for School Years 1990-1991 and 1991-1992

Classroom teacher referrals to gifted program	1990-1991 No.	%	1991-1992 No.	%
Number referred	145		171	
Number evaluated and placed	39	28%	71	42%
Number evaluated and not placed	104	72%	97	57%
Effectiveness:				
Placed				+14%
Not placed				-15%

program; 39 (28%) were evaluated and placed in the gifted program; 104 (72%) were evaluated and not placed in the program. In the 1991-1992 school year, classroom teachers referred 171 students to the gifted program; 71 (42%) were evaluated and placed in the gifted program; 97 (57%) were evaluated and not placed in the gifted program. These figures include students from the target population for both school years. Target population data cannot be retrieved for school year 1990-1991 since it was not kept by ethnic group categories. The overall effectiveness of teacher referrals in the five pilot school sites for school year 1991-1992 was +14%. The number of students referred to the gifted program who were not placed went down 15%. It can only be hoped that the staff development component of this MARP had an impact. The project manager cannot, however, evaluate the success of terminal objective #2 based on the data summarized in Table 20 because target population was

not available for 1990-1991.

However, comparative data on students referred to this project alone who were also referred to the gifted program during school year 1990-1991 indicates that terminal objectives #2 was not met. This data is summarized in Table 21 and shows that 11 (65%) of the students from the target population who were referred and found

Table 21.
A Comparison of Students Referred to Project Manager Who Were Referred to Gifted Program in 1990-1991 and Students Not Referred to Gifted Program in 1990-1991.

Ethnic group	Referred 1990-1991			Not referred 1990-1991		
	Place	Not Placed	Other	Place	Not Placed	Other
Amer. Indian	0	0	0	0	0	0
Asian	4	1	1	9	7	3
Black	3	0	0	1	2	1
Hispanic	0	1	0	1	2	2
Other	4	3	0	6	3	1
TOTAL	11	5	1	17	14	7
Effective	65%	29%	6%	45%	37%	18%

not to qualify in school year 1990-1991 qualified when referred for this project in school year 1991-1992. Of the students not referred previously, 17 (45%) placed as a result of this project. This indicates that the new criteria solution was effective for

these students, but the success of staff development cannot be determined without target population data.

The third terminal objective stated: "As a result of practicum intervention, 25% of students from the target population who are referred to the expanded evaluation phase of this project will be able to demonstrate, without handicap, characteristics of giftedness on unconventional objective and subjective assessment instruments." Georgia Department of Education Regulations and Procedures for Programs for the Gifted require additional consideration to be given to students who are "identified as handicapped, economically disadvantaged, or culturally different" (p. 5). Students who are culturally different are often described as having a language handicap. Therefore, "without handicap" in this terminal objective simply meant that test instruments would be used that would not be considered a language handicap for students from limited English proficient cultures.

Analysis of the data that supported this terminal objective necessitated looking at each of the subjective and objective assessment instruments used in the expanded evaluation sequence. The Matrix Analogies Test (MAT) produced one score stated as a percentile. The Torrance Test for Creative Thinking - Figural produced five scores, each stated as a percentile. Fluency, originality, abstractness of titles, elaboration, and resistance to premature closure made up the five separate percentile scores. The teacher referral characteristics checklist developed by Gwinnett County Public Schools gifted program teachers yielded a percentage score. The Renzulli-Hartman Scale of Behaviors for Superior Students produced a percentage score in learning, motivation,

creativity, and leadership. High school students had an additional measurement, numerical grade point average, which was considered in this analysis. A review of the entire profile showed that a student could have had up to 18 scores in the expanded assessment profile with only 2-7 scores in the old assessment process.

Table 22
Students Placed in the Gifted Program With One or More 95% or 95th Percentile Scores

Scores at 95% and/or 95th %ile	No. students
1 score	6
2 scores	9
3 scores	7
4 scores	3
5 scores	1
TOTAL	26

All but 2 of the 28 students who were referred, evaluated, and recommended for gifted program placement by the District Eligibility Team had at least 1 score at the 95th percentile or higher on 1 of the objective assessment instruments and/or a 95% score on a subjective instrument used in the expanded evaluation sequence. Of the 26 students, 6 had one 95% or 95th percentile score; 9 had 2 scores of 95% or 95th percentile; 7 had 3 scores of 95% or 95th percentile; 3 had 4 scores of 95% or 95th percentile; and 1 had 5 scores of 95% or 95th percentile range. A summary of these data can be found in Table 22. Only two students posted these high scores on subjective instruments. The remaining 24 students were almost evenly split. Thirteen

students posted 95% or 95th percentile scores in objective instruments only, and 11 students had 95% or 95th percentile scores in a combination of both objective and subjective instruments.

The success of this terminal objective is also supported in an analysis of the nontraditional assessment instruments that were selected for evaluating students from the target population who entered Step 3 of the extended evaluation sequence. One student had a score of 95th percentile on the MAT, two 95th percentile scores on the TTCT-Figural, and a 95% score on both the Renzulli/Hartman Scale (R/H Scale) and the teacher referral characteristics checklist. Table 23 shows the number of students who had scores at the 95th percentile and/or 95% on any one test instrument or in combination with other instruments. The most effective instruments were the TTCT-Figural, the MAT, and the Renzulli/Hartman, respectively. Analysis of data in Table 23 shows the TTCT was effective 23 times either by itself or in conjunction with another instrument(s). The MAT was effective 12 times---twice by itself and 10 times in conjunction with another instrument(s). The Renzulli-Hartman was effective 11 times--- one time by itself and ten times in conjunction with other instruments. The grade point average (gpa), which was used with only the eight high school students, was effective with half of the students---once by itself and three times in concert with the TTCT. The teacher referral checklist was effective only in concert with other instruments.

Analysis of the data supporting this terminal objective is conclusive. For the 28 students placed in the program who scored 95% and/or the 95th percentile or

Table 23
Number of Students With 95% and/or 95th Percentile Scores on Nontraditional Tests
N = 26

Assessment Instrument	No. of Students
MAT	2
TTCT	4
Renzulli/Hartman	1
Teacher checklist	0
GPA	1
MAT-TTCT	7
MAT-TTCT-Renzulli/Hartman	1
MAT-TTCT-Renzulli/Hartman-teacher checklist	1
TTCT-Renzulli/Hartman	4
TTCT-Renzulli/Hartman-teacher checklist	3
TTCT-GPA	3
MAT-Renzulli/Hartman	1

higher, the TTCT was effective for 23 (82%) of the students; the MAT was effective for 12 (43%) of the students; the Renzulli-Hartman was effective for 11 (39%) of the students; the teacher referral checklist was effective for 4 (14%) of the students. The gpa was effective for four of the eight (50%) high school students. Table 24 illustrates the effectiveness of each of the instruments used in Step 3 of the expanded evaluation sequence.

Table 24
Effectiveness of Nontraditional Instruments Used in the Expanded Evaluation Sequence
N = 26

Assessment instrument	No. of students	Effectiveness
MAT	12	43%
TTCT	23	82%
Renzulli/Hartman	11	39%
Teacher Referral Checklist	4	14%
GPA	4	50%*

* GPA was used for 8 high school students

A final terminal objective stated; "As a result of practicum intervention, the District Eligibility Team will recommend some form of advanced educational program services for at least 50% of the students who enter the extended evaluation phase of this project." The success of this terminal objective is reflected in the following data. Out of the 55 students referred to the project manager for the extended evaluation phase, 28 (51%) were recommended for placement in the gifted program, an additional 7 (13%) were recommended for supportive program services, and no special services were recommended for 20 (36%) students. Analysis of the data supporting terminal objective #4 is conclusive. Of the 55 students referred to this project, a total of 35 (64%) were recommended to receive some form of gifted program services.

The intention of process objective #1 was to locate students from the target population who had been referred for placement in the gifted program during the

1990-1991 school year but who did not meet old gifted program eligibility criteria. The project manager began in October 1991, to review Spring 1991 standardized test results for the two pilot elementary schools. After assembling a rather lengthy list of potential referrals for Hopkins Elementary School, the project manager reviewed the list with the gifted program teacher to determine who was already in the program, who had been referred during the 1990-1991 school year, who had not been referred previously, and who had moved away. This process of reviewing systemwide test results was repeated at Minor Elementary School. It was necessary for the project manager to review student names and scores with the gifted program teacher to obtain this same information for Minor Elementary School. Since gifted program teachers at both schools were familiar with the students and what assessment had occurred in the past, they volunteered to gather this information and followed through with referrals when pertinent. Implementation of this process objective was transferred to the gifted program teacher(s) at each pilot school.

Process objective #2 supports terminal objective #4. This process objective states: "Students identified for the gifted program through this project will be placed in the gifted program for FTE earnings beginning school year 1992-1993." Eligibility/Placement forms for all 28 students recommended for placement in the gifted program have been approved by each student's parents and returned to the local school. Students were officially placed in the program for the 1992-1993 school year. This process objective has been only partially met due to an unanticipated side effect regarding FTE earnings. This is discussed in the Unanticipated Side Effects section

beginning on page 115.

Process objective #3 stated: "Members of the District Eligibility Team will learn to use objective and subjective assessment data to make decisions regarding the placement of students from the target population in the gifted program." Documentation of the success of this process objective is much like some components of this project--the documentation is subjective. Based on observations made by the project manager in the numerous meetings of the District Eligibility Team, this process objective was met. Members of the District Eligibility Team saw relationships between objective data and subjective data. For example, they observed support for high creativity between the scores on the TTCT and the classroom teacher's observation of creativity as reflected in the characteristics checklist or on the Renzulli-Hartman Scale. They made connections between non-verbal reasoning, as reflected on the Cognitive Abilities Test, and the abstractness of titles on the TTCT. Rapid growth in performance on verbal subtests from one year to the next for limited English proficient students coupled with a shorter-than-usual time in the ESOL program denoted higher than average ability. The team identified high math reasoning in students relatively new to the United States. The response to their observation was a recommendation for placement in an advanced math class. This type of difference for program planning is what Frasier had in mind with the development of her F-TAP. Assessment data were collected from a variety of sources. The District Eligibility Team learned to interpret the results from the various sources using multiple scales as they related to each other. Documentation of

the success of this process objective was a performance assessment. The District Eligibility Team performed the task of using objective and subjective data to make placement recommendations. They were successful in meeting the objective.

A final process objective stated: "The Planning Team and the project manager will develop procedures for identifying and placing Black and limited English proficient gifted students in the gifted program of Gwinnett County Public Schools for school year 1992-1993. Such procedures would utilize nontraditional objective and subjective measures of assessment contributing to a multiple-criteria approach for identifying gifted students in the target population." Due to the fact that Gwinnett County Public Schools applied for, and was awarded, a $211,000 Jacob Javits Grant for the Gifted and Talented, the development of such procedures will be postponed. The Javits Grant is an extension of research from this project and from the NRC/GT research. Strategies employed in this project are projected to be employed throughout the school district. Implementation of staff development and training will be spread over two school years (1992-1993 and 1993-1994). During that time, committees of teachers will begin work on developing curriculum and curriculum modification strategies for the students identified through the project process. This second step goes beyond identification to program planning. Gallagher (1992), in his letter supporting the Javits Grant proposal, spoke of the merits of going beyond the identification stages (see Appendix II, p. 215).

This research project has opened the door to a broader impact in the school district than was originally planned. There is no doubt that procedures will be

developed at some point in the future. Fall 1992, was not the appropriate time for that process.

Unanticipated Side Effect

An unanticipated side effect surrounded process objective #2. This objective related to the school district being able to count identified students for FTE earnings for the 1992-1993 school year. In the Fall of 1991, the University of Georgia NRC/GT Project Director contacted officials at the Georgia Department of Education to obtain approval for local school districts to place gifted students identified through the NRC/GT project. She requested that each collaborative school district be granted a waiver permitting each student identified through the research project to be counted for FTE earnings. In January 1992, the administrator of the Georgia Programs for the Gifted requested that the University of Georgia NRC/GT project director ask each collaborative school district to write a letter to him indicating: (a), association with the NRC/GT project; (b), the number of schools participating in the project; and (c), the anticipated number of students that would be placed in the program (see Appendix CC, pp. 203-204). A copy of the response submitted by Gwinnett County Public Schools can be found in Appendix DD, p. 205. The project continued as NRC/GT awaited a response to the waiver request from the Georgia Department of Education, Programs for the Gifted. Meanwhile, the University of Georgia NRC/GT staff scheduled a meeting of all collaborative school district contacts plus a prestigious Panel of Experts for May 30-31, 1992. Refer to Appendix EE, pp. 206-207 for a

copy of the communication from the NRC/GT Program Coordinator which summarizes the agenda for the May 30-31, 1992, meeting. Many of those who were on the Panel of Experts are cited in Chapter 3 in the review of the literature. The Panel of Experts joined the collaborative school district program managers and, together, they evaluated the activities of the Georgia pilot schools for 1991-1992 school year and made recommendations for improvements when this research project expanded nationwide in 1992-1993. Plans to follow up on students identified and placed in Georgia pilot schools during school year 1991-1992 were also made. At the beginning of this meeting, the NRC/GT Associate Director informed representatives from each collaborative school district that the Georgia Department of Education had changed its approach in how waiver requests would be handled regarding approval for placement of students identified through the NRC/GT project. The SDOE requested that each collaborative school district submit by June 14, 1992, a Resolution Request approved by its local Board of Education. Local Boards of Education meeting after the deadline date were given a grace period so that this could be handled at the next regularly scheduled board meeting. The Resolution Request for Gwinnett County Public Schools was approved at the June 16, 1992, meeting of the Board of Education. A copy of the Resolution Request can be found in Appendix FF, pp. 208-209. Resolution Requests for all six collaborative school districts in Georgia were placed on the July 1992 agenda of the Georgia Board of Education meeting. Phone conversations between the University of Georgia NRC/GT Project Director and the Director of the Division of Curriculum and Instruction indicated that a limit of

120 students would be approved for FTE earnings for all Georgia collaborative school districts. Gwinnett County Public Schools had projected 105 students. This projection was based on the percentage of students enrolled in the gifted program in the two elementary schools working directly with the University of Georgia NRC/GT project and the five pilot schools that were a part of this MARP. These five pilot schools were also associated with the University of Georgia NRC/GT project in that the data obtained from this MARP became a part of the NRC/GT project data. The NRC/GT Project Director informed the superintendent of Gwinnett County Public Schools in a letter dated July 2, 1992, that

> it would be impossible to assess 105 of those slots to the Gwinnett County Schools. We must assign the 120 slots in as equitable fashion as is possible among the six school districts; exact numbers will be determined as the identification profiles are completed.

The NRC/GT Project Director went on to explain that the distribution "must be confined to those students who were nominated from...the two Gwinnett County sites which were involved in the University of Georgia project." Refer to Appendix GG, pp. 210-212 for a copy of this communication.

Communication to the University of Georgia NRC/GT Project Director dated July 17, 1992, requested that the distribution be reconsidered. The MARP manager facilitated the placement of 28 students in the gifted program. Twenty-seven of these students had been placed before the May 30-31, 1992, meeting, when it became known that there might be a problem; these placements could not be retracted. The

MARP manager and the District Eligibility Team made these placement recommendations in good faith that this research project would be a part of the University of Georgia NRC/GT project. Refer to Appendix HH, pp. 213-214, for a copy of this communication.

It should be noted that Instruction Department and Instructional Services Division level administrators for Gwinnett County Public Schools continued to support the Resolution Request with an adjusted number of students to be placed in the program. This adjusted number of students was based on the actual number of students placed in the program from all seven pilot sites, rather than a projected number of students. This placed the district request at 46 students rather than the 108 projected.

It should also be noted that the University of Georgia NRC/GT project director made the best possible decision given the limitations placed by the Georgia Board of Education. In no way should this chronology of events communicate that an injustice was dealt Gwinnett County Public Schools. Providing gifted program service to 28 students for whom the school district will not receive state funds is equal to one-half of a gifted program teacher, which amounts to approximately $12,000 to $15,000 investment of local funds. The limitation imposed by the Georgia Department of Education, however, may point out a lack of understanding of the immensity of this problem and/or the lack of funds to support a solution to the problem.

Reflections on the solution strategy

Staff development, an expanded evaluation sequence, which included

nontraditional subjective and objective assessment instruments, and the use of multiple criteria for making gifted program placement recommendations made up the three-part solution strategy. The overall design of the solution strategy and the major components were not flawed, but some recommendations regarding the detail parts can be made. Chapter 3 discusses general agreement among researchers regarding the lack of knowledge about the characteristics of the gifted child on the part of reguiar classroom teachers. There is also general agreement among researchers regarding the need for using unconventional/nontraditional assessment instruments to eliminate language handicap for students from the target population. Chapter 3 contains analysis of this need and the problems related to rigid criteria and definition that often result in the underrepresentation of the gifted child from the target population. In this project, staff development at each pilot site was the solution strategy for the lack of knowledge problem. The use of nontraditional assessment instruments in the expanded evaluation sequence was the solution strategy used to address the problems associated with cultural handicaps that students from the target population bring to a testing situation. A resolution request from the local board of education and a waiver from the Georgia Board of Education requested that Gwinnett County Public Schools be granted permission to place students identified through these procedures. It addressed the rigid criteria and definition part of the problem. A copy of the resolution request can be found in Appendix FF, pp. 208-209.

The effectiveness of each part of the solution strategy will be addressed separately. However, because of the interdependency of the three parts, some overlap

will occur in the discussion.

Staff development

The strength of this MARP was in the expanded evaluation sequence and the use a multiple-criteria approach for making gifted program placement recommendations. However, the impact of the project manager conducting one staff development session with classroom teachers had positive results. One staff development session was not enough to realize an observable change in the minds and attitudes of teachers about the characteristics of gifted students. Gifted program teachers who fully understood the problem and the solution strategies provided follow up to the staff development session conducted by the MARP manager. Gifted program teachers met with classroom teachers, individually or in small groups, to add clarification to the project components and process. The interest shown by teachers and administrators led the project manager to conclude that the staff development component in two parts, using visuals and case studies, would not have been an excessive infringement on their time. This approach would add to the classroom teachers' understanding.

At the conclusion of the project in the Fall of 1992, classroom teachers, administrators, and gifted program teachers from the pilot schools, along with members of the District Eligibility Team, were asked to respond to a survey to evaluate the effectiveness of the staff development session and the materials provided during the session. Other components of this project were included on the survey as well. An administrator from each pilot school responded; three of the five gifted

program teachers responded; eight of the ten members of the District Eligibility Team responded; and 21 classroom teachers responded. Some gifted program teachers reported that they only gave the survey to classroom teachers who had referred a student to the project. These four groups found the staff development session and the characteristics checklists that were provided equally beneficial. Eighty-four percent of the responses to the survey items relevant to staff development were ranked at the beneficial or very beneficial level. One administrator commented that the staff development session "generated much discussion among the teachers," and another commented that it "made teachers think."

The survey results summarized above are helpful, but obtaining a response at the conclusion of each staff development session would have provided immediate feedback and would have tapped into the real value of the awareness that had taken place in the minds of the teachers attending. This approach would have increased the number of responses, also.

The University of Georgia NRC/GT staff developed a survey that was used at the beginning and at the end of each of their staff development sessions. A survey of this nature would have assured more involvement of each teacher and would have provided feedback regarding the effectiveness of the staff development sessions led by the project manager at the time of each presentation. A survey similar to the one used by the NRC/GT following staff development sessions with each school faculty would have been more powerful in focusing on what was to be learned and what had been learned. A copy of the NRC/GT survey can be found in the Appendix JJ,

pp. 216-217. A copy of the surveys developed and used by the project manager and the results are in Appendix KK, LL, MM, and NN, pp. 218-225.

Expanded evaluation sequence

Analysis of the assessment data in steps 1 and 2 of the traditional assessment process showed that 23 (82%) of the 28 students recommended for placement in the gifted program as a result of this project had either a reading or math achievement test score that met the state achievement criteria for program placement. The remaining five (18%) had neither an IQ score nor an achievement score that met either the state IQ criteria or the state achievement criteria. None of the 28 students had an IQ score that met the state criteria for placement. Of the 23 students who had an achievement score that met the state achievement criteria, 15 met this criteria on the math achievement test. This represented 54% of the 28 students who were placed in the gifted program. It also represented 65% of the students who had achievement test scores that met state achievement criteria. This supported the gifted program teachers' observation that language is a handicap that negatively impacts the reading achievement test and verbal ability performance for limited English proficient students. This is discussed in Chapter 1 and summarized in Table 7.

For the 28 students recommended for gifted program placement, analysis of their data from the Cognitive Abilities Test in steps 1 and 2 of the traditional assessment process shows a flat distribution of scores for the verbal part of the test. Scores range from the 10th percentile to the 98th percentile. Scores on the quantitative part of the test produced a skewed distribution with scores clustered at the

95th to 99th percentile range. On the non-verbal part of the Cognitive Abilities Test there is an insignificant representation of scores below the 88th percentile. Scores are clustered in the 88th to 95th percentile range tailing off to the 99th percentile. Figures 1, 2, and 3 illustrate score distribution for the Verbal, Quantitative, and Non-Verbal parts of the Cognitive Abilities Test. These data demonstrate how traditional assessment instruments with a verbal component manifested a handicap for students from limited English proficient cultures and supports the notion that assessment instruments with a verbal module are a handicap to students from the target population. Gifted program regulations that include a standard of verbal performance in the criteria for placing students in gifted program, as Georgia does, result in underrepresentation of these students from the target population.

A case study from this project of how language is a handicap and prohibits a student meeting the Georgia criteria for placement in the program can be found in S.R.P.'s scores. On the Cognitive Abilities Test, S.R.P. scored at the 41st percentile on the Verbal, at the 99th percentile on the Quantitative, and at the 99th percentile on the Non-Verbal. On the Iowa Test of Basic Skills (ITBS), S.R.P. scored at the 5th percentile in reading and at the 99th percentile in math. S.R.P.'s sister, .E.S.P, had a similar assessment profile on the traditional assessment measures. On the Cognitive Abilities Test, she scored at the 35th percentile on the Verbal; on the Quantitative she scored at the 98th percentile; on the Non-Verbal she scored at the 97th percentile. Her math achievement score was 99%. The teacher elected not to give the reading achievement test because she knew E.S.P. would not do well because of her language

Figure 1.
Frequency Distribution of Test Scores
Cognitive Abilities - Verbal
1991-1992 School Year

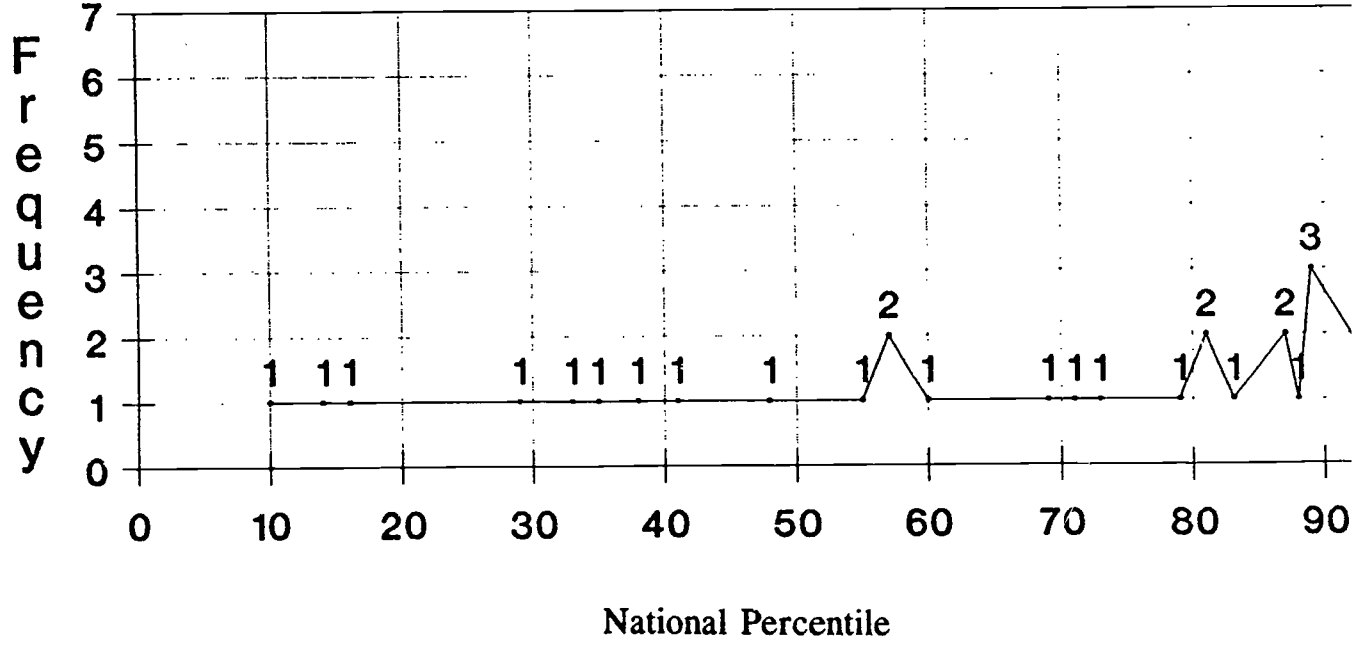


Figure 2.
Frequency Distribution of Test Scores
Cognitive Abilities - Quantitative
1991-1992 School Year

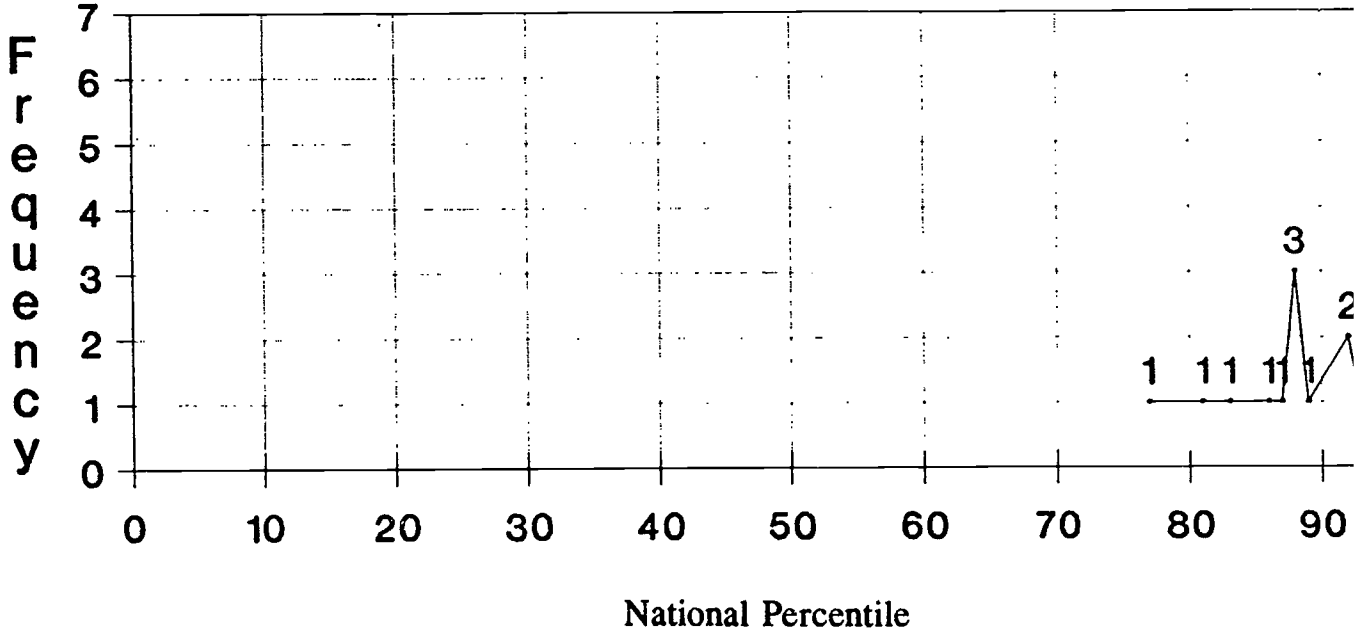
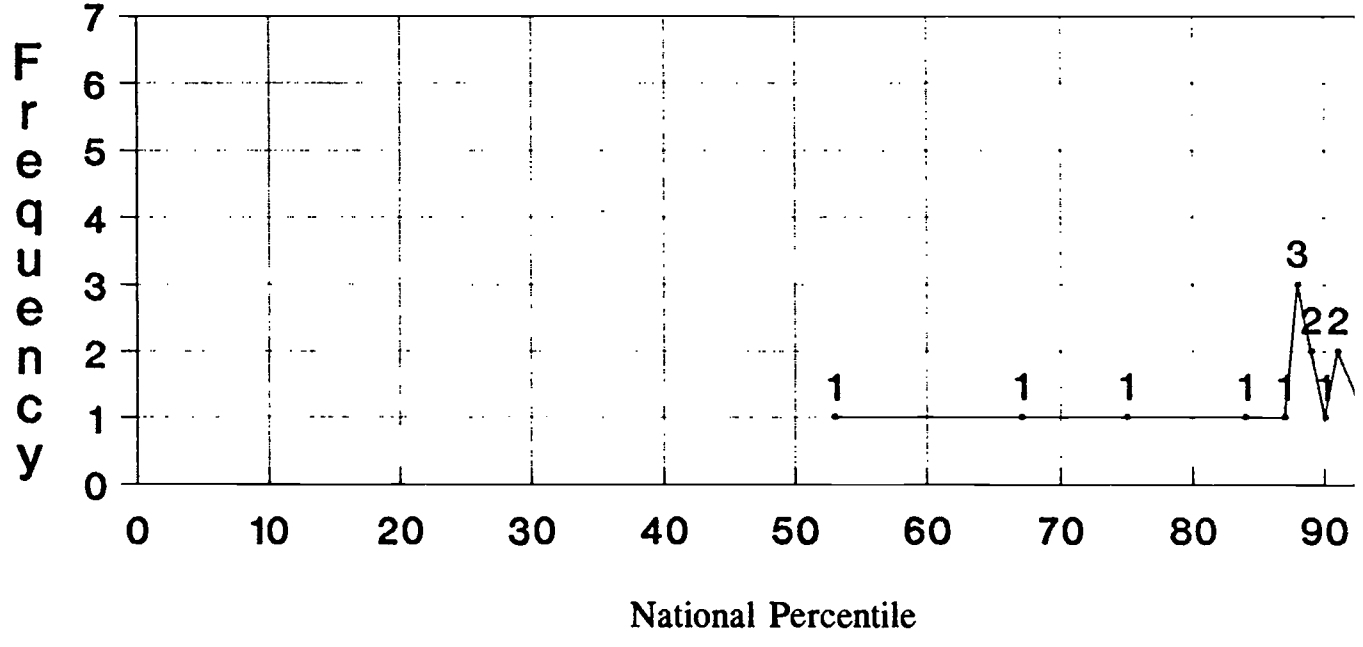


Figure 3.
Frequency Distribution of Test Scores
Cognitive Abilities - Non-Verbal
1991-1992 School Year



handicap. The strength of the solution strategy was in choosing assessment instruments that deemphasized utility of language and fluency of vocabulary. In Step 3 of the expanded evaluation sequence, S.R.P. scored at the 99th percentile on the Matrix Analogies Test, had one score on the TTCT at the 96th percentile and one score at the 99th percentile, and his creativity score on the Renzulli-Hartman scale was 94%. His sister, E.S.P., scored at the 98th percentile on the MAT and had Renzulli-Hartman scores of 88%, 92%, 95%, and 85%. Refer to Appendix OO and PP, pp. 226-227 for a copy of S.R.P.'s and E.S.P.'s assessment profile.

The Matrix Analogies Test was a suitable choice of a nontraditional ability instrument, and an instrument that was language-free. However, some problems occurred with its use for students in the age range of 13 and higher. Standardization for this test included students ages 5-17. However, with the exception of age 5, the 13-17 age group had a lower representation in the norming sample than did the 6-12 age group. If a 14-year old student missed three questions, he scored at the 87th percentile; if he missed two questions, he scored at the 94th percentile; if he missed one question, he scored at the 98th percentile. For a 14-year old, a perfect raw score yielded a 99th percentile score. A 15-year old student scored at the 98th percentile if he had a perfect raw score; he scored at the 93rd percentile if he missed only one question; he scored at the 85th percentile if he missed two questions; and he scored at the 75th percentile if he missed three questions. On the Expanded Form of the MAT, a student 14 years old and older with a perfect raw score scored at the 95th percentile. A handicap for high school students is inherent in the brevity of the test.

Another assessment measure could be substituted for the MAT for high school students. Naglieri (1992) suggested modifying the time limit for high school students. Naglieri also said that he did not expect the test to be used in high school as much as it is being used. He is working on a modified version that will be more appropriate for older students. The modified version will not be available for approximately two years.

The Torrance Test of Creative Thinking - Figural was a valuable nontraditional assessment instrument to use. Its credibility is long standing. Norms were derived by scoring test responses of 37,814 subjects ranging from kindergarten through graduate school. Scoring reliability is maintained at the .90 level or higher for all grade levels. Unlike other standardized assessment instruments, the TTCT-Figural does not produce test scores with the precision of an algebraic equation. A trained examiner must be able to interpret the responses and evaluate against a set of standards which are converted to a norms scale.

The 28 students who were recommended for placement in the gifted program posted high TTCT scores in abstractness of titles and in elaboration. Only three students recommended for placement did not have a 95th percentile score on any component of the TTCT. The TTCT is a valuable objective instrument to support other subjective and objective measures. Items relevant to creativity and creative thinking on both the teacher's referral and the Renzulli-Hartman Scale were reviewed by the District Eligibility Team as to how they compared with the scores from the TTCT. The project manager recommends this type of scrutiny and analysis.

Classroom teachers reported difficulty in responding to some items on the Renzulli-Hartman Scale. Teachers gave low ratings to items that asked about advanced vocabulary and advanced reading ability for students from limited English proficient cultures. Teachers reported giving low ratings to items that asked for their observation of a student's curiosity and his/her constantly asking questions. ESOL teachers reported that some cultures do not value questioning from children. Children in some cultures are taught not to question, but rather to accept, what is said by the authority figure.

A sense of what is creative varies from culture to culture. The coordinator from the International Assessment Center for Gwinnett County Public Schools pointed out that simplicity is valued in many Asian and European cultures. Teachers found it difficult to respond to items on the Renzulli/Hartman Scale that related to observations of creativity. Use of a similar instrument in the assessment process could be addressed in one of the following ways: (a), an updated version of the Renzulli-Hartman Scale with items that would not conflict with the characteristics/behaviors driven by the values of ethnic groups described above; or (b), a different scale that is developed following research on the gifted characteristics of different ethnic cultures. The characteristics checklist that is a part of the student referral being used in Gwinnett County Public Schools could be improved to include a broader observation of characteristics discussed in the staff development training sessions. Rather than using two scales for measuring observation of gifted characteristics from the same person (the classroom teacher), it would be valuable to

replace one of these scales with something like an attitude measure, such as the School Attitude Measure (SAM). The SAM measures: Motivation for Schooling, Academic Self-Concept-Performance, Academic Self-Concept Reference Based, Sense of Control over Performance, and Instructional Mastery. The University of Georgia NRC/GT staff used the SAM scale and found it helpful. Use of this instrument would provide subjective data from the student.

The Survey of Background Information and Factors That May Affect Test Performance was not in the original plan but was added later. It provided valuable information to the District Eligibility Team when making recommendations for gifted program placement. Improvements to this instrument should include: (a), a question that asks the actual number of years the student has been in the United States; (b), the dominant language spoken at home; and (c), the native country if he/she is an immigrant.

The results of this project do suggest that non-traditional instruments have value when one is trying to identify gifted students from Black or limited English proficient cultures.

Use of Multiple Criteria

The Frasier-Talent Assessment Profile (F-TAP) was a perfect instrument for assembling all information to produce a student profile. With proper training, the information can be reviewed by an eligibility team charged with making programming recommendations. The F-TAP had utility not only for those students who were recommended for gifted program placement but for all students who were referred

and evaluated. After administering all the assessment tools, information about each student which contributed to good educational planning was assembled on the F-TAP. Information gathered in the screening process that lent itself more to a narrative format was reported in Phase I of the F-TAP. Phase II of the F-TAP summarized all objective and subjective data in a format that supported the use of multiple criteria and review of the parts. The data categories were open and permitted selection of assessment instruments and other sources of information. Phase IV of the instrument provided a place for recording recommendations for programming options, curricula needs, counseling needs, and outcome evaluations.

The internal influences identified in Chapter 2 continued to be supportive throughout the implementation of this practicum. All pilot schools showed support and interest in the project and its purpose. At the District Eligibility Team meeting on May 29, 1992, members reported continued receipt of student referrals from teachers for this project. Due to the lateness of the school year, it was recommended that these referrals be carried over into the 1992-1993 school year. Any action taken on them would be outside the time frame of this MARP. Support from school administrators was evidenced when they allowed gifted program teachers to attend the District Eligibility Team meetings when students from their local school were on the agenda.

Support from the superintendent and other central office personnel was evident throughout the intervention period. This support was manifested particularly when the Resolution Request was presented at the June 18, 1992, meeting of the local

school board. This Resolution Request was a part of the waiver process from the University of Georgia NRC/GT and requested by the Georgia Department of Education. Problems inherit in this process were discussed earlier in the Unanticipated Side Effects section of this chapter.

The University of Georgia NRC/GT staff continued to be a helping influence throughout the project. Participation of the project manager in the NRC/GT annual conference and other meetings of the NRC/GT staff provided a positive impact on this project. The staff responded to phone inquiries and provided copies of requested literature with promptness. Scoring service for the TTCT-Figural tests that were administered to students referred to this project was not facilitated and was a hindering influence. However, the scoring problem was resolved. The project manager scheduled a refresher session on how to score the TTCT-Figural with one of the graduate assistants from the university. The time consumed in the refresher session and scoring the tests was longer than expected and was unanticipated; however, the experience gained from doing the scoring will be valuable to the practicum manager for training gifted program teachers in the future.

Vital interest in this project and the project of the NRC/GT at the University of Georgia continued in school districts in the metro-Atlanta area and in surrounding school systems. Following the sessions described under the External Influences in Chapter 2, the University of Georgia NRC/GT project director met with the metro-Atlanta gifted program coordinators at their regularly scheduled meeting on February 10, 1992. The only agenda item was a presentation of the University of

Georgia NRC/GT project to that date and what the plans were for the future. This presentation resulted in a lively discussion about the implications for change in the state criteria in the near future. The administrator of the Programs for the Gifted Unit represented the Georgia Department of Education and confirmed a continuing interest in the NRC/GT University of Georgia project. He assured program coordinators that results from the project would be used in designing criteria changes for the State of Georgia with a projected date of implementation in the 1994-1995 school year.

District Eligibility Team

Members of the District Eligibility Team represented gifted program teachers from all instructional levels, ESOL teachers from all instructional levels, administrators from elementary and middle school instructional levels, central office program supervisors, and psychologists. Seven members of the District Eligibility Team were also members of the Planning Team. This ensured continuity from the planning stage to the implementation stage.

Based on the end-of-the-project survey, 67% of all respondents ranked the District Eligibility Team as beneficial or very beneficial. Of the remaining responses, 30% indicated they "don't know" the value of the District Eligibility Team. All of the "don't know" responses came from classroom teachers who would not normally have had knowledge about the work of the District Eligibility Team. Table 25 summarizes the survey data regarding the value of the District Eligibility Team to the project.

Table 25
Benefit of a District Eligibility Team for Gifted Program Placement Recommendations

Group	Don't know	Limited benefit	Beneficial	Very beneficial
Classroom teachers	11	0	7	3
Administrators	0	0	2	3
Gifted program teachers	0	0	0	3
District Eligibility Team	0	1	0	7
TOTAL	11 (30%)	1 (3%)	9 (24%)	16 (43%)

Comments such as, "a must", "kept the process fair", "can we institutionalize this?", "...factor which made all of this work!" came from those who were more knowledgeable about the detail work of the District Eligibility Team. In looking at plans for transferring the work of this group to a more localized arrangement, one respondent commented that we should train Cluster Eligibility Teams. Gwinnett County Public Schools is organized around 12 clusters, with a high school as the nucleus of the elementary and middle school feeder schools.

Implications of Outcomes and Processes

Solution strategies employed throughout this MARP are workable in any school district---urban, rural, small, or large. The development of a student profile to be used for making decisions regarding educational programming is in keeping with the messages from educators advocating for alternative assessment. "Citizens in the

21st century will not be judged by their ability to bubble in answers on test forms" (Herbert & Calfee, 1988, p. 50). Wiggins (1991) supported the use of standards for evaluating what students know and can do. "We must acknowledge that even well-intentioned uses of tests can disadvantage those unfamiliar with the concepts and language of the majority culture producing the test" (Worthen & Spandel, 1991, p. 67). They persisted with this notion and stated that it is "nonsense to blame all testing problems on tests" (p. 67). They submitted eight important pitfalls to avoid. Among them are two suggestions that apply to the problem addressed in this MARP. They admonished the use of a single test score to make an important decision. Test scores should be supplemented with other information, including the teacher's knowledge of the student's ability. The 1990s is the decade to begin using unconventional types of assessment instruments and alternative methods for assessing and identifying gifted students.

Using a cross section of educators on the District Eligibility Team was a major contributing factor. This factor assisted in a broader understanding of the problem and the solution process. These professionals became advocates at the local school sites. Utilization of professionals from the ESOL field enhanced understanding of some cultural characteristics that inhibited the display and subsequent observation of gifted behaviors. Including an administrator on the District Eligibility Team enhanced communication regarding programming options recommended by the team. In the case of one student who obviously needed an advanced math program in her elementary school, the administrator offered suggestion of how such a plan could be

facilitated.

It should not be overlooked that this project contributed to a major research project at the University of Georgia---the National Research Center for the Gifted and Talented. The NRC/GT also provided valuable resources to this project and the project manager. The most valuable resource was the ability to participate in meetings with the Panel of Experts and the annual conference of all four NRC/GT sites.

The role of the Georgia Department of Education, Programs for the Gifted Unit was both a contributing factor and an inhibiting factor. Inasmuch as support for the University of Georgia NRC/GT research project had been communicated in various settings during the 1990-1991 and 1991-1992 school years, this was a facilitating factor. The fact that no concrete plan for how the research project would be supported or how the data would be utilized was an inhibiting factor.

The problem that gave rise to this research project is a problem of long standing in the field of gifted education. Gifted educators and educators, in general, can no longer give lip-service to doing something about the underrepresentation of Black and limited English proficient students receiving gifted program services. Ultimately, as the demographics of the United States change, resulting in changes in the demographics of our school population, gifted program managers must discover a solution to this problem in their setting. Educators everywhere must give heed to the admonition of Torrance (1971) who stated over twenty years ago, "There is a great deal of giftedness among the culturally different, and the waste or underuse of these resources is tragic" (Frasier, 1992, p. 2).

Chapter 7

Decisions on Future

Maintain, Modify, Abandon?

The success experienced in designing an evaluation procedure for identifying gifted students from the target populations must continue. The process begun in this practicum is similar to gently squeezing toothpaste out of the tube; once out, it is impossible to put back. If the lid is left off, the toothpaste continues to ooze out. Continuing with the analogy, once these 28 students have been successfully identified and placed in the gifted program, it becomes impossible to say no to others of similar circumstance. The important question becomes, if the process is successful and deemed good for students from the target population, isn't it worthwhile to open up the process to students from the target population in other schools and, eventually, to students outside the boundaries defined by the target population?

This approach to identifying gifted students cuts through the elitist stereotype that frequently envelops the gifted program. Broadening the scope of the identification process would involve not only students from the target populations but students from economically disadvantaged populations, physically handicapped students, LD students, and others not normally a part of the stereotype.

Solution strategies employed in this practicum took an entire school year; the planning took half of the prior school year. No attempt should be made to speed up this process. Shifting from rigid criteria to using multiple/flexible criteria is a major

change in approach and shift in attitude. A solid foundation in training all persons who contribute to the education of gifted students should assist the change in thinking that needs to occur in order to make good decisions and maintain the integrity of the gifted program.

Additional applications

The strategies employed in this identification process will not only be maintained, they will be expanded to all other schools within the Gwinnett County Public School district. In May 1992, under the supervision of the Director of Grants for Gwinnett County Public Schools, the project manager and the gifted program coordinator for the elementary level submitted an application for a three-year $250,000 a year Javits Grant for Gifted and Talented Education. The grant proposal was an extension of many of the solution strategies employed in this project. On August 4, 1992, the U. S. Office of Education notified the Director of Grants that the proposal would be funded for $211,804. This will enable the school district to provide professional development training for every teacher, administrator, and psychologist in the district. The school district and funds from the grant will purchase the assessment instruments necessary for implementing the expanded evaluation procedures. Eligibility Teams in all schools will receive training to assist them in identifying students from the target population. The grant also provides money for writing and implementing curriculum appropriate for the educational needs of the students who are identified. As a part of the Javits Grant, the school district

will invite two other public school agencies and one private school to be a part of the staff development training and curriculum writing sessions scheduled for the first year. In the second year of the grant, more Georgia school districts will be invited to participate in the scheduled activities. This grant enables Gwinnett County Public Schools to go far beyond the original plan to develop procedures that would be implemented districtwide at the conclusion of this project.

Dissemination of information about benefits

In March 1993, this solution strategy will be presented at the annual meeting of the Georgia Supporters for the Gifted (GSG). This is a statewide organization of gifted program educators, parents and others interested in the development of gifted programs in the State of Georgia. This presentation will be a part of a total conference dedicated to the theme of "Pursuing Excellence and Cultural Harmony." The results of this practicum will be one of many sessions including the results of the work of the National Research Center for the Gifted and Talented at the University of Georgia in the collaborative school districts in Georgia. The 1993 conference will be the initial step for training others in the state on steps to use to implement the solution strategy process.

The MARP manager will submit a presentation proposal to the program chair of the National Association for Gifted Children for the annual conference scheduled for Atlanta in November 1993. No assurance can be determined at this time as to whether the proposal will be accepted or in what format the presentation would be scheduled if accepted. Since this is a topic of great interest in the field of gifted

education, the project manager feels a presentation about this project has a high prospect of being selected.

Within the past year there has been a preponderance of articles on this problem in professional journals devoted to gifted education. The project manager plans to submit an article to one of these journals, as well as to a professional journal with a general education audience.

Recommendations

Prior to beginning a research project of this nature, or expanding the solution strategies of this practicum, the project manager recommends obtaining a waiver from the State Department of Education for placing students identified through this process. Knowing up front the extent to which the State Department of Education will support an endeavor of this nature is paramount to its success. Such a waiver establishes a benchmark. The school district must know what limitations, if any, will be imposed. Timing is also crucial. A decision made in July, August, or September enables the Local Education Agency and the State Department of Education to make appropriate budget plans.

It is worthy to note that much of the success of this practicum can be attributed to the fact that a broad representation of all segments of the educational community were involved. A school district considering a plan to identify gifted students from their culturally diverse population must remember to involve regular educators, gifted program educators, ESOL educators, psychologists, administrators, and central office personnel.

Implementation of a solution strategy of this scope has been personally and professional rewarding. To be a part of a project of this nature that is on the cutting edge of a very big issue, locally and nationally, is both frightening and exhilarating. On the one hand, feeling somewhat like a "guru" on this timely topic is quite exciting. On the other hand, being a trailblazer who is trying to cut through red tape, rigid criteria, and long-standing practices of an old paradigm, puts one on tentative academic territory. However, being the manager of a project such as this has provided an opportunity for professional growth never imagined.

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Appendices

Appendix A
Table 1

GWINNETT COUNTY PUBLIC SCHOOLS
ELEMENTARY SCHOOLS - ETHNIC SUMMARY
Gifted Program Enrollment and Total School Enrollment
1990-1991

ELEM.	AMERICAN INDIAN		ASIAN		BLACK		HISPANIC		OTHER		WHITE		SCHOOL ENROLL.	
SCHOOL	Gifted	Total	Gifted	Total	Gifted	Total	Gifted	Total	Gifted	Total	Gifted	Total	Gifted	Total
800	0	8	5	169	3	258	0	58	2	75	58	561	68	1129
775	0	5	9	68	1	324	0	41	4	27	147	1037	161	1502
675	0	7	2	74	4	216	0	81	0	23	23	712	29	1113
645	1	10	1	61	1	115	0	35	1	14	113	1063	117	1298
490	0	1	4	91	5	129	0	64	1	45	62	890	72	1220
600	0	6	7	85	0	51	0	47	2	35	74	795	83	1019
100	0	1	3	40	3	122	1	45	0	15	69	885	76	1108
150	0	1	2	32	0	71	1	34	1	7	61	820	65	965
475	0	4	1	24	2	67	0	26	1	10	79	846	83	977
550	0	2	2	18	1	76	0	18	0	2	33	639	36	755
120	0	4	8	51	0	40	0	11	3	32	160	939	171	1077
635	0	32	2	23	0	30	0	15	0	10	93	1223	95	1333
250	0	3	0	8	0	30	0	12	0	1	69	896	69	950
300	0	20	0	0	0	22	0	2	0	1	40	777	40	822
500	0	1	0	15	0	12	0	6	0	3	74	648	74	685
925	0	6	1	18	1	58	1	11	0	9	74	1068	77	1170
730	0	1	1	1	1	65	1	7	0	3	88	956	91	1033
90	0	4	0	6	0	10	0	9	0	3	65	849	65	881
875	0	0	0	1	0	16	0	10	0	3	60	925	60	955
175	0	2	0	8	1	19	1	23	0	2	64	864	66	918
115	0	11	3	28	0	61	1	41	1	8	48	1080	53	1229
805	2	3	1	6	1	11	0	3	0	3	72	873	76	899
180	0	0	0	18	0	10	0	4	1	4	83	966	84	1002
450	0	1	0	4	0	1	0	0	0	3	28	497	28	506
780	0	2	1	11	0	5	0	4	0	4	63	841	64	867
400	0	5	2	12	1	36	0	9	0	11	55	1057	58	1130
480	0	2	2	13	0	4	0	5	0	5	93	840	95	869
425	0	5	1	6	0	13	1	5	0	7	84	1014	86	1050
240	0	2	3	28	4	33	0	16	0	11	122	1341	129	1431
430	0	2	0	15	0	9	1	6	1	3	67	1020	69	1055
650	0	4	3	22	0	6	0	1	1	2	70	564	74	599
200	1	5	3	22	1	6	0	3	0	9	101	817	106	862
95	1	3	2	18	0	14	1	5	2	10	99	811	105	861
TOTAL	5	163	69	996	30	1980	9	657	21	400	2491	29114	2625	32270

NOTE: This table represents the total number of students enrolled in each elementary school by ethnic group and the total number of students enrolled in the gifted program of each elementary school by ethnic group. The table should be read: Out of the total school enrollment of 1129 for School #800, 8 students are American Indian, 169 are Asian, 258 are Black, 58 are Hispanic, 75 are Other, and 561 are White. Out of the gifted program enrollment of 68 for School #800, 5 students are Asian, 3 are Black, 2 are Other, and 58 are White. Schools are ranked from the greatest degree of discrepancy to the least degree of discrepancy as determined by the percentage tables in Appendix A.

APPENDIX A
Table 2

GWINNETT COUNTY PUBLIC SCHOOLS
ELEMENTARY SCHOOL - ETHNIC SUMMARY
Gifted Program Enrollment Percentage and School Enrollment Percentage
1990 - 1991

ELEM.	AMERICAN INDIAN		ASIAN		BLACK		HISPANIC		OTHER		WHITE		DISCREPANCY
SCHOOL	Gifted	Total	Gifted	Total	Gifted	Total	Gifted	Total	Gifted	Total	Gifted	Total	
800	0	0.7	7.35	15	4.41	22.9	0	5.1	2.94	6.6	85.29	49.7	35.59
775	0	0.3	5.59	4.50	0.62	21.6	0	2.7	2.48	1.8	91.3	69.1	22.20
675	0	0.6	6.90	6.60	13.79	19.4	0	7.3	0	2.1	79.31	64	15.31
645	0.85	0.8	0.85	4.70	0.85	8.9	0	2.7	0.85	1.1	96.58	81.8	14.78
490	0	0.1	5.56	7.50	6.94	10.6	0	5.2	1.39	3.7	86.11	72.9	13.21
600	0	0.6	8.43	8.30	0	5	0	4.6	2.41	3.4	89.16	78.1	11.06
100	0	0.1	3.95	3.60	3.95	11	1.32	4.1	0	1.4	90.79	79.8	10.99
150	0	0.1	3.08	3.30	0	7.4	1.54	3.5	1.54	0.7	93.85	85	8.85
475	0	0.4	1.20	2.50	2.41	6.9	0	2.7	1.20	1	95.18	86.5	8.68
550	0	0.3	5.56	2.40	2.78	10.1	0	2.4	0	0.3	91.67	84.5	7.17
120	0	0.4	4.68	4.70	0	3.7	0	1	1.75	3	93.57	87.2	6.37
280	0	0.2	3.77	3.20	0	4.4	0	1.4	0	0.9	96.23	89.9	6.33
635	0	2.4	2.11	1.70	0	2.3	0	1.1	0	0.8	97.89	91.7	6.19
250	0	0.3	0	0.80	0	3.2	0	1.3	0	0.1	100	94.3	5.70
300	0	2.4	0	0	0	2.7	0	0.2	0	0.1	100	94.6	5.40
500	0	0.1	0	2.20	0	1.8	0	0.9	0	0.4	100	94.6	5.40
925	0	0.5	1.30	1.50	1.30	5	1.30	0.9	0	0.8	96.1	91.3	4.80
730	0	0.1	1.10	0.10	1.10	6.3	1.10	0.7	0	0.3	96.7	92.5	4.20
90	0	0.5	0	0.70	0	1.1	0	1	0	0.3	100	96.4	3.60
875	0	0	0	0.10	0	1.7	0	1	0	0.3	100	96.9	3.10
175	0	0.2	0	0.90	1.52	2.1	1.52	2.5	0	0.2	96.97	94.1	2.87
115	0	0.9	5.66	2.30	0	5	1.89	3.3	1.89	0.7	90.57	87.8	2.77
805	2.63	0.3	1.32	0.70	1.32	1.2	0	0.3	0	0.3	94.74	97.2	2.46
180	0	0	0	1.80	0	1	0	0.4	1.19	0.4	98.81	96.4	2.41
450	0	0.2	0	0.80	0	0.2	0	0	0	0.6	100	98.2	1.80
780	0	0.2	1.56	1.30	0	0.6	0	0.5	0	0.5	98.44	96.9	1.54
400	0	0.4	3.45	1.10	1.72	3.2	0	0.8	0	1	94.83	93.5	1.33
480	0	0.2	2.11	1.50	0	0.5	0	0.6	0	0.6	97.89	96.6	1.29
425	0	0.5	1.16	0.60	0	1.2	1.16	0.5	0	0.7	97.67	96.5	1.17
240	0	0.1	2.33	2	3.10	2.3	0	1.1	0	0.8	94.57	93.7	0.87
430	0	0.2	0	1.40	0	0.9	1.45	0.6	1.45	0.3	97.1	96.6	0.50
650	0	0.7	4.05	3.70	0	1	0	0.2	1.35	0.3	94.59	94.1	0.49
200	0.94	0.6	2.83	2.60	0.94	0.7	0	0.3	0	1	95.28	94.8	0.48
95	0.95	0.3	1.90	2.10	0	1.6	0.95	0.6	1.90	1.2	94.29	94.2	0.09

NOTE: This table summarizes the percentage of each ethnic group that makes up the total school enrollment and the percentage of each ethnic group that makes up the enrollment in the gifted program. For example the table should be read: Out of the total school enrollment for School #800, .7% is American Indian, 15% is Asian American, 22.9% is Black, 5.1% is Hispanic, 6.6% is Other, and 49.7% is White. Out of the gifted program enrollment for school #800, 7.35% is Asian American, 4.41% is Black, 2.94% is Other, and 85.29% is White. The discrepancy between the percentage of the target population enrolled in the school and the target population enrolled in the gifted program is 35.59%. Schools are ranked from the greatest degree of discrepancy to the least degree of discrepancy.

Appendix A
Table 3
GWINNETT COUNTY PUBLIC SCHOOLS
MIDDLE SCHOOLS - ETHNIC SUMMARY
Gifted Program Enrollment and Total School Enrollment
1990 - 1991

MIDDLE	AMERICAN INDIAN		ASIAN		BLACK		HISPANIC		OTHER		WHITE		SCHOOL ENROLL.	
SCHOOL	Gifted	Total	Gifted	Total	Gifted	Total	Gifted	Total	Gifted	Total	Gifted	Total	Gifted	Total
790	1	4	11	49	2	123	1	15	2	8	208	794	225	993
625	3	21	16	105	4	138	1	65	4	29	92	695	120	1053
900	0	1	6	48	3	129	2	47	2	24	51	565	64	814
930	0	5	7	55	4	93	1	40	2	20	130	889	144	1102
575	0	1	1	12	0	73	0	23	1	9	125	1110	127	1228
375	0	11	5	17	0	30	0	11	0	11	95	787	100	867
310	0	1	0	0	0	13	0	2	0	0	40	378	40	394
825	0	4	0	8	0	20	1	11	0	9	187	1391	188	1443
815	1	6	2	16	2	56	1	18	2	8	218	1457	226	1561
525	0	5	2	6	0	17	0	10	0	1	126	968	128	1007
795	0	7	7	24	2	41	0	16	1	9	190	1354	200	1451
950	0	3	8	44	0	12	3	8	2	10	232	1059	245	1136
410	1	8	4	14	1	13	3	13	1	5	184	1329	194	1382
TOTAL	6	77	69	398	18	758	13	279	17	143	1878	12776	2001	14431

NOTE: This table represents the total number of students enrolled in each middle school by ethnic group and the total number of students enrolled in the gifted program of each middle school by ethnic group. The talbe should be read: Out of the total school enrollment of 993 for School #790, 4 students are American Indian, 49 are Asian, 123 are Black, 15 are Hispanic, 8 are Other, and 794 are White. Out of the gifted program enrollment of 225 for School #790, 1 is American Indian, 11 students are Asian, 2 are Black, 1 is Hispanic, 2 are Other, and 208 are White. Schools are ranked from the greatest degreeof discrepancy to the least degree of discrepancy as determined by the percentage tables in Appendix A.

Appendix A
Table 4

GWINNETT COUNTY PUBLIC SCHOOLS
MIDDLE SCHOOL - ETHNIC SUMMARY
Gifted Program Enrollment Percentage and School Enrollment Percentage
1990 - 1991

MIDDLE SCHOOL	AMERICAN INDIAN Gifted	AMERICAN INDIAN Total	ASIAN Gifted	ASIAN Total	BLACK Gifted	BLACK Total	HISPANIC Gifted	HISPANIC Total	OTHER Gifted	OTHER Other	WHITE Gifted	WHITE Total	DISCREPANCY
790	0.44	0.4	4.89	4.9	0.89	12.4	0.44	1.5	0.89	0.8	92.44	80	12.44
625	2.5	2	13.33	10	3.33	13.1	0.83	6.2	3.33	2.8	76.67	65.9	10.77
900	0	0.1	9.38	5.9	4.69	15.8	3.13	5.8	3.13	2.9	79.69	69.5	10.19
930	0	0.5	4.86	5	2.78	8.4	0.69	3.6	1.39	1.8	90.28	80.7	9.58
575	0	0.1	0.79	1	0	5.9	0	1.9	0.79	0.7	98.43	90.4	8.03
375	0	1.3	5	2	0	3.5	0	1.3	0	1.3	95	90.6	4.4
310	0	0.3	0	0	0	3.3	0	0.5	0	0	100	95.9	4.1
825	0	0.3	0	0.6	0	1.4	0.53	0.8	0	0.6	99.47	96.3	3.17
815	0.44	0.4	0.88	1	0.88	3.6	0.44	1.2	0.88	0.5	96.46	93.3	3.16
525	0	0.5	1.56	0.6	0	1.7	0	1	0	0.1	98.44	96.1	2.35
795	0	0.5	3.5	1.7	1	2.8	0	1.1	0.5	0.6	95	93.3	1.7
950	0	0.3	3.27	3.9	0	1.1	1.22	0.7	0.82	0.9	94.69	93.1	1.59
410	0.52	0.6	2.06	1	0.52	0.9	1.55	0.9	0.52	0.4	94.85	96.2	-1.35

NOTE: This table summarizes the percentage of each ethnic group that makes up the total school enrollment and the percentage of each ethnic group that makes up the enrollment in the gifted program. For example the table should be read: Out of the total school enrollment for School #790, .4% is American Indian, 4.9% is Asian American, 12.4% is Black, 1.5% is Hispanic, .8% is Other, and 80% is White. Out of the gifted program enrollment for school #790, .44% is American Indian, 4.89% is Asian American, .89% is Black, .44% is Hispanic, .89% is Other, and 92.44% is White. The discrepancy between the percentage of the target population enrolled in the school and the target population enrolled in the gifted program is 12.44%. Schools are ranked from the greatest degree of discrepancy to the least degree of discrepancy.

Appendix A
Table 5
GWINNETT COUNTY PUBLIC SCHOOLS
HIGH SCHOOL - ETHNIC SUMMARY
Gifted Program Enrollment and Total School Enrollment
1990 - 1991

HIGH SCHOOL	AMERICAN INDIAN		ASIAN		BLACK		HISPANIC		OTHER		WHITE		SCHOOL ENROLL.	
	Gifted	Total	Gifted	Total	Gifted	Total	Gifted	Total	Gifted	Total	Gifted	Total	Gifted	Total
700	0	12	11	81	2	162	1	61	1	25	144	1245	159	1586
350	0	10	7	35	0	36	1	21	0	10	102	1064	110	1196
850	0	0	0	15	0	12	0	14	0	9	259	1471	259	1521
725	0	5	0	7	0	24	0	13	4	1	256	993	260	1043
325	0	1	3	1	0	28	0	0	0	0	63	436	66	466
185	0	3	9	27	0	12	0	15	3	9	668	2177	680	2243
810	0	2	14	32	0	57	2	15	8	15	236	1639	260	1760
275	1	12	13	42	9	90	3	21	1	8	208	1767	235	1940
640	0	1	32	165	3	145	0	53	13	56	84	878	132	1298
125	0	4	3	46		59	0	30	3	35	24	1016	30	1190
750	3	2	70	54	0	9	1	13	27	13	667	1466	768	1557
TOTAL	4	52	162	505	14	654	8	256	60	181	2711	14152	2959	15800

NOTE: This table represents the total number of students enrolled in each high school by ethnic group and the total number of students enrolled in the gifted program of each high school by ethnic group. The table should be read: Out of the total school enrollment of 1586 for School #700, 12 students are American Indian, 81 are Asian, 162 are Black, 61 are Hispanic, 25 are Other, and 1245 are White. Out of the gifted program enrollment of 159 for School #700, 11 students are Asian, 2 are Black, 1 is Hispanic, 1 is Other, and 144 are White. Schools are ranked from he greatest degree of discrepency to the least degree of discrepancy as determined by the percentage tables in Appendix A.

Appendix A
Table 6

GWINNETT COUNTY PUBLIC SCHOOLS
HIGH SCHOOL - ETHNIC SUMMARY
Gifted Program Enrollment Percentage and School Enrollment Percentages
1990 - 1991

HIGH	AMERICAN INDIAN		ASIAN		BLACK		HISPANIC		OTHER		WHITE		DISCREPAN
SCHOOL	Gifted	Total	Gifted	Total	Gifted	Total	Gifted	Total	Gifted	Total	Gifted	Total	
700	0	0.8	6.92	5.1	1.26	10.2	0.63	3.8	0.63	1.6	90.57	78.5	12.07
350	0	0.8	6.36	2.9	0	4.7	0.91	1.8	0	0.8	92.73	89	3.73
850	0	0	0	1	0	0.8	0	0.9	0	0.6	100	96.7	3.3
725	0	0.5	0	0.7	0	2.3	0	1.2	1.54	0.1	98.46	95.2	3.26
325	0	0.2	4.55	0.2	0	6	0	0	0	0	95.45	93.6	1.85
185	0	0.1	1.32	1.2	0	0.5	0	0.7	0.44	0.4	98.24	97.1	1.14
810	0	0.1	5.38	1.8	0	3.2	0.77	0.9	3.08	0.9	90.77	93.1	-2.33
275	0.43	0.6	5.53	2.2	3.8	4.6	1.28	1.1	0.43	0.4	88.51	91.1	-2.59
640	0	0.1	24.24	12.7	2.27	11.2	0	4.1	9.85	4.3	63.64	67.6	-3.96
125	0	0.3	10	3.9	0	5	0	2.5	10	2.9	80	85.4	-5.4
750	0.39	0.1	9.11	3.5	0	0.6	0.13	0.8	3.52	0.8	86.85	94.2	-7.35

NOTE: This table summarizes the percentage of each ethnic group that makes up the total school enrollment and the percentage of each ethnic group that makes up the enrollment in the gifted program. For example the table should be read: Out of the total school enrollment for School #700, .8% is American Indian, 5.1% is Asian American, 10.2% is Black, 3.8% is Hispanic, 1.6% is Other, and 78.5% is White. Out of the gifted program enrollment for school #700, 6.92% is Asian American, 1.26% is Black, .63% is Hispanic, .63% is Other, and 90.57% is White. The discrepancy between the percentage of the target population enrolled in the school and the target population enrolled in the gifted program is 12.07%. Schools are ranked from the greatest degree of discrepancy to the least degree of discrepancy.

Appendix B

GWINNETT COUNTY PUBLIC SCHOOLS

P.O. BOX 343, LAWRENCEVILLE, GEORGIA 30246-0343
PHONE: 404-963-8651

GEORGE G THOMPSON
SUPERINTENDENT

April 5, 1991

Ms. Ruth Cowan
4065 Maxey Hill Drive
Stone Mountain, GA 30083

Dear Ruth:

This letter is to advise you that your research proposal was approved by the Gwinnett County Public Schools' Research Committee. This should be a worthwhile study and we look forward to receiving the results.

Thank you for your interest in the Gwinnett County School System.

Sincerely,

Helen W. Thomas, Ed.D.
Director of Research, Evaluation
and Community Liaison

HWT/rk

GWINNETT COUNTY PUBLIC SCHOOLS
Gifted Program
Request for Information

In the blank at the beginning of each items 1-4, please provide the requested information.

19 1. Approximate number of ESOL students tested for the gifted program during 1990-1991 school year

26 2. Approximate number of students of different cultures, not in the ESOL program, who have been tested for the gifted program during 1990-1991 school year

134 3. Number of ESOL students served in the gifted program during 1990-1991 school year

172 4. Number of students of different cultures, not in the ESOL program, also served in the gifted program during 1990-1991 school year

5. In assessing academic ability of culturally different students on nationally standardized test instruments, communicating in, or understanding, English is:

[29] a major factor [0] a minor factor
[8] a contributing factor [0] not a factor

* *

USING THE SCALE PROVIDED, PLEASE RESPOND TO THE FOLLOWING:

	Strongly Agree	Agree	Strongly Disagree	Disagree
6. In my professional judgment, some of the culturally different students who have not qualified for the gifted program, are academically gifted but the test instruments used are inappropriate for assessing their academic strengths.	1 [28]	2 [30]	3 [0]	4 [2]
7. Academically gifted students who are culturally different should receive gifted program services when they have demonstrated a level of English language proficiency.	1 [23]	2 [24]	3 [2]	4 [11]
8. Culturally different students who are academically gifted, should receive services from the gifted program when it is determined they meet qualifying criteria.	1 [32]	2 [24]	3 [1]	4 [4]

IF YOU HAVE STUDENTS OF OTHER CULTURES IN THE GIFTED PROGRAM, RESPOND TO QUESTIONS 9 AND 10.

9. I modify the gifted program curriculum for my ESOL/culturally different students to accommodate the language deficiency.	1 [6]	2 [5]	3 [3]	4 [18]
10. I modify my teaching strategies for my ESOL/culturally different students.	1 [8]	2 [8]	3 [2]	4 [15]

IF YOU DO NOT HAVE STUDENTS OF OTHER CULTURES IN THE GIFTED PROGRAM, RESPOND TO QUESTIONS 11 AND 12.

11. Should I have ESOL or culturally different students in my gifted program classes, I think it would be necessary to modify the gifted program curriculum.	1 [6]	2 [18]	3 [2]	4 [4]
12. Should I have ESOL or culturally different students in my gifted program classes, I think it would be necessary to modify my teaching strategies for them.	1 [9]	2 [19]	3 [2]	4 [1]

The following information, while optional, will be helpful when planning assistance for identifying gifted students in culturally different student population(s) at your local school.

Teacher Name _____

School _____

Number of ESOL teachers at your local school _____

Please use the space below for other comments you would like to make regarding the identification of ESOL-gifted students.

March 3, 1991

GWINNETT COUNTY PUBLIC SCHOOLS
STUDENT INFORMATION SYSTEM
STUDENTS WHOSE NATIVE LANGUAGE IS NOT ENGLISH

Lang.	R	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Akan, Twi, Fanti	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Amharic, Tigrinya	0	0	1	0	0	0	0	0	0	0	1	0	0	1	3
Arabic	1	10	2	7	2	6	3	2	5	2	2	0	6	0	48
Chinese (all dial.)	1	19	21	23	29	23	22	24	13	24	7	9	9	6	230
Czech, Slovak	0	0	1	0	1	0	2	1	1	2	0	0	0	0	8
Dutch	0	0	0	0	0	0	0	1	0	2	1	0	0	1	5
Farsi, Dari, Persian	0	2	3	1	1	4	1	4	5	7	1	1	0	0	30
French	0	0	1	0	1	1	1	0	0	0	1	1	3	0	9
German	0	2	1	3	1	3	1	2	1	0	0	0	2	3	19
Greek	0	0	1	0	0	0	1	0	0	1	0	0	0	0	3
Gujarati	0	2	6	10	5	4	4	6	5	4	3	5	5	4	63
Haitian Creole	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hebrew	0	0	0	0	0	0	1	1	2	0	0	0	0	0	4
Hindi	9	1	2	5	3	1	1	4	3	3	3	1	1	2	30
Italian	0	0	0	0	0	1	0	1	0	1	0	0	0	0	3
Japanese	1	10	9	5	12	7	11	7	6	4	3	1	3	2	81
Khmer/Cambodian	2	2	4	6	2	8	5	1	4	0	2	1	0	0	37
Korean	3	30	37	37	28	23	32	18	26	19	22	17	19	14	325
Lao, Hmong	2	11	10	10	12	6	6	11	4	5	5	5	3	3	93
Philipino/Tagalog	0	0	1	2	2	1	0	3	1	1	1	2	0	0	14
Polish	0	1	3	1	1	4	3	2	5	7	2	0	2	1	32
Portuguese	0	1	0	1	0	0	1	1	0	1	0	0	1	1	7
Russian	0	3	6	5	3	1	3	5	2	2	1	1	0	0	32
Spanish	16	62	53	58	53	55	42	51	53	39	33	20	16	12	563
Swedish	0	0	0	1	4	1	1	2	0	2	1	1	1	2	16
Thai	1	5	4	4	0	5	1	2	2	2	4	2	2	2	36
Vietnamese	2	20	15	16	12	13	18	17	11	12	18	13	5	8	180
African Lang. (Other	1	3	1	0	3	4	1	1	2	1	2	0	2	1	22
American Indian Langs.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian Langs. (Other)	2	1	2	4	2	4	4	2	3	3	6	8	8	7	56
European Langs. (Other)	3	10	12	10	6	19	8	10	6	1	3	7	4	3	102
Indian Langs. (Other)	5	12	18	8	19	10	14	7	7	4	13	5	7	3	132
Total	40	209	216	217	202	204	188	186	168	149	135	100	99	76	2189

GWINNETT COUNTY PUBLIC SCHOOLS
STUDENT INFORMATION SYSTEM
STUDENTS WHO ARE LIMITED ENGLISH PROFICIENT

Lang.	R	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Akan, Twi, Fanti	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Amharic, Tigrinya	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	3	0	2	0	0	0	1	0	0	1	0	1	0	8
Chinese (All Dial.)	0	9	2	5	4	6	7	5	3	6	2	3	3	1	56
Czech, Slovak	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Dutch	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Farsi, Dari, Persian	0	1	0	0	0	1	0	1	2	0	0	0	0	0	5
French	0	0	0	0	0	1	0	0	0	0	0	0	1	0	2
German	0	0	0	1	0	0	0	0	0	0	0	0	0	1	2
Greek	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gujarati	0	0	2	1	2	2	0	0	0	0	0	0	2	1	10
Haitian Creole	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hebrew	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hindi	0	1	0	1	0	0	0	0	1	0	0	0	0	0	3
Italian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Japanese	1	7	4	3	5	5	6	5	2	3	1	1	0	0	43
Khmer/Camboains	2	2	2	3	0-	3	1	0	0	0	0	0	0	0	13
Korean	3	15	13	6	4	6	6	3	4	6	5	7	4	4	86
Lao, Hmong	0	4	5	4	5	2	2	1	0	0	0	1	1	0	25
Pilipino/Tagalog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	1	0	1	2	3	0	0	0	0	7
Portuguese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	2	4	2	0	0	1	1	2	0	0	1	0	0	13
Spanish	6	34	12	15	9	12	10	8	12	7	8	5	6	1	145
Swedish	0	0	0	0	2	0	0	0	0	0	0	1	0	0	3
Thai	0	2	0	0	0	1	0	0	0	1	0	0	0	0	4
Turkish	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Vietnamese	2	9	5	5	6	6	5	6	2	2	8	3	2	2	63
African Lang. (Other	0	30	0	0	0	2	0	0	0	0	0	0	0	0	5
American Indian Lang	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian Langs. (Other)	1	0	0	0	1	1	0	0	2	2	3	4	2	2	18
European Langs. (Oth	1	6	3	5	2	5	2	4	1	0	2	1	2	1	35
Indian Langs. (Other	1	6	7	1	3	0	2	1	0	0	3	2	0	0	26
Total	17	105	59	54	44	54	42	37	33	30	34	29	24	13	575

GIFTED STUDENTS

Code: IDDD

PURPOSE:

There are children and youth in Georgia who demonstrate a high degree of intellectual ability and who need special instruction and/or special ancillary services in order to achieve at levels commensurate with their intellectual abilities. The Georgia Board of Education requires the development and operation of programs of gifted education for pupils who have high intellectual abilities and the potential for exceptional academic achievement in grades K-12 in the public schools of this state.

DEFINITIONS:

A. All children and youth who are eligible for a general and career education program under O.C.G.A.§20-2-151 and who have special educational needs shall also be eligible for special education services. Children, ages zero through four years, whose handicapping condition is so severe as to necessitate early education intervention may be eligible for special education services through programs operated by state schools for the handicapped, the psychoeducational program or through programs financed with local or federal funds. Such children and youth are financed with local or federal funds. Such children and youth are defined as those who have emotional, physical, communicative or intellectual deviations, or a combination thereof, to the degree that there is interference with school achievement or adjustment or prevention of full academic attainment and who require modifications or alterations in their educational programs. This shall include children who are intellectually gifted, mentally handicapped, behavior disordered, hospitalized or homebound, handicapped by a specific learning disability, orthopedically handicapped, autistic, hearing impaired, speech impaired, visually impaired, severely emotionally disturbed, and deaf-blind and who have any other areas of special needs that may be identified.

B. The gifted student is one who demonstrates a high degree of intellectual ability and who needs special instruction and/or special ancillary services in order to achieve at levels commensurate with his or her intellectual ability.

GEORGIA CODE REFERENCES:

20-2-151; 20-2-15 (a)(b)(d); 20-2-161; 20-2-306

b. Yield percentile rankings;

c. Be the latest edition or be currently published, but in no case shall normative data be more than 10 years old;

d. Normed on a nationally representative sample;

e. Norms which include minority representation; and

f. Test development includes bias review procedures.

3. All test scores to determine eligibility for initial placement shall be current within one calendar year.

4. Mental ability tests designed to be administered individually shall be administered by a qualified psychological examiner. (See School Psychological Services Handbook.)

5. Use and selection of appropriate test scores will adhere to accepted professional practices.

D. Additional Considerations for Determining Eligibility

1. Students who do not score at or above the 96th percentile, but whose mental ability test scores fall within one standard error of measurement for the test used, and who have met the required achievement criteria level shall be given an additional mental ability test. Local systems may set the level for additional assessment at a score lower than one standard error of measurement for the test used. After the additional assessment, the student must meet the minimum criteria levels established in sections [3]B.1 and [3]B.2 of this regulation.

2. In addition, a student who is identified as handicapped, economically disadvantaged or culturally different shall receive further consideration if the mental ability score is at or above the 90th percentile or if there is some other compelling reason to give further consideration. This compelling reason must be documented. The further consideration shall consist of an additional mental ability test. It may also include an individual psychological evaluation, if deemed appropriate. After further considerations have been applied, the student must meet the minimum criteria levels established in sections [3]B.1 and [3]B.2 of this regulation.

GWINNETT COUNTY PUBLIC SCHOOLS

MEMORANDUM

Appendix G

TO: Dr. Charles Mason

FROM: Ruth Cowan

DATE: February 18, 1991

SUBJECT: Gifted Program Research Project

I appreciate the valuable time you spent with me on Tuesday, February 12th, to discuss my proposed research project. With the ever expanding population of international students moving into our school district, identifying gifted students within this population and meeting their academic needs is, and will continue to be, a special challenge. I was please that you saw how such a project would blend with some of the action plans proposed for Strategy X. As you suggested, I will submit my proposal to the Research Department and "go with it" from there.

Thanks so much for your support and valuable suggestions.

We will capitalize on and meet the needs of our rich, culturally diverse community.

Strategy X

We will capitalize on and meet the needs of our rich, culturally diverse community.

Staff Development

1. To provide a comprehensive program for cross-cultural and conflict resolution training for all school system employees and members of the Board of Education.

Intake/Assessment Center

2. To establish an intake/assessment center for international students of all school levels.
3. To develop methods of assessing students' academic levels for optimum placement in school.

Curriculum

4. To infuse multicultural studies throughout the K-12 curriculum. (Cross Ref. with Strategy 9)
5. To establish "sheltered" courses for Limited English students.
6. To establish a curricular emphasis which encourages tolerance and appreciation of differences through increased student self-esteem, development of thinking skills, cooperative learning, and increased understanding of cultural groups. (Cross Ref. with Strategy 9)
7. To develop a catalog of fine arts programs which highlight cultural diversity.
8. To develop fine arts programs which highlight cultural diversity.

Resources/Support Services

9. To develop a resource list of agencies, individuals available for social services, translations.
10. To develop a procedure/clearinghouse for translation of school documents.
11. To develop a volunteer corps for assisting culturally diverse students.
12. To provide counseling for culturally diverse students.
13. To develop a speakers bureau available for presentations to students and staff.
14. To involve students of all backgrounds in extracurricular activities.

Strategy X
(Continued)

Parental Involvement

15. To involve parents of all cultures in the educational process.

Adult Education

16. To increase public awareness of the ESL opportunities available at Gwinnett Technical Institute.
17. To establish ESL classes in the community schools of Gwinnett County.
18. To increase awareness in the business community about the opportunities for work place literacy programs available through Gwinnett Technical Institute.

Business-Education Partnerships

19. To involve international business as a resource for the public schools.
20. To present information about partnerships to interested businesses.
21. Match interested businesses to schools.

Language Assistance

22. To provide ESOL instruction for all Limited English students during the school day of the academic year.
23. To provide summer instructional programs for LEP students.

Community Awareness

24. To develop a video documentary on the diversity of Gwinnett in cooperation with the Chamber of Commerce, the Gwinnett County Commission, and business leaders. The video could be used as an educational tool to show community groups, businesses, parent groups, and student groups.
25. To assist schools in holding multicultural fairs/events.

Personnel Requirements

26. To establish a school system human relations commission to continually monitor and respond to issues which arise.

FLORIDA ATLANTIC UNIVERSITY
P.O. BOX 3091
BOCA RATON, FLORIDA 33431-0991

'A Year of Discovery'
1989-90

FAU-MRC
COLLEGE OF EDUCATION

Appropriate Placement of Language Minority Students:

Exceptional Education Considerations

Presented by:

Ann Boyer, Ed.D.
Training Associate

Atlantic City Public Schools
Clayton Public Schools
Cobb Public Schools
DeKalb Public Schools
Fulton Public Schools
Gwinnett Public Schools
Henry Public Schools
Greenfield Hebrew Academy

Fulton County Staff Development Center
East Point, Georgia
February 20, 1991

Goals

To increase knowledge of prereferral strategies which facilitate appropriate educational placements for English learning students

To increase knowledge of evaluation techniques which help distinguish a language difference from a true special education need

These workshop materials were duplicated or produced under contract #T289013001 with the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs. Statements, findings and recommendations contained herein are those of the author. No endorsement by the U.S. Department of Education nor of any other federal or state agency is intended, nor should it be inferred.

F RASIER

T ALENT

A SSESSMENT

P ROFILE

STUDENT INFORMATION

Name: _____ Student Number: _____

Birthdate: _____ Gender: _____ Race: _____

Grade: _____ School Name/Number: _____

Parent/Guardian: _____

Address: _____

_____

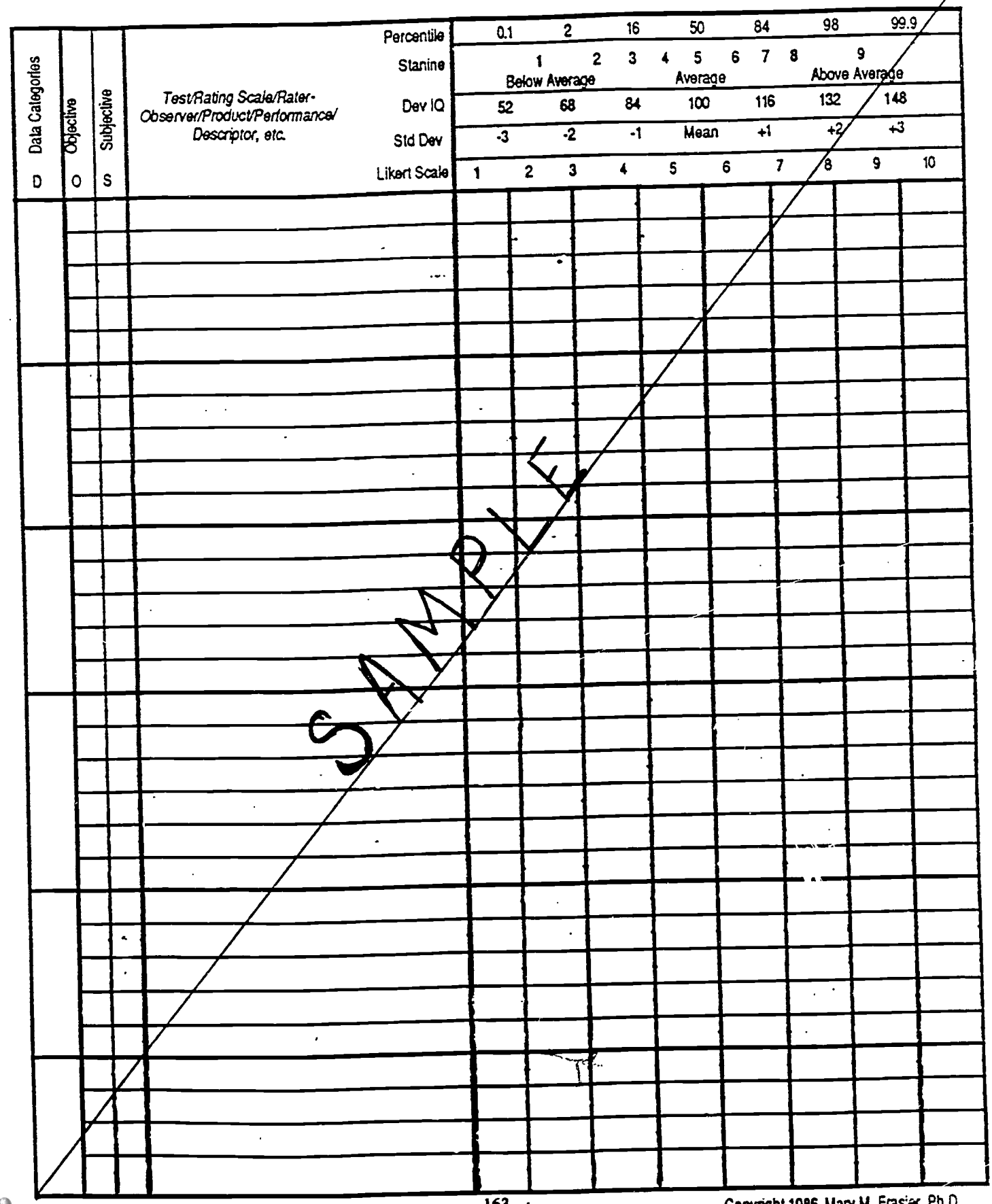
Zip Code

PHASE I: SCREENING

Referral Source	Information	Yes	No

Comments:

PHASE II: ASSESSMENT



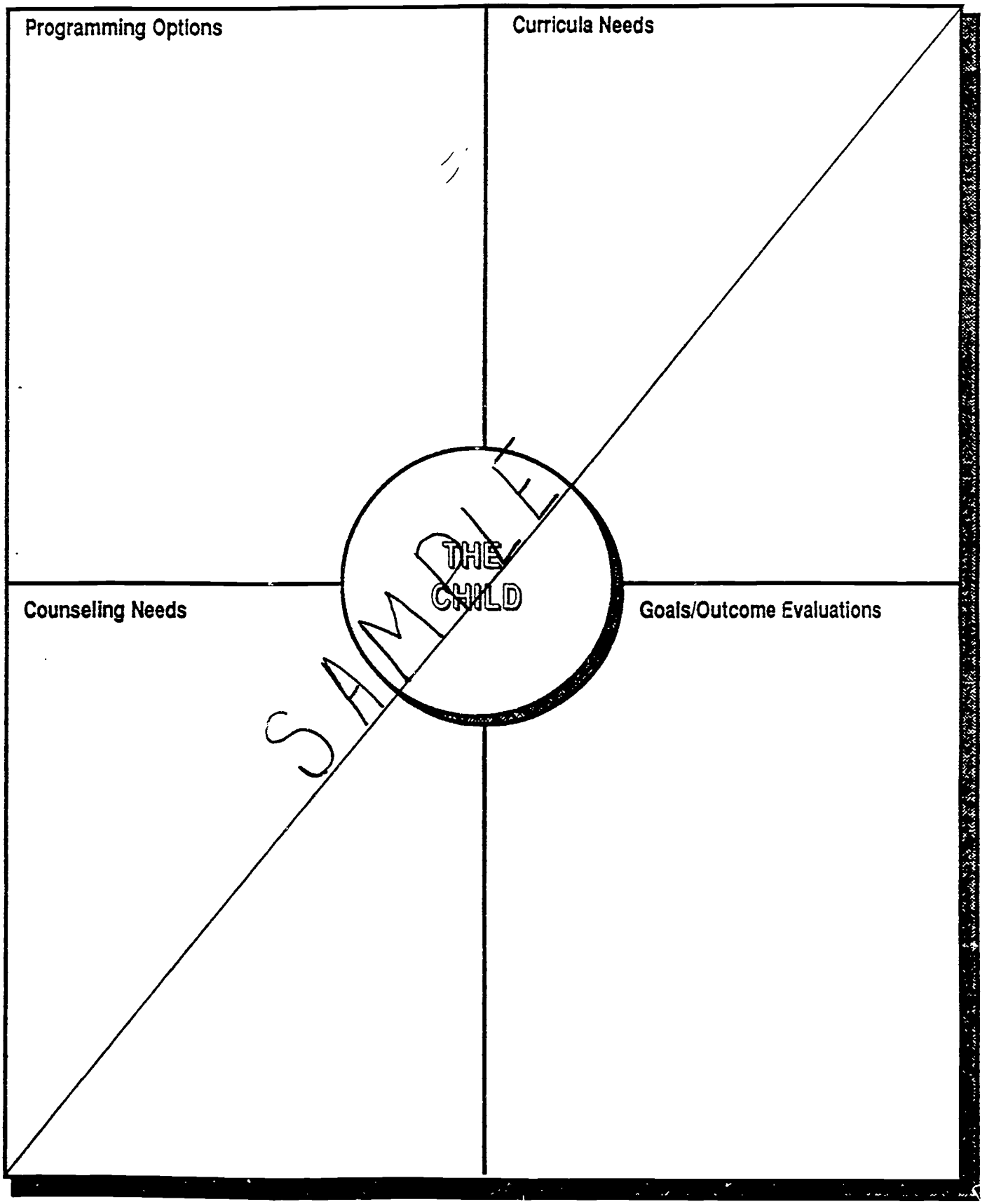
PHASE III: RECOMMENDATION

School-Based Committee Recommendation

District Committee Recommendation

Special Considerations/Adaptations

PHASE IV: EDUCATIONAL PLAN



GWINNETT COUNTY PUBLIC SCHOOLS

Appendix K

MEMORANDUM

TO: Liz Rieken, County Office
Debbie Barth, Pupil Personnel
Judy Schilling, Meadowcreek High
Cheryl Wienges, Sweetwater Middle
Doris Mann, Arcado Elementary
Nell Sanders, Sweetwater Middle

FROM: Ruth Cowan

DATE: April 24, 1991

SUBJECT: Identification of Gifted Students from Culturally Diverse Populations

I would like to invite you to be a member of a committee scheduled to meet on Thursday, May 9th, 8:30 - 11:00 am, at the County Office, in Board Room #1. The purpose of this initial meeting will be to explore ways to approach the development of procedures for identifying gifted students in culturally diverse populations.

Liz Rieken will cover substitute teachers for ESOL teachers who are members of this committee. I will cover substitute teachers for gifted program teachers who are members of this committee.

Please call me at Oakland Center (963-6713) if you have questions. I hope to see you on May 9th.

Copy: Virginia Crowley, Principal, Sweetwater Middle
Jean Murphy, Principal, Arcado Elementary
Scott Smith, Principal, Meadowcreek High

Appendix K

Identifying Gifted Students From Among Minority Cultures
Project Planning Team
May 9, 1991

AGENDA

I. Introductions
Purpose of Planning Team

II. Common Terminology
Definition of Target Population

III. Analysis of Survey Data

IV. Review of the Literature

V. Establish Student Referral/Evaluation/Placement Sequence

VI. Possible Assessment Instruments

VII. Future Meetings - establish dates

Adjournment

GWINNETT COUNTY PUBLIC SCHOOLS

Appendix L

MEMORANDUM

TO: Liz Rieken, County Office
Virginia Crowley, Sweetwater Middle
Nell Sanders, Sweetwater Middle
Cheryl Wienges, Sweetwater Middle
Doris Mann, Arcado Elementary
Jeannette Butler, Meadowcreek High
Judy Schillings, Meadowcreek High
Debbie Barth, Psychological Services

FROM: Ruth Cowan

DATE: May 10, 1991

SUBJECT: Identification of Gifted Among Non-English Speaking Student Population

We had a very productive session on May 9th making plans on how to effectively identify gifted students among our non-English proficient students. We still need to look at possible assessment instruments to use with this group of students. We will address this topic at our next meeting.

June 4th
8:30 am - 12:00 pm
Room 1.221
Service Center (second floor)

Liz Rieken will be able to cover the substitute for ESOL teachers and I will cover the substitute for gifted program teachers.

Thank you for your interest in this topic. I hope to see you on June 4th.

Copy: Scott Smith, Principal, Meadowcreek High
Jean Murphy, Principal, Aracado Elementary

Appendix L

Identification of Gifted Students With Limited English Proficiency
Planning Team
June 4, 1991

AGENDA

Introductions

Review of our Purpose

Review Actions/Decisions from May 9th Meeting

Referral-Testing-Placement Sequence

Possible Test Instruments

Next Step(s)

Adjournment

Appendix L

Planning Team - "Alpha Points"

Purpose

To recommend system-wide procedures aimed at correcting the underrepresentation of minority cultures in the gifted program

Terminology

> culturally different
> cultural diversity
> minority cultures
> minority language cultures
> etc., etc., etc.

Definition of Target Population

Students from a culture that differs from the dominant culture

Analysis of Survey Data

(See survey summary sheets)

Review of the Literature - Selected Articles

Frasier, Mary (1980), "Screening and identification of gifted students" Jordan, J. and Grossi, J. Eds. An Administrator's Handbook on Designing Programs for the Gifted and Talented.

Frasier, Mary (1980) "Programming for the culturally 'diverse'" (same as above)

Gay, Joyce (1978) "A proposed plan for identifying black gifted children," The Gifted Child Quarterly, XXIII, 3.

Woods, Sadie and Achey, Virginia (1990) "Successful identification of gifted racial/ethnic group students without changing classification requirements" Roeper Review, 13. 1

Referral Sequence

See samples from Greensboro, NC

Possible Assessment Instruments

Test of Non-Verbal Intelligence (TONI)
Matrix Analogies Test (MAT)
Raven
Torrance Test of Creative Thinking (TTCT) - Figural

Appendix L

Identification of Limited English Proficient Gifted Students
Work Sheet for Designing Evaluation Sequence
June 4, 1991

IDENTIFICATION

Characteristics ---> "Jot Down" list
Achievement ---> ITBS/TAP
IQ ---> CogAT

REFERRAL

TESTING ---> GPT

Does not meet criteria
Move to Step 2 for additional testing

TESTING:
> Matrix Analogies
>Torrance Test of Creative Thinking- Figural
> Test of Non-verbal Intelligence
> Cattel
> CogAT (composite score)
> etc., etc., etc.,

Appendix L

Identification of Limited English Proficient Gifted Students
Planning Team
June 4, 1991

TEST POSSIBILITIES
Directions: Make notes about each test instrument as it is discussed

Torrance Test for Creative Thinking (TTCT) - Figural

Matrix Analogies Test (MAT)

Test of Nonverbal Intelligence (TONI)

Leiter International Performance Scale (LIPS)

Slosson Intelligence Test (SIT)

Cognitive Abilities Test (CogAT)

IDENTIFICATION JOT DOWN

Teacher: _____

1. As students in your class show evidence of the following characteristics, jot their names down in the appropriate boxes.

2. When recommending students for the gifted program, use this identification jot down as a reminder of student performance.

Creative/Imaginative (art, drama, writing, etc.)	High Interest in Reading	Learns/Acquires/Has interest in vocabulary; acquires English vocabulary easily as compared to others of limited English background.	Curious
Good Sense of Humor	Risk-Taker	Demonstrates Leadership	Analyzes Well; l
Puts Things Together in Novel Way(s)	Has Diverse Interests and Collects Information	Questioning/Inquisitive	Resourceful; re information; se

Appendix N

ABSTRACT*

Need for Project. This project targets gifted students (K-12) from economically disadvantaged, limited English proficient (LEP) and cultural diverse backgrounds. Gwinnett County Public Schools (GCPS) is piloting criteria aimed to increase target student placement in the gifted program. The next step is to develop curriculum appropriate for their unique learning needs, and to train staff to use the criteria properly, use the new curriculum and modify instruction for these students placed in the gifted program.

The project addresses the needs of these students in the following ways:

1. placement criteria fitting characteristics of gifted students from diverse groups.

2. quality gifted curriculum for target students in English, history, geography and civics, math and science. (Absolute Priority 2)

3. training for regular/gifted program teachers and other staff in using the new selection criteria, curriculum and related issues. (Absolute Priority 3)

Plan of Operation. This three-year project will develop curricula which accommodates the learning needs of target gifted students in English, social studies, mathematics and science. The curriculum will follow the GCPS outcome-based design focus and national recommendations for improvement in English, social studies, math and science. Staff training will be accomplished for 4,000 GCPS instructional staff and staff from other school districts. The training will emphasize characteristics of target gifted students, referral and placement protocols, newly developed gifted curriculum and instructional modifications. Training will be accomplished through a trainer-of-trainers model within the GCPS school-based management framework.

Project Outcomes focus on better instruction for target students. They are:

1. gifted program curriculum (instructional units) which adapt to the learning needs of target students. These units will span kindergarten through grade 12.

2. over 4,000 GCPS teachers and other staff, plus staff from other school systems, will be trained in using new criteria, curriculum and related issues.

* Gwinnett County Public Schools, Abstract from grant proposal for Jacob Javits Grant for Gifted and Talented, May 7, 1992.

Source: *Hagen, E. (1980) Identification of the Gifted. New York: Teacher's College. pp. 23-31.

There are certain student characteristics related to potential giftedness that can be more validly and reliably appraised by teachers, parents, and others who have extended opportunities to observe students than by tests or other formal instruments. Some of the more important ones of these are:

1. **Student's use of language.** This includes such things as range of vocabulary, precision in the use of words, and complexity of sentence structure. Although these can be appraised in a test situation, one obtains a better appraisal of the level of habitual use of language through observation in a wide variety of everyday situations.
2. **Quality of student's questions.** Most children ask questions, and some children ask many questions. Although it is true that bright children typically ask many questions, it is the quality rather than the number of questions that discriminates most sharply between the potentially gifted child and other children. One wants to look at the unusualness of a question in relation to age or grade or the insightfulness of a question, i.e., indications that the individual has grasped the central nature of the phenomenon, or indications that the individual is relating the present task or situation to other experiences.
3. **Quality of examples, illustrations, or elaborations that a student uses in explaining something or in describing events or in telling stories.** Not only do exceptional students have a good command of language, but they also tend to use examples that are apt and original or to produce unusual analogies to illustrate points. Some students show unusual ability to translate verbal materials into pictorial modes or models or schematic diagrams. All these behaviors indicate a high level of understanding of the material that the student is using ability to communicate ideas, and originality.
4. **Student's use of quantitative expressions and quantitative reasoning.** An example to illustrate this comes from the writer's experience in observing a kindergarten class where the students were playing a game in which each round resulted in the elimination of one child. After the game had progressed for several rounds, the teacher asked the children, "Are there more girls left in the game or more boys?" One child responded, "There are only one-half as many boys left as girls." Not only was the response correct, it was also a highly unusual quantitative response for a kindergarten child to make. Some children exhibit the ability to translate rather lengthy, sometimes complex, verbal material into quantitative terms. The ability to do this kind of translation requires a level of abstraction and facility with quantitative expression that is important to identify.
5. **Student's ability to devise or adopt a systematic strategy for solving problems and to change the strategy if it is not working.** This ability discriminates between excellent problem-solvers and average problem-solvers. Children who are exceptional in cognitive development tend to have mastery of a large number of strategies for attacking novel or difficult problems and tend to be able to evaluate the effectiveness of the strategy as they work on the problems and change strategies when the one they are using does not appear to be working. Other children either have no systematic strategy or only one strategy, which they persist in using, even though it should be apparent to them that it is not working.
6. **Special skills students exhibit that are unusual for their age or grade.** The first five categories listed relate primarily to verbal, quantitative, or problem-solving skills. However, an observant teacher, parent, or other adult may notice children doing other kinds of things that are quite unusual for their age or grade. For example, the writer saw a first-grade child doing a free activity period drawing in perspective, which is quite unusual for a child of that age. There are numerous opportunities to observe such things as skill in expressive movement, artistry in mimicry or dramatization, and originality in design or model building or art.
7. **Student's innovative use of common materials in the classroom or outside of it.** Some students show exceptional ingenuity in using everyday materials in new ways or adapting or combining common materials to serve quite different purposes from those for which the materials were originally designed. This type of ingenuity is a good indicator of creativity and originality as well as problem-solving.
8. **Student's breadth of information.** There are numerous opportunities both in and out of the classroom to observe the range of topics or areas in which a student appears to have some knowledge. The breadth of information that a student has is usually a good indicator of the variety of her or his interests. It is also a good indicator of effective long-term memory and the store of information that a student has, both of which are strongly related to problem-solving ability.
9. **Student's depth of information in a particular area.** Some students develop an extensive knowledge about some particular area such as space, birds, art, or music. A student who has gained such an extensive knowledge has probably done so on his or her own as a result of an extensive long-term interest. Like breadth of information, depth of information, is a good indicator or effective long-term memory and store of information, both related to problem-solving ability.
10. **Student's collections of materials or hobbies.** Exceptional children tend to have hobbies or to make collections of materials that are quite different from those of typical children of their age or grade group. For example, a potentially gifted fourth-grade boy may have a collection of photographs of spiders' webs, whereas other fourth-grade boys collect pictures of baseball players. Sometimes the content of the collections may be the same,

but the potentially gifted child organizes his or her collection in a more systematic or novel way than does the typical child. Parents are particularly good sources of information about these kinds of things.

11. **Student's persistence on uncompleted tasks.** Potentially gifted students tend to have a high level of desire to reach closure on a task or problem. They want to continue to work on uncompleted tasks and resist interruptions. They will use play time or miss meals or delay going to bed to complete something if they are permitted to do so. Other children do not seem to be bothered by leaving a task or problem before it is solved. They may work on the task during the allotted time but do not come back to the task or spend extra time of their own to complete it.
12. **Student's absorption in intellectual tasks.** Gifted students tend to focus intensively on intellectual tasks and become so absorbed in them that they are completely unaware of everything else that is going on around them or of the passage of time. When they are working on intellectual problems, they are highly resistant to distraction.
13. **Extensiveness of student's exploratory behavior.** Gifted students tend to be curious. As a result, they tend to engage in intensive exploratory activities when they see new materials or devices or face novel situations. Their exploratory activities are not only intensive, they are also purposeful, i.e., directed toward eliciting information about the materials, devices, or situations.
14. **Student's criticalness of his or her own performance.** Recent research on problem-solving indicates that one of the characteristics that discriminates excellent problem-solvers from average or poor problem-solvers is the ability of the former to evaluate their solutions objectively and realistically. Excellent problem-solvers appear to have an inner set of standards to judge the quality of their performance, which they constantly refine. This type of self-criticism is not a reflection of false self-modesty but rather an indicator of the ability to look at oneself and the performance in an objective, analytical way.
15. **Student's preferences for complexity, difficulty, and novelty in tasks.** Potentially gifted students tend to prefer to work at tasks that are complex and difficult. When permitted to choose the tasks or problems on which they will work, they most frequently choose the most complex or difficult ones or ones that present new challenges to them.

Appendix P

COMPARATIVE CHARACTERISTICS OF GIFTEDNESS

Concepts from the Literature	Manifestations of Gifted Characteristics in Gifted Black Children
1. Keen observation	Picks up more quickly on racist attitudes and practices; may feel alienated by school at an early age
2. Interest and ability in perceiving relationships	Seeks structure and organization in required tasks; may be slow to motivate in some abstract activities
3. Verbal proficiency, large vocabulary, facility of expression	Many Black children have large vocabularies inappropriate for school setting; thinking in Black English may hinder the facility of expression in standard English
4. Breadth of information	Difficult to determine many areas of experiential knowledge for Black children
5. Questioning, curious, skeptical	Though some ask too many "wrong" questions some may have been conditioned to suppress questioning behavior
6. Critical, evaluative possessing good judgment	Explores (in perception of relationships) better or wiser choices; reads behavioral implications
7. Creative, inventive, original	Makes up games and activities; expresses original ideas in other ways
8. Power of concentration, long attention span	May find some have extremely strong concentration due to persistent noise in environment; may also express displeasure at having to stop an activity
9. Independence	Need for less supervision especially pronounced in Black gifted
10. Diversity of interests and abilities	Frequently has artistic, musical, creative writing, writing, psychomotor or leadership talent in addition to global intellectual ability, may neglect school work due to other interests
11. Academic facility and strength	Good at basic school tasks, may not have expected achievement due to inferior schooling

Note: Gay, Joyce E. (1978) A proposed plan for identifying black gifted children. The Gifted Child Quarterly. 22. 3. Reprinted by permission.

GWINNETT COUNTY PUBLIC SCHOOLS

Appendix Q

MEMORANDUM

TO: Kathy Dean, Hopkins Elementary
Becky Brown, Minor Elementary
Melinda Ness, Lilburn Middle
Millie Fuss, Lilburn Middle
Nell Sanders, Sweetwater Middle
Mary Brockmiller, Sweetwater Middle

FROM: Ruth Cowan

DATE: January 14, 1992

SUBJECT: Research Pilot

Enclosed is a letter to be used for requesting consent for further testing for those students who your Eligibility Team determines should continue in the evaluation sequence. Students who participate in this expanded evaluation sequence should fit the definition of the target population. The target population is students from Black or non-English backgrounds.

When you have students that are ready for further testing, send me a copy of the Eligibility Report that will have the results of the tests you have given. At the same time, send a copy of the Parent Consent Form for the Research Pilot to the child's parents. Call me as soon as you receive permission and I will set up a time to come to your school to do the additional testing.

A District Eligibility Team will meet monthly to review the results of students that have completed testing at that time. They will determine whether a child is to be placed in the gifted program. You will receive a complete report of the District Eligibility Meeting.

I have developed a step-by-step description for this process. This can be found on the attached page. I hope this detailed description will help you to get a complete picture of what will happen throughout the process.

We are on the cutting edge for developing procedures for identifying gifted students from culturally diverse populations and YOU have an important part to play. Thanks so much for your help!

Copy: Ms. Gloria Martin, Principal - Hopkins Elementary
Mr. Freddie Williams, Principal - Minor Elementary
Ms. Virginia Crowley, Principal - Sweetwater Middle
Mr. Mike Grzeshkiewcz, Principal - Lilburn Middle
Dr. Richard Downey, Special Education Director

GWINNETT COUNTY PUBLIC SCHOOLS

P.O. BOX 343, LAWRENCEVILLE, GEORGIA 30246-0343

PHONE: 404-963-8651

GEORGE G. THOMPSON
SUPERINTENDENT

Parent Consent Form
Expanded Evaluation - Research Pilot

Dear Parent:

Your child's school is participating in a research project that I am conducting during school year 1991-1992. I am working on developing procedures that will help our school system improve our method(s) of identifying gifted students from culturally diverse backgrounds. This is how the project works and the role you play. When students from culturally diverse backgrounds are referred to the gifted program at your local school, the gifted program teacher will give an ability test and, if necessary, an achievement test. Based on the results from these tests, the eligibility team at the local school will refer students who need further testing to me. I will administer two different tests to determine gifted program eligibility. A team of educators will review the results to determine whether the student meets criteria for placement in the gifted program.

Your child has been tested at the local school and has been referred to me for additional testing. The two tests that I will give your child are:

___ Torrance Test of Creative Thinking ___ Matrix Analogies Test

These tests will be given to your child at his/her school. As soon as your consent for further testing is received at the school, I will schedule two separate times to meet with your child to administer the tests listed above. You will receive results from all testing done with your child. No change will be made in your child's educational program without your consent.

Not only will your child benefit from this research experience, but students in all Gwinnett County Public Schools will benefit. Thank you for allowing your child to participate in this research project.

Sincerely,

Ruth S. Cowan
Consultant
Gifted Program

_____ I give permission for my child to participate in further testing for the gifted program as a part of the research project described above.

_____ I do not give permission for my child to participate in further testing for the gifted program in the research project described above.

_____ _____

Parent Signature Date

PLEASE RETURN THIS FORM TO YOUR CHILD'S TEACHER AS SOON AS POSSIBLE.

GWINNETT COUNTY PUBLIC SCHOOLS

P.O. BOX 343, LAWRENCEVILLE, GEORGIA 30246-0343

PHONE: 404-963-8651

Dear Parent:

Every school in the Gwinnett County Public Schools has special classes for students who do very well in school. Students must get high scores on certain tests to be considered for these classes. We also want to make sure that excellent students who do not speak English very well will be considered for these classes. For that reason, we are giving different kinds of tests to students who do not speak English very well to see if the students should be considered for these classes. We need your permission to give these tests to your child. A team of teachers will then look at the test results to see if your child is eligible for these classes.

The tests are called:

___ Torrance Test of Creative Thinking ___ Matrix Analogies Test

Your child will take these tests at school. You will receive the scores from the tests. If your child qualifies for the special classes, we will need your permission to place him in the classes.

Sincerely, Sincerely,

Classroom Teacher Gifted Program Teacher

___ I give permission for my child to be tested for special classes.

___ I do **not** give permission for my child to be tested for special classes.

_____ _____

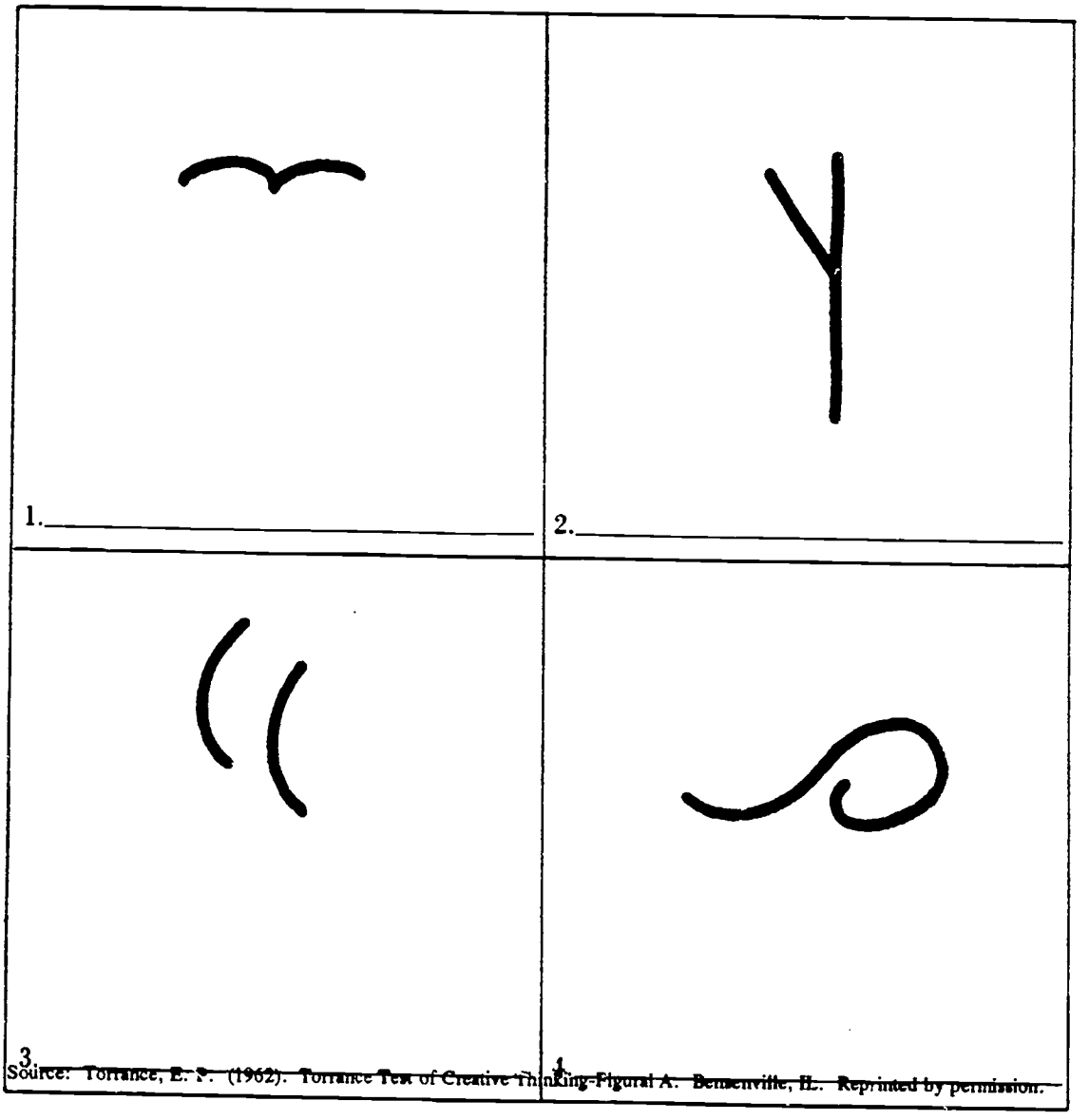
Parent Signature Date

PLEASE RETURN THIS LETTER TO YOUR CHILD'S TEACHER AS SOON AS POSSIBLE.

Appendix R

Activity 2. PICTURE COMPLETION

By adding lines to the incomplete figures on this and the next page, you can sketch some interesting objects or pictures. Again, try to think of some picture or object that no one else will think of. Try to make it tell as complete and as interesting a story as you can by adding to and building up your first idea. Make up an interesting title for each of your drawings and write it at the bottom of each block next to the number of the figure.



1._____ 2._____

3._____ 4._____

Source: Torrance, E. P. (1962). Torrance Test of Creative Thinking-Figural A. Bensenville, IL. Reprinted by permission.

Appendix S

OBJECTIVE ASSESSMENT

COGNITIVE ABILITIES TEST (CogAT)

Verbal - Evaluates verbal classification, sentence completion and verbal analogies

Quantitative - Evaluates quantitative relations, the ability to discover the rule or principle of a series of numbers and choose the next in a series, and equation building. This is primarily a test of inductive reasoning.

Non-verbal - Evaluates figure classification, figure analogies and figure analysis. These three tests measure inductive and abstract reasoning.

OTIS-LENNON ABILITY TEST (OL-SAT)

Evaluates those verbal, quantitative, and figural reasoning skills that are most closely related to scholastic achievement.

IOWA TEST OF BASIC SKILLS

Evaluates scholastic achievement in reading comprehension, vocabulary development, mathematics concepts, computation and problem solving.

MATRIX ANALOGIES TEST (MAT)

Measures non-verbal reasoning ability through four kinds of items:

- Pattern Completion
- Reasoning by Analogy
- Serial Reasoning
- Spatial Visualization

This instrument is especially useful for children with minimal English language. The standard progressive matrix format provides a culture-reduced measure of general reasoning ability

TORRANCE TEST OF CREATIVE THINKING (TTCT) - Figural

Measures divergent thinking in four manners:

- Fluency
- Flexibility
- Originality
- Elaboration

GWINNETT COUNTY PUBLIC SCHOOLS
GIFTED PROGRAM REFERRAL
Grades 3 - 12

Gifted Program Teacher completes:

Student Full Legal Name_____ Student #_____

Parent's Name_____ Birthdate_____

Address _____ Home Phone_____

City_____ Zip_____ Bus.Phone_____

School_____ Grade_____ Date of Referral_____

Referred by_____ Relationship to student_____

****

TEST DATA

Group IQ Test - Name_____ Date_____

Results - Verbal_____ Quantitative _____ Nonverbal_____

Individual IQ Test - Name_____ Date_____

Results - Verbal_____ Performance _____ Full Scale_____

Achievement Test - Name_____ Date_____

Results - Rdg. _____ Math _____ Composite _____ _____

****

CLASSROOM TEACHER COMPLETES:

1. Describe current classroom academic behavior:

2. Describe current classroom social-emotional behavior:

3. Describe any creative behaviors you have observed. Please attach examples of work which might indicate creativity.

4. Comments:

Return to Gifted Program Teacher

If there is a concern about whether a referral and/or testing is appropriate, confer with the administrator in charge of the gifted program. A meeting of the SST may be scheduled for further discussion and review.

Referring Party_____ Date_____

****

RATING SCALE
Grades 3 - 12

Listed below are behaviors associated with the gifted student. Place a number in the space by the statement which describes the student according to the following scale:

0 = characteristic not observed
1 = characteristic seldom observed
2 = characteristic occasionally observed
3 = characteristic often observed
4 = characteristic frequently observed

Please respond to all items:

1. ____ Asks provocative questions
2. ____ Discusses abstract ideas
3. ____ Generates several solutions to problems
4. ____ Has a keen sense of humor
5. ____ Perceives several aspects of an issue, tend or situation
6. ____ Appears to be self-directed
7. ____ Persists until tasks are completed
8. ____ Eagerly shares new ideas or discoveries
9. ____ Expresses interest and/or opinions on issues and events external to the school or family
10. ____ Reads for pleasure
11. ____ Appears bored by routine tasks
12. ____ Expresses appropriate skepticism
13. ____ Enjoys intellectual activity and playfulness
14. ____ Appreciates novel ideas and procedures
15. ____ Organizes for efficient completion of personal and school tasks
16. ____ Expresses thoughts with precision and advanced vocabulary
17. ____ Displays keen interest in a selected topic or hobby
18. ____ Argues convincingly
19. ____ Works independently
20. ____ Makes valid generalizations and predictions
21. ____ Generally directs activities in which he/she is involved
22. ____ Displays vocabulary beyond age or grade level
23. ____ Is a risk taker
24. ____ Shows unusual ability in abstract and logical thought
25. ____ Displays outstanding ability/potential in such areas as art, music, drama

TOTAL _____

Appendix U

GWINNETT COUNTY PUBLIC SCHOOLS

GIFTED PROGRAM REFERRAL

Grades Kindergarten - Second

Gifted Program Teacher completes:

Student Full Legal Name_____ Student #_____

Parent's Name_____ Birthdate_____

Address _____ Home Phone_____

City_____ Zip_____ Bus.Phone_____

School_____ Grade_____ Date of Referral_____

Referred by_____ Relationship to student_____

****

TEST DATA

Group IQ Test - Name_____ Date_____

Results - Verbal_____ Quantitative _____ Nonverbal_____

Individual IQ Test - Name_____ Date_____

Results - Verbal_____ Performance _____ Full Scale_____

Achievement Test - Name_____ Date_____

Results - Rdg. _____ Math _____ Composite _____

****

CLASSROOM TEACHER COMPLETES:

1. Describe current classroom academic behavior:

2. Describe current classroom social-emotional behavior:

3. Describe any creative behaviors you have observed. Please attach examples of work which might indicate creativity.

4. Comments:

Return to Gifted Program Teacher

If there is a concern about whether a referral and/or testing is appropriate, confer with the administrator in charge of the gifted program. A meeting of the SST may be scheduled for further discussion and review.

Referring Party_____ Date_____

****

RATING SCALE
Kindergarten - Second Grade

The following scales are designed to obtain teacher estimates of a student's gifted characteristics. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population, and therefore, the profiles are likely to vary a great deal. Each item should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic.

Place a number in the space by the statement which describes the student according to the following continuum:

0 = characteristic not observed
1 = characteristic seldom observed
2 = characteristic occasionally observed
3 = characteristic often observed
4 = characteristic frequently observed

PLEASE RESPONSE TO ALL ITEMS

1. ____ Learns rapidly and easily
2. ____ Thinks clearly; recognizes implied relationships, comprehends meanings; logical
3. ____ Retains what has been heard or read without appearing to need much rote or drill
4. ____ Has large vocabulary; verbally fluent
5. ____ Has long attention span
6. ____ Produces original products and/or ideas
7. ____ Prefers complex ideas
8. ____ Uses complex sentences
9. ____ Is curious, investigative, inquisitive
10. ____ Is independent, self-sufficient
11. ____ Is a leader in several kinds of activities Is able to influence others to work toward desired goals
12. ____ Displays outstanding ability/potential in such areas as art, music, rhythms, dramatics
13. ____ Well informed in many areas
14. ____ Displays a sense of humor
15.
16.
17.
18.
19.
20.

TOTAL _____

Appendix V

Summary Sheet

Scales for Rating the Behavioral Characteristics of Superior Students

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

Name _____ Date _____

School _____ Grade _____ Age _____

Teacher or person completing this form _____

How long have you known the child? _____ Months.

Directions. These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, leadership, art, music, drama, communication and planning. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population; and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the 10 dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic to a considerable degree.
4. If you have observed this characteristic almost all of the time.

Space has been provided following each item for your comments.

Scoring. Separate scores for each of the ten dimensions may be obtained as follows:

— Add the total number of X's in each column to obtain the "Column Total."
— Multiply the Column Total by the "Weight" for each column to obtain the "Weighted Column Total."
— Sum the Weighted Column Totals across to obtain the "Score" for each dimension of the scale.
— Enter the Scores below.

I	Learning Characteristics	_____
II	Motivational Characteristics	_____
III	Creativity Characteristics	_____
IV	Leadership Characteristics	_____
V	Artistic Characteristics	_____
VI	Musical Characteristics	_____
VII	Dramatics Characteristics	_____
VIII	Communication Characteristics — Precision	_____
IX	Communication Characteristics — Expressiveness	_____
X	Planning Characteristics	_____

Creative Learning Press, Inc.
P.O. Box 320, Mansfield Center, Connecticut 06250

Scales for Rating the Behavioral Characteristics of Superior Students

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

Name _____ Date _____

School _____ Grade _____ Age _____

Teacher or person completing this form _____

How long have you known the child? _____ Months.

Part I: Learning Characteristics

	_ Seldom or never	_ Occasionally	_ Considerably	_ Almost always
1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency.	☐	☐	☐	☐
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age).	☐	☐	☐	☐
3. Has quick mastery and recall of factual information.	☐	☐	☐	☐
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick."	☐	☐	☐	☐
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.	☐	☐	☐	☐
6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.	☐	☐	☐	☐
7. Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.	☐	☐	☐	☐
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers.	☐	☐	☐	☐
Add Column Total	☐	☐	☐	☐
Multiply by Weight	1	2	3	4
Add Weighted Column Totals	☐	> ☐	☐	> ☐
Total				☐

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Scales for Rating the Behavioral Characteristics of Superior Students

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

Name _____ Date _____

School _____ Grade _____ Age _____

Teacher or person completing this form _____

How long have you known the child? _____ Months.

Part II: Motivational Characteristics

	_ Seldom or never	_ Occasionally	_ Considerably	_ Almost always
1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.)	☐	☐	☐	☐
2. Is easily bored with routine tasks.	☐	☐	☐	☐
3. Needs little external motivation to follow through in work that initially excites him.	☐	☐	☐	☐
4. Strives toward perfection; is self critical; is not easily satisfied with his own speed or products.	☐	☐	☐	☐
5. Prefers to work independently; requires little direction from teachers.	☐	☐	☐	☐
6. Is interested in many "adult" problems such as religion, politics, sex, race — more than usual for age level.	☐	☐	☐	☐
7. Often is self assertive (sometimes even aggressive); stubborn in his beliefs.	☐	☐	☐	☐
8. Likes to organize and bring structure to things, people, and situations.	☐	☐	☐	☐
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.	☐	☐	☐	☐
Add Column Total	☐	☐	☐	☐
Multiply by Weight	1	2	3	4
Add Weighted Column Totals	☐	> ☐	> ☐	> ☐
Total				☐

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Scales for Rating the Behavioral Characteristics of Superior Students

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

Name _____ Date _____

School _____ Grade _____ Age _____

Teacher or person completing this form _____

How long have you known the child? _____ Months.

Part III: Creativity Characteristics

	1 Seldom or never	2 Occasionally	3 Considerably	4 Almost always
1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	☐	☐	☐	☐
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique, clever responses	☐	☐	☐	☐
3. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.	☐	☐	☐	☐
4. Is a high risk taker; is adventurous and speculative.	☐	☐	☐	☐
5. Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if . . ."); manipulates ideas (i.e., changes, elaborates upon them); is often concerned with adapting, improving and modifying institutions, objects, and systems	☐	☐	☐	☐
6. Displays a keep sense of humor and sees humor in situations that may not appear to be humorous to others.	☐	☐	☐	☐
7. Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity.	☐	☐	☐	☐
8. Is sensitive to beauty, attends to aesthetic characteristics of things.	☐	☐	☐	☐
9. Nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.	☐	☐	☐	☐
10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.	☐	☐	☐	☐
Add Column Total	☐	☐	☐	☐
Multiply by Weight	1	2	3	4
Add Weighted Column Totals	☐ >	☐ >	☐ >	☐
Total				☐

Creative Learning Press, Inc.
P.O. Box 320, Mansfield Center, Connecticut 06250

Scales for Rating the Behavioral Characteristics of Superior Students

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

Name _____ Date _____

School _____ Grade _____ Age _____

Teacher or person completing this form _____

How long have you known the child? _____ Months.

Part IV: Leadership Characteristics	1 Seldom or never	2 Occasionally	3 Considerably	4 Almost always
1. Carries responsibility well; can be counted on to do what he has promised and usually does it well.	☐	☐	☐	☐
2. Is self confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.	☐	☐	☐	☐
3. Seems to be well liked by his classmates.	☐	☐	☐	☐
4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.	☐	☐	☐	☐
5. Can express himself well; has good verbal facility and is usually well understood.	☐	☐	☐	☐
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.	☐	☐	☐	☐
7. Seems to enjoy being around other people; is sociable and prefers not to be alone.	☐	☐	☐	☐
8. Tends to dominate others when they are around; generally directs the activity in which he is involved.	☐	☐	☐	☐
9. Participates in most social activities connected with the school; can be counted on to be there if anyone is.	☐	☐	☐	☐
10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.	☐	☐	☐	☐
Add Column Total	☐	☐	☐	☐
Multiply by Weight	1	2	3	4
Add Weighted Column Totals	☐ >	☐ >	☐ >	☐
Total				☐

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P.O. Box 320, Mansfield Center, Connecticut 06250

GWINNETT COUNTY PUBLIC SCHOOLS

MEMORANDUM

TO: *Liz Rieken, County Office*
Annette Redman, Oakland Center
Sharon Reddick, Hopkins Elementary
Nell Sanders, Sweetwater Middle
Cheryl Wienges, Sweetwater Middle
Sharon Hough, Lilburn Middle
Kathy Dean, Hopkins Elementary
Doris Mann, Minor Elementary
Judy Schillings, Meadowcreek High
Debbie Barth, Psychological Services

FROM: *Ruth Cowan*

DATE: *January 26, 1992*

SUBJECT: *Identification of Black and Non-English Background Gifted Students --- District Eligibility Team*

My research project targeted at developing and implementing procedures that will help us identify gifted students from our culturally diverse student population is progressing very nicely. I am at the stage now where we will soon need a district Eligibility Team to review test results on students and make decisions regarding their placement in the gifted program. I would like to set up regular monthly District Eligibility Team meetings, 1:30 - 3:30 pm, for the following dates:

February 20th *March 19th* *April 23rd* *May 14th*

The location of each meeting will be at one of the pilot schools depending on available space. This will be announced later. I will cover a half-day substitute teacher for gifted program teachers or ESOL teacher that require them. Use the enclosed form to let me know if you will be able to serve on the District Eligibility Team for each date.

I believe the results will be of great value to our students from the target populations. Again, we find ourselves on the cutting edge of what is happening in education. Thank you for your interest and support.

Copy: *Gloria Martin, Principal, Hopkins Elementary*
Mike Grzeshkiewcz, Principal, Lilburn Middle
Scott Smith, Principal, Meadowcreek High
Freddie Williams, Principal, Minor Elementary
Virginia Crowley, Principal, Sweetwater Middle
Dick Downey, Special Education Director, Oakland Center

District Eligibility Team
Meeting Dates

I can attend the District Eligibility Team meeting for determining placement of special project gifted students on:

[ ] February 20th	*[ ] April 23rd*
[ ] March 19th	*[ ] May 14th*

I cannot attend the District Eligibility Team meeting for determining placement of special project gifted students on:

[ ] February 20th	*[ ] April 23rd*
[ ] March 19th	*[ ] May 14th*

PLEASE RETURN TO RUTH COWAN AT OAKLAND CENTER

Appendix X

THE NATIONAL RESEARCH CENTER ON THE GIFTED AND TALENTED
The University of Georgia

TO: Mrs. Ruth Cowan
FROM: Mary Frasier
SUBJECT: 1990-1991 Project Accomplishments and Projected Program Plans for 1991-1992
DATE: February 8, 1991

Enclosed for your information is a draft of the document I completed on the topics above. I would appreciate any comments you have regarding sections A and B.

Ruth, I have taken the liberty to list you as a Collaborative REsearcher with our project. Based on our discussion about your dissertation idea, I feel strongly that your dissertation would be facilitated and our project enhanced by your participation. I await your comments on my projected plans for next year and hope you can work with us for mutual benefits.

Sincerely,
Mary

GWINNETT COUNTY PUBLIC SCHOOLS

MEMORANDUM

TO: *Liz Rieken, County Office*
Annette Redman, Oakland Center
Sharon Reddick, Hopkins Elementary
Nell Sanders, Sweetwater Middle
Cheryl Wienges, Sweetwater Middle
Sharon Hough, Lilburn Middle
Kathy Dean, Hopkins Elementary
Doris Mann, Minor Elementary
Judy Schillings, Meadowcreek High
Debbie Barth, Psychological Services

FROM: *Ruth Cowan*

DATE: *March 16, 1992*

SUBJECT: *District Eligibility Team Meeting*

This is to remind you of our District Eligibility Team Meeting scheduled for March 19th, 1:30 - 3:30 pm, at Sweetwater Middle School. Dr. Nell Sanders will be our hostess. Dr. Sanders' room is immediately to the right after entering the front door of the building. I look forward to seeing you there.

GWINNETT COUNTY PUBLIC SCHOOLS

MEMORANDUM

TO: *Liz Rieken, County Office*
Annette Redman, Oakland Center
Sharon Reddick, Hopkins Elementary
Kathy Dean, Hopkins Elementary
Doris Mann, Minor Elementary
Nell Sanders, Sweetwater Middle
Cheryl Wienges, Sweetwater Middle
Sharon Hough, Lilburn Middle
Judy Schillings, Meadowcreek High
Debbie Barth, Psychological Services

FROM: *Ruth Cowan*

DATE: *April 20, 1992*

SUBJECT: *District Eligibility Team Meeting*

This is to remind you of our District Eligibility Team Meeting scheduled for April 23rd, 1:30 - 3:30 pm, at Sweetwater Middle School. You should park in the large parking lot to the left of the building. Dr. Nell Sanders will be our hostess. Dr. Sanders' room is immediately to the right after entering the front door of the building. We will be reviewing completed assessment results for several students to determine eligibility and placement for them. Would you please bring your calendar with you so that we can look at an additional meeting date just in case we have more students than we can handle in the one remaining meeting we have scheduled.

I look forward to seeing you at Sweetwater Middle.

GWINNETT COUNTY PUBLIC SCHOOLS

MEMORANDUM

TO: *Liz Rieken, County Office*
Annette Redman, Oakland Center
Jim Curtis, Hopkins Elementary
Kathy Dean, Hopkins Elementary
Doris Mann, Minor Elementary
Nell Sanders, Sweetwater Middle
Cheryl Wienges, Sweetwater Middle
Sharon Hough, Lilburn Middle
Judy Schillings, Meadowcreek High
Debbie Barth, Psychological Services

FROM: *Ruth Cowan*

DATE: *May 11, 1992*

SUBJECT: *District Eligibility Team Meeting*

This is to remind you of our District Eligibility Team Meeting scheduled for May 14th, 1:30 - 3:30 pm, at Hopkins Elementary School. We will be reviewing completed assessment results for students from Hopkins Elementary and Lilburn Middle School to determine eligibility and placement for them. We also have a meeting scheduled for May 21st, 1:30 - 4:00 pm. We will decide on the location at our meeting this Thursday afternoon. At the May 21st meeting, we will review students referred from Minor Elementary, Sweetwater Middle, and Meadowcreek High. You are all real pioneers to stick with this project as you have. Please know that I sincerely appreciate your contributions. It is my hope that students all over our school district will eventually benefit from our work together.

I look forward to seeing you at Hopkins Elementary.

GWINNETT COUNTY PUBLIC SCHOOLS

MEMORANDUM

TO: *Liz Rieken, County Office*
Annette Redman, Oakland Center
Jim Curtis, Hopkins Elementary
Kathy Dean, Hopkins Elementary
Doris Mann, Minor Elementary
Nell Sanders, Sweetwater Middle
Cheryl Wienges, Sweetwater Middle
Sharon Hough, Lilburn Middle
Judy Schillings, Meadowcreek High
Debbie Barth, Psychological Services

FROM: *Ruth Cowan*

DATE: *May 18, 1992*

SUBJECT: *District Eligibility Team Meeting*

This is to remind you of our District Eligibility Team Meeting scheduled for May 21st, 1:30 - 4:00 pm, at Sweetwater Middle School. We will be reviewing completed assessment results for students from Lilburn Middle School, Sweetwater Middle School, Minor Elementary School, and a few left over from Hopkins Elementary. We will be reviewing this data to determine eligibility and placement for these students. We have a meeting scheduled for May 29th, 1:30 - 3:30 pm to review assessment data for students from Meadowcreek High and to finish any students left over from the three schools mentioned above. We will select a location for our May 29th meeting this Thursday afternoon. I know that you will probably be just as happy when this research project is over as I will be. I think we have this "tiger by the tail" and we are on the leading edge of something really important for these students. Thanks for the wonderful help you have given to this effort.

I look forward to seeing you at Sweetwater Middle on Thursday.

Appendix Z

SURVEY OF BACKGROUND INFORMATION AND FACTORS WHICH MAY AFFECT TEST PERFORMANCE

Student's Name_____ School_____

		YES	NO	NOT KNOWN
1.	Dominant language at home is a language other than English			
2.	Parents' educational level is low			
3.	Family is immigrant			
4.	Family has been in U.S. 5 years or less If yes, How long has student been in U.S.?			
5.	Parents are foreign born			
6.	Parents express very general educational aspirations and expectations for the student			
7.	Family is low SES			
8.	The community the student comes from is culturally and linguistically different from mainstream			
9.	Student's primary culture is different from mainstream			
10.	Student is dominant in a language other than English			
11.	Student is currently in ESOL program How long has student been in ESOL? _____years			
12.	Student was in an ESOL program How long was student in ESOL? _____years			

Developed by: Ruth S. Cowan, 1992

Appendix AA

GWINNETT COUNTY PUBLIC SCHOOLS

P.O. BOX 343, LAWRENCEVILLE, GEORGIA 30246-0343

PHONE: 404-963-8651

GEORGE G THOMPSON
SUPERINTENDENT

BOARD OF EDUCATION

THOMAS L. HARRIS Chm
LOUISE RADLOFF, V Chm
JULIE DUKE
JIM FISHER
PAT MITCHELL

May, 1992

Dear Parents:

Earlier this year you gave permission for your child _____ to participate in a special research project being done at your child's school. We explained to you that the purpose of the research project was to improve our method(s) of identifying gifted students from culturally diverse backgrounds. Your child was referred to me after some testing that was done by the gifted program teacher at your child's school. The results of all evaluations are plotted on the enclosed assessment profile. After collecting information about how well your child performs in school, I presented the information to a committee made up of educators from all schools participating in the research project. This committee reviewed all the information and made a decision regarding your child's educational program for next year. The committee recommended:

_____

_____.

A form is attached that reflects the committee's decision. This form reports the results from all standardized tests. If you agree with the committee recommendation, please sign the enclosed Eligibility/Placement Form and return the top copy to your child's teacher as soon as possible. I will be glad to discuss the test results with you if you should have any questions. Please contact me or the gifted program teacher at the phone number given below.

If you have questions regarding the gifted program, please do not hesitate to call me or the gifted program teacher at the phone number listed below. Thank you for your patience and cooperation in this special project.

Sincerely,

Gifted Program Teacher

Phone:

Gifted Program Consultant

Phone:

GWINNETT COUNTY PUBLIC SCHOOLS

P.O. BOX 343, LAWRENCEVILLE, GEORGIA 30246-0343

PHONE: 404-963-8651

GEORGE G THOMPSON
SUPERINTENDENT

May, 1992

Dear Parents:

Earlier this year you gave permission for your child _____ to participate in a special research project being done at your child's school. We explained to you that the purpose of the research project was to improve our method(s) of identifying gifted students from culturally diverse backgrounds. Your child was referred to me after some testing that was done by the gifted program teacher at your child's school. The results of all evaluations are plotted on the enclosed assessment profile. After collecting information about how well your child performs in school, this information was presented to a committee made up of educators from all schools participating in the research project. This committee reviewed all the information and made a decision regarding your child's educational program for next year. The committee recommended:

_____

_____.

A score at the 50th percentile indicates that the student has performed better than 50 percent of the students taking the test. It is always difficult to tell children that they are not eligible for certain programs. We hope that you will project a positive attitude. Reassure your child by letting his/her know that to be referred for this project is an indication of outstanding ability. We hope your daughter or son will continue to work hard and apply their outstanding ability as he/she progresses through school.

If you have questions regarding this assessment, please do not hesitate to call me or the gifted program teacher at the phone number listed below. Thank you for your patience and cooperation in this special project.

Sincerely,

Gifted Program Teacher

Phone:

Gifted Program Consultant

Phone:

MAJOR APPLIED RESEARCH PROJECT
Student Test Results
1991-1992

Initials	School	Gr	OL-SAT	CogAT-V	CogAT-Q	CogAT-NV	Composit	Rdg.	Mat	Comp	TTCT	MAT	E.T.decision	R/H
GP	Hopkins	1	105/62%	104/60%	82/13%	136/99%	108/69%				68; 65; 115; 85; 68	123/94%	no placement	47%; 36%; 33%; 40%
SY	Hopkins	1	98/45%	95/38%	90/27%	142/99%	110/73%				88; 118; 137; 160; 80	117/87%	Other Serv.facilitate	81%; 67%; 65%; 95%
NI	Hopkins	2	102/55%	82/13%	111/75%	126/95%	107/67%				103; 107; 100; 79; 77	89%	Other Serv.facilitate	75%; 67%; 58%; 85%
EK	Hopkins	2	108/69%	99/48%	98/45%	131/97%	/75%				93; 89; 0; 114; 95	113/81%	no placement	72%; 72%; 65%; 78%
SS	Hopkins	2	115/83%	120/89%	137/99%	126/95%	132/98%				105; 110; 160; 156; 77	133/99%	place	97%; 86%; 53%; 78%
NT	Hopkins	3	120/89%	118/87%	119/88%	133/98%	126/93%	89%	95%		120; 124; 111; 149; 80	63%	place; spring 92 test	78%; 56%; 45%; 90%
VC	Hopkins	4	110/73%	83/14%	117/86%	126/95%	110/73%		89%		82; 89; 122; 121; 68	96%	Other Serv.accelerat m	75%; 53%; 48%; 75%
PT	Hopkins	5	121/90%	118/87%	114/81%	116/84%	118/87%	93%	96%	95%	140; 139; 100; 136; 115	96%	place	100%; 72%; 75%; 70%
EJF	Hopkins	1	129/96%	127/95%	111/75%	145/99%	132/98%				invalid	132/98%	Other Serv.facilitate	81%; 67%; 50%; 65%
AV	Hopkins	2	117/86%	110/73%	120/89%	126/95%	122/91%	99%	99%		93; 96; 122; 142; 86	89%	Other Serv.facilitate	63%; 81%; 80%; 98%
MP	Hopkins	2	123/92%	108/69%	114/81%	131/97%		75%	99%		88; 96; 0; 0; 86	114/82%	no placement	97%; 72%; 53%; 90%
EC	Hopkins	3	116/84%	119/88%	128/96%	119/88%	124/93%	99%	99%	99%	77; 103; 133; 149; 70	71%	place	100%; 89%; 78%; 98%
KT	Hopkins	5	112/77%	133/98%	119/88%	121/91%	127/95%	91%	79%	88%	67; 79; 85; 94; 55	46%	place; adv. LA	69%; 81%; 70%; 88%
SRP	Lilburn Mid	6	103/57%	92/41%	150/99%	143/99%		5%	99%		95; 96; 135; 149; 85	99%	place	81%; 94%; 80%; 85%
BH	Lilburn Mid	6	97/43%	73/10%	139/99%	150/99%	122/91%		99%		110; 103; 75; 135; 95	94%	place	97%; 86%; 73%; 85%
CG	Lilburn Mid	6	/83%	120/89%	113/77%	128/96%		89%	96%	93%	90; 100; 145; 135; 95	97%	place	63%; 75%; 65%; 70%
MB	Lilburn Mid	6		/67%	/79%	/67%		91%	91%	89%	107; 121; 130; 142; 95	63%	no placement	50%; 64%; 50%; 60%
AR	Lilburn Mid	6	118/87%	120/89%	128/96%	107/67%	120/89%	98%	85%	96%	97; 96; 180; 100; 80	80%	Place; adv. L.A.	94%; 72%; 88%; 80%
NB	Lilburn Mid	6		107/76%	118/91%	97/49%		84%	33%		117; 107; 130; 142; 105	39%	no placement	66%; 58%; 80%; 55%
ESP	Lilburn Mid	7	109/71%	92/35%	130/98%	131/97%			99%		105; 110; 110; 82; 100	98%	place	88%; 92%; 95%; 85%
PS	Lilburn Mid	7		109/71%	119/88%	126/95%	117/86%		99%		127; 110; 155; 118; 104	94%	place	97%; 86%; 70%; 63%
ER	Lilburn Mid	7	115/83%					81%	91%	95%	100; 117; 140; 100; 86	53%	place	88%; 95%; 45%; 78%
PYW	Lilburn Mid	7		110/68%	105/83%	118/90%		86%	86%	91%	102; 110; 135; 130; 91	98%	no placement	91%; 75%; 83%; 95%
MW	Lilburn Mid	7		99/48%	123/92%	122/91%	117/86%				125; 131; 135; 142; 109	96%	place	28%; 39%; 25%; 63%
MS	Lilburn Mid	8		95/6%	126/95%	117/86%		96%	99%		87; 100; 90; 130; 82	94%	no placement	66%; 53%; 30%; 75%
MHY	Lilburn Mid	8		84/16%	126/95%	120/89%			98%		127; 107; 110; 94; 86	87%	place	100%; 94%; 98%; 100%
VRS	Lilburn Mid	8		101/52%	133/98%	112/77%		73%	93%		75; 75; 105; 100; 68	94%	no placement	38%; 36%; 30%; 53%
BTN	Lilburn Mid	8		103/57%	122/92%	119/88%			88%	83%	139; 116; 170; 107; 110	98%	place	50%; 69%; 68%; 43%
IDG	Lilburn Mid	8		114/81%	115/83%	126/95%		96%	86%		85; 93; 145; 100; 91	78%	no placement	47%; 44%; 50%; 60%
SF	Lilburn Mid	8		111/75%	106/65%	120/89%				95%	75; 82; 105; 148; 77	85%	Other Serv.; adv. art	50%; 47%; 45%; 83%
RM	Lilburn Mid	8		112/77%	128/96%	115/83%				95%	95; 103; 145; 88; 91	87%	no placement	34%; 31%; 48%; 60%
VH	Meadowcreek	9		108/69%	120/89%	127/95%			93%		97; 82; 195; 136; 100	75%	place	66%; 56%; 60%; 73%
NB	Meadowcreek	9		103/57%	127/95%	127/95%			92%		97; 103; 135; 100; 96	98%	place	66%; 58%; 55%; 60%
CH	Meadowcreek	9		115/83%	132/98%	118/87%			92%		85; 107; 155; 112; 89	98%	place	66%; 64%; 65%; 83%
RS	Meadowcreek	9		102/55%	139/99%	129/97%			92%		97; 103; 160; 118; 89	98%	place	41%; 44%; 50%; 53%
LE	Meadowcreek	9		104/60%	137/99%	119/88%			86%		92; 86; 135; 130; 89	65%	place	63%; 67%; 58%; 55%
TW	Meadowcreek	9		113/79%	124/93%	125/94%			83%		99; 100; 130; 118; 93	75%	place	66%; 72%; 70%; 75%
BT	Meadowcreek	10		93/33%	128/96%	121/90%			97%		117; 121; 115; 112; 107	75%	place	94%; 89%; 80%; 83%
AE	Meadowcreek	10		128/96%	118/87%	111/75%		94%			97; 93; 155; 148; 96	85%	place	91%; 92%; 68%; 88%
SH	Minor	2		95/38%	95/38%	130/97%	108/69%				103; 103; 197; 142; 95	118/88%	no placement	72%; 67%; 58%; 75%
TC	Minor	2		107/67%	100/50%	150/99%	123/92%				did not take	133/99%	no placement	63%; 64%; 53%; 85%
RI	Minor	2		107/68%	129/97%	119/88%	121/90%				105; 117; 160; 121; 91	131/98%	no placement	88%; 36%; 40%; 75%
VL	Minor	K		97/43%	112/77%	131/97%	115/83%				104; 110; 130; 145; 100	133/99%	no placement	97%; 72%; 68%; 85%
BW	Minor			114/81%	121/90%	123/92%	122/91%						moved	
ST	Minor	2		114/81%	115/83%	131/97%	124/93%				128; 124; 100; 100; 91	70%	no placement	91%; 67%; 75%; 65%
SY	Minor	2		95/38%	126/95%	133/98%	121/90%				98; 100; 197; 114; 77	129/97%	place	91%; 81%; 98%; 88%
JL	Minor	4		117/86%	122/93%	111/75%	119/88%	78%	88%	87%	62; 65; 100; 128; 82	85%	Other Serv.;art enrich	78%; 83%; 70%; 80%
DC	Sweetwater	6		75	99	62		56%	53%		110; 103; 80; 79; 75	76%	no placement	56%; 36%; 30%; 55%
FS	Sweetwater	6	122/91%	124/93%	132/98%	10563%		95%			107; 110; 135; 135; 95	92%	place	47%; 64%; 48%; 30%
DR	Sweetwater	6	113/79%	118/87%	125/94%	118/87%		85%			92; 82; 185; 149; 90	94%	no placement	88%; 69%; 50%; 100%
AJ	Sweetwater	6	109/71%	130/97%	117/86%	119/88%		74%			95; 110; 155; 163; 110	92%	no placement	78%; 72%; 48%; 80%
TN	Sweetwater	6	105/62%	/89	/107	/99		36%			102; 117; 130; 107; 115	53%	no placement	63%; 64%; 40%; 65%
JL	Sweetwater	7	119/88%	91/29%	126/95%	126/95%		78%	99%		115; 121; 155; 124; 118	94%	place	84%; 67%; 68%; 68%
JY	Sweetwater	7	124/93%	114/81%	127/95%	124/93%		92%	98%		no responses	96%	place	78%; 75%; 63%; 78%
AN	Sweetwater	7	113/86%	110/73%	130/97%	120/89%		94%	86%		90; 107; 115; 142; 95	87%	place	94%; 81%; 93%; 85%
LT	Sweetwater	8	86/19%	86/19%	116/84%	110/73%		47%	84%	40%	100; 82; 155; 112; 108	65%	no placement	75%; 75%; 78%; 73%

THE NATIONAL RESEARCH CENTER ON THE GIFTED AND TALENTED
PROJECT AT THE UNIVERSITY OF GEORGIA

Mary M. Frasier
Associate Director, NRC/GT
Principal Investigator at UGA

MEMORANDUM

To: Georgia NRC Site Representatives

From: Mary M. Frasier

RE: Letter to Lonnie Love

Date: January 6, 1992

Lonnie has indicated that everyone at the State Department is supportive of giving students a waiver. However, he needs each of you to send a letter of commitment from your school district to him that contains the following information:

1. Confirm that you are a participant in the research project being conducted by The University of Georgia as a part of the research activities of The National Research Center on the Gifted and Talented. As a reminder, our project is entitled "An Investigation of Giftedness in Economically Disadvantaged and Limited English Proficiency Students".

2. Indicate that your Superintendent has agreed to participate in this project to pilot the use of alternative criteria to identify a limited number of students currently underrepresented in our state's gifted programs.

3. Request permission to have these students admitted to your gifted program without prejudice and that they be served as gifted students in your FTE count.

4. Indicate the number of schools in your district that will be participating and provide a ball park figure of the number of students you anticipate might be identified and served.

The University of Georgia 320B Aderhold Hall Athens, Georgia 30602
TEL (404) 542-4301 FAX (404) 542-2321

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The letter should be signed by you and the responsible person in your school system, e.g., Superintendent, Associate Superintendent. The letter should be sent ASAP to

Mr. Lonnie Love, Administrator
Programs for the Gifted
Georgia State Department of Education
1952 Twin Towers East
Atlanta, Georgia 30334

We appreciate your willingness to participate in this project that will have important benefits for the children of our state as well as children across the nation. We look forward to working with you. See you Saturday, January 11.

Appendix DD

GWINNETT COUNTY PUBLIC SCHOOLS

P.O. BOX 343, LAWRENCEVILLE, GEORGIA 30246-0343
PHONE: 404-963-8651

GEORGE G. THOMPSON
SUPERINTENDENT

BOARD OF EDUCATION
THOMAS L. HARRIS Chm
LOUISE RADLOFF, V Chm
JULIE DUKE
JIM FISHER
PAT MITCHELL

January 13, 1992

Mr. Lonnie Love, Administrator
Programs for the Gifted
Georgia State Department of Education
1952 Twin Towers East
Atlanta, Georgia 30334

Dear Mr. Love:

This is to confirm that Gwinnett County Public Schools is a participant in the research project being conducted by The University of Georgia as a part of the research project of The National Research Center on the Gifted and Talented. We hold a vital interest in the project, "An Investigation of Giftedness in Economically Disadvantaged and Limited English Proficiency Students," since it directly impacts on Strategy X of our Strategic Plan. Our superintendent, Mr. George Thompson, has agreed that we should participate in this project.

The National Research Center staff from The University of Georgia will work with two pilot schools that have a high percentage of Black and non-English background students in the total school enrollment and a low percentage of these ethnic groups represented in the gifted program. The National Research Center staff will collect data using alternative assessment measures. Additionally, five more schools with a low representation of the ethnic groups described above are participating in a pilot project being conducted by Ruth Cowan. Mrs. Cowan is a collaborative researcher for The University of Georgia project, and her data will feed into the National Research Center project. For all seven schools we expect approximately 104 gifted students to be identified using these alternative assessment measures.

We are requesting that students identified through this pilot be permitted to be admitted to the gifted program without prejudice, and that they be served as gifted students in our FTE count. We are pleased that you, and others at the State Department of Education, are supportive of this research project. We hope that other children from similar ethnic and disadvantaged populations will benefit from the work of The National Research Center project.

Sincerely,

Gale Hulme, Ed.D.
Assistant Superintendent of Instruction

Richard Downey, Ph.D.
Special Education Director

Ruth S. Cowan
Gifted Program Consultant

THE NATIONAL RESEARCH CENTER ON THE GIFTED AND TALENTED
PROJECT AT THE UNIVERSITY OF GEORGIA

Mary M. Frasier
Associate Director, NRC/GT
Principal Investigator at UGA

May 24, 1992

Ruth Cowan
Oakland Center
950 McElvaney Lane
Lawrenceville, GA 30245

Dear Ruth:

We are looking forward to meeting with you on Friday, May 30th from noon until 4:00 p.m. The feedback which you will be able to provide for us on this year's pilots of The Staff Development Model (SDM) and Research-Based Assessment Plan (RAP) will be crucial as we make plans to finish up the work at your site and to implement The National Field Test during Year 3. I have outlined below a (very flexible) agenda for our meeting on Friday afternoon:

Noon - 12:45 -- Lunch/Discussion

12:45 - 2:30 -- General Discussion of Experiences at Each Site. I will plan to facilitate this discussion, and some of the topics I would like for you to address include:

A. The first SDM session. We will be anxious to hear your impressions regarding the effectiveness of The SDM in helping teachers (both classroom and resource) and administrators become more sensitive to the expression of abilities in all children. Do you think the SDM was effective in promoting greater concern with meeting children's educational needs as opposed to qualifying them for a rather arbitrary label? We will have the results of the pre-/post-attitudinal surveys to help us assess some of these changes, but we also think any anecdotal evidence you can share would be very valuable. Since we presented The SDM to full faculties at some sites and to leadership teams at others, we would like to have you help us weigh the advantages and disadvantages of each delivery plan. Please be thinking of any other remarks you would like to make regarding the first visit of NRC/GT staff to your district for the initial SDM session. We know that you will be our most valuable resource as we plan modifications of The SDM, and we welcome all of your observations.

B. The second SDM session. The objectives of the follow-up session of The SDM were to explain the RAP and F-TAP in greater detail and to determine the pool of students from each site that would enter into the assessment phase of the project. These meetings ranged from very brief exchanges of information and names to rather lengthy negotiations in order to pare down lists of nominated students. What was the experience like at each of the sites in your district? In retrospect, how could we have made this process more efficient? More meaningful?

C. Assessment. There was some variety at the different sites as to who conducted the testing. We'll be anxious to hear your impressions as to the best way to go about this. Were the scheduling considerations caused by "outsiders" coming into the schools to

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test worth it when you consider the already overwhelming loads on the teachers, counselors, etc., who helped us test at some schools? The tremendous enthusiasm of teachers as they nominated target population students (and, consequently, the large number of students who entered into the RAP phase) resulted in some delays in the anticipated assessment schedule. But, beyond this delay, is there any way we might have expedited the assessment process?

D. Communication. We are already aware that this is one area that we very much want to improve. I'd like for you to put on your problem-solving hat for this one and help us brainstorm. "In what ways might we improve communications about the status of the project with site representatives? . . . with principals? . . . participating teachers? . . . parents? . . . students?"

E. Other. Is there anything else you feel we should know before we begin to polish the SDM and RAP? You may want to call the principals at each site and give them the opportunity to give us any suggestions at to what worked and what didn't. Again, we welcome any feedback we can get from you and the others in your district who worked with us this year.

2:30 - 4:00 -- Compilation of Specific Recommendations. At this point I would like to turn the meeting over to Karen Wolbrink. She has agreed to facilitate the development of a final product that will serve as summative evaluation of the pilot projects this year. NRC/GT staff will leave you alone so that you will feel no reservations about your comments and the contents of this product. We ask that you come up with two documents based on the earlier discussion. (Notes will be taken during that discussion and will be available to you as you develop these products.)

A. What were the strengths of these pilot projects in your districts? What aspects would you recommend that we retain for The National Field Test?

B. What were the most problematic elements of the pilots? What elements would you recommend that we alter/improve prior to The National Field Test? (Your specific recommendations as to how would be greatly appreciated.)

At Saturday's meeting of The Panel of Experts, we will ask each of you to make a very brief (about 5 minute) report on the SDM and RAP activities in your district. I will have already given an overview of the projects, so what would be most valuable to hear from you would be a brief description of your district and your insights as to how this project may impact the future of gifted education there. Karen Wolbrink will present a summary of your recommendations from Friday.

I cannot overemphasize how valuable your participation in this project has been to us this year. We could not have selected more knowledgeable, more caring professionals with whom to work. The successes which will come from our work this year are in great part due to you. Thank you!

Sincerely,

Sally

Sally Krisel
Program Coordinator
National Research Center on the Gifted and Talented/UGA

Appendix FF

GWINNETT COUNTY PUBLIC SCHOOLS
INSTRUCTIONAL SERVICES DIVISION
INSTRUCTION DEPARTMENT
GIFTED PROGRAM

RESOLUTION REQUEST

Research Project: The National Research Center on the Gifted and Talented's "Investigation of Giftedness in Economically Disadvantaged and Limited English Proficiency Students"

Waiver Request: Georgia Department of Education Rule 160-4-2-.08(1)(a)1

Resolution Purpose: The Instruction Department requests that students identified through the pilot research project be admitted to the gifted program without prejudice, and that they be served as gifted students in our FTE count.

Project Specifics: Approximately 105 students will be identified.

Target date for students to be placed in gifted program: School Year 1992-1993

Method of identification: Researchers will use alternative assessment instruments to identify gifted students from the target population.

BACKGROUND INFORMATION

Gwinnett County Public Schools (GCPS) is one of six Collaborative School Districts from Georgia participating in the National Research Center for Gifted and Talented (NRC/GT) pilot research project. The NRC/GT is located at the University of Georgia. The name of the project is The National Research Center on the Gifted and Talented's "Investigation of Giftedness in Economically Disadvantaged and Limited English Proficiency Students."

PURPOSE

The purposes of the study are (1) to investigate the characteristics of gifted economically disadvantaged (ED) and Limited English Proficient (LEP) students, and (2) to use these characteristics to develop a paradigm for their identification. These purposes will be accomplished by: (a) selecting a sample of ED and LEP students who are nominated by teachers as having potential or being capable of displaying gifted behaviors but not selected for gifted programs, (b) developing case studies with data derived from multiple sources, (c) employing a profile system for synthesizing case study data, and (d) using the data from the profile to construct a new paradigm or theoretical perspective for the identification of giftedness.

METHOD

Students referred by classroom teachers from the pilot school sites have been evaluated using alternative assessment measures. Local school Eligibility Teams will review all information collected. Using multi-criteria the Eligibility Team will determine whether students will be identified for gifted program services.

NEED FOR RESEARCH

The current GCPS gifted student enrollment is approximately 12% of the total student enrollment which exceeds the U.S./Georgia 5% average. June 1991 data for GCPS shows that White students make up 56,303 (88.3%) of the total school enrollment, while 7131 (93.36%) of the gifted program enrollment is White. Of the remaining ethnic groups, Blacks have the largest enrollment in the regular education program, but only 62 (.81%) of the 3405 (5.2%) Blacks are enrolled in the gifted program. Hispanics claim 1213 (1.9%) of the regular education program enrollment and 30 (.39%) are enrolled in the gifted program. American Indians make up 295 (.5%) of the total school enrollment with only 15 (.2%) of students enrolled in the gifted program being American Indians. Three percent, or 1925, of the regular student enrollment is Asian and 302 (3.95%) of the gifted program enrollment is Asian. Other ethnic groups make up 731 (1.1%) of the enrollment in the regular education program while 98 (1.28%) of the gifted program enrollment is made up of other ethnic groups. Over-representation of Whites and Asians and under-representation of Blacks and Hispanics in Gwinnett's gifted program matches nationwide data.

WAIVER REQUEST AND RESOLUTION PURPOSE

The Instruction Department requests a waiver of Georgia Department of Education Rule 160-4-20.08 (1) (a)1 which entitles students identified through the research project pilot described above to be admitted to the gifted program without prejudice, and that they be served as gifted students in our FTE count. Approximately 105 students are expected to be identified through this research project.

THE NATIONAL RESEARCH CENTER ON THE GIFTED AND TALENTED
PROJECT AT THE UNIVERSITY OF GEORGIA

Mary M. Frasier
Associate Director, NRC/GT
Principal Investigator at UGA

Rec'd. 7/3/92

July 2, 1992

Dr. Edith Beldon
Director, Division of Curriculum and Instruction
Georgia State Department of Education
1952 Twin Towers East
Atlanta, GA 30334-5040

Dear Dr. Beldon:

I was unable to reach either Dr. George Thompson, Superintendent, or Mrs. Ruth Cowan, Gifted Education Coordinator, of Gwinnett County today. Consequently, I have FAXed the enclosed letter to each of them, and I will follow-up with a phone call on Monday (7/6). Thank you again for all your help in securing the eligibility waiver for the students who have been identified as gifted through our research project this year. Please let me know if there is anything else I can do from this end to expedite the procedure.

Sincerely,

Mary M. Frasier

Mary M. Frasier, Ph. D.
Professor, Educational Psychology
Associate Director, The National Research Center on the Gifted and Talented Project at The University of Georgia

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THE NATIONAL RESEARCH CENTER ON THE GIFTED AND TALENTED
PROJECT AT THE UNIVERSITY OF GEORGIA

Mary M. Frasier
Associate Director, NRC/GT
Principal Investigator at UGA

July 2, 1992

Dr. George G. Thompson, Superintendent
Gwinnett County Public Schools
P. O. Box 343
Lawrenceville, GA 30246-0343

Dear Dr. Thompson:

I have been informed by the Georgia State Department of Education that they are favorably considering our request to waive eligibility requirements for students identified as gifted through The National Research Center Project at The University of Georgia. I have also been told that the total number of students will be limited to 120. Considering this parameter, you can see that it would be impossible to assign 105 of those slots to the Gwinnett County Schools. We must assign the 120 slots in as equitable fashion as is possible among the six school districts; exact numbers will be determined as the identification profiles are completed.

I am aware that your proposal included students identified at other sites. Our recommendations for gifted program placement, however, must be confined to those students who were nominated from Peachtree and Rockbridge Elementary Schools, the two Gwinnett County sites which were involved in The University of Georgia project.

You may want to consider local initiatives to serve students beyond the number that we can accommodate at this time in our pilot project. Please know that as a Collaborative School District with The National Research Center on the Gifted and Talented, Gwinnett County will have available to it any information developed through our project. We will work with you in any way that we can.

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We are confident that the knowledge gained through our research will have important implications for benefitting a wider range of gifted students in Georgia and throughout the nation. We appreciate the contribution that your school district is making in this pioneering effort to enhance our ability to more effectively identify the gifts in all our children.

Sincerely,

Mary M. Frasier

Mary M.Frasier, Ph.D.
Professor, Educational Psychology
Associate Director, The National Research Center on the Gifted and Talented
Project at The University of Georgia

cc: Dr. Edith Beldon
Mrs. Ruth Cowan

Appendix HH

GWINNETT COUNTY PUBLIC SCHOOLS

P.O. BOX 343, LAWRENCEVILLE, GEORGIA 30246-0343
PHONE: 404-963-8651

GEORGE G THOMPSON
SUPERINTENDENT

BOARD OF EDUCATION

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PAT MITCHELL

July 17, 1992

Dr. Mary M. Frasier
Associate Director
The National Research Center for Gifted and Talented
323 Aderhold Hall
University of Georgia
Athens, Georgia 30602

Dear Dr. Frasier:

I have carefully reviewed the events leading up to our participation in the research project of the National Research Center for the Gifted and Talented at the University of Georgia. When the Panel of Experts from the collaborative school districts met at the University of Georgia in the fall of 1991 to, among many other things, identify school sites that would participate in the NRC/GT research project, I discussed seven schools that would be good locations in Gwinnett. I finally decided that I would keep five of the seven for my research and I named the remaining two as sites for University of Georgia collaborative researchers. Based on analysis of my data, Rockbridge and Peachtree, had the highest degree of underrepresentation of diverse cultures. Also, I thought it would be easier for you to work with two schools and I would take the remaining five. It was my understanding that I would be a collaborative researcher and my research would be given the same consideration as that conducted by NRC/GT.

In your recent communication to Mr. George Thompson, your recommendation for gifted program placements to be "confined to those students who were nominated from Peachtree and Rockbridge Elementary Schools" places the students and schools I worked with in jeopardy. I realize that the limitations imposed by the State Department of Education has dealt this project some unexpected cards. However, in playing the cards dealt us, we need to be sure that decisions are made with the best interest of children in mind. We should not hurt the children whose educational opportunities we have worked so hard to improve.

More specifically, in the five schools where I conducted my research, 30 children were identified and placed in the gifted program with service to begin school year 1992-1993. All aspects of this research were carried out in good faith that these students would be given the same treatment as all others participating in the research of the NRC/GT at the University of Georgia. Our resolution request for 105 student slots could be revised downward. Based on the percentage of students placed at the recent Rockbridge Eligibility meeting, we could expect approximately 10 students to be identified at Peachtree. This number, plus the six from Rockbridge and 30 from the five other pilot sites would place us at approximately 46 students. This actual, rather than estimated figure, could surely be honored in the 120 student allotment from the state. I request that you reconsider your decision.

Hindsight would tell us that a concrete commitment from the State Department of Education should have been obtained up front. The recent limitations placed on this project raises some questions that need to be considered? All persons closely associated with this project have spent time training regular educators to look for some of those gifted characteristics and behaviors in students from the target populations. The Gifted Programs Unit at the State Department of Education should be encouraged to make some positive plans and moves toward designing regulations embracing identification using multiple criteria. To place on hold all the benefits obtained from the staff development that was such a valuable part of this project, seems shortsighted. If change in regulations is not realized until 1993-1994, the NRC/GT will have met its goals but we will have lost the momentum from 1991-1992. I will be happy to do what I can to assist you in encouraging the State Department to begin designing new criteria. We need not delay.

Thank you very much for your careful consideration of the issues presented in this communication. We have begun a very worthy project. Let's follow it through to a valuable contribution to gifted education in this state and country.

Cordially,

Ruth S. Cowan
Gifted Program Coordinator

Gifted Education Policy Studies Program
THE CAROLINA INSTITUTE FOR CHILD AND FAMILY POLICY

May 1, 1992

Ruth Cowan, Consultant
Gifted Programs
Gwinnett County Public Schools
Post Office Box 343
Lawrenceville, GA 30246-0343

Dear Ruth:

I was very pleased to see that you are submitting a grant for a curriculum development project for students from culturally diverse populations. I feel that this is a crying need in the field. Too much attention has been placed on finding gifted students from nontraditional sources and too little attention to planning for an appropriate program for them.

The need for special curricular units in a variety of content fields is appropriate as is the plan for staff development, without which much of the value of the curriculum effort would be lost. I really like the idea of using the National Association for Gifted Children convention in Atlanta as a dissemination strategy.

Please call on me if you have anything that I might contribute to.

Sincerely yours,

James J. Gallagher, Director
Gifted Education Policy Studies Program

Appendix JJ

Session "Feedforward" Instrument

Session Topic: Identifying Giftedness in Economically Disadvantaged and Limited English Proficient Students

Please complete each of the items on this form. The information will be used to help us modify future presentations.

Date _____

Number of years teaching experience _____

Certification level _____

Position/Teaching Assignment (e.g., 5th grade, regular classroom; art teacher, K-5)

Your age group? (circle one) 20-30 31-40 41-50 51+

	Strongly Disagree				Strongly Agree
1. Objectives of the session were clearly stated.	1	2	3	4	5
2. Terms used were clearly defined.	1	2	3	4	5
3. Handouts provided useful information.	1	2	3	4	5
4. Overheads provided useful information.	1	2	3	4	5
5. The presenter(s) were effective.	1	2	3	4	5
6. Directions for using materials were adequate.	1	2	3	4	5

7. How *stimulating* did you find this session? (check only one)
   - ( ) Highly stimulating
   - ( ) Substantially stimulating
   - ( ) Somewhat stimulating
   - ( ) Slightly stimulating (or less)

8. How *relevant* to your job situation did you find the contents of the session?
   - ( ) Extremely relevant
   - ( ) Substantially relevant
   - ( ) Somewhat relevant
   - ( ) Slightly relevant (or less)

9. How *useful* (practical) for you was the information gained in this session?
   ( ) Extremely useful
   ( ) Substantially useful
   ( ) Somewhat useful
   ( ) Slightly useful (or less)

10. How well *motivated* are you to try to advocate for a potentially gifted student from an economically disadvantaged background? (check one that fits best)
   ( ) I am definitely going to implement this plan.
   ( ) I am considering implementing, may try.
   ( ) I am considering implementing, have doubts.
   ( ) I am skeptical. I may. I may not.

11. Three strong points of this presentation were:

   1.

   2.

   3.

12. How could this presentation have been more effective?

   1.

   2.

   3.

GWINNETT COUNTY PUBLIC SCHOOLS

MEMORANDUM

TO: *Jim Curtis, Assistant Principal, Hopkins Elementary*
Jackie Beasley, Assistant Principal, Minor Elementary
Mike Grzeskiewiz, Principal, Lilburn Middle
Virginia Crowley, Principal, Sweetwater Middle
David Stiles, Assistant Principal, Meadowcreek High

FROM: *Ruth Cowan*

DATE: *July 31, 1992*

SUBJECT: *Identification of Gifted Students from Culturally Diverse Populations*

Last school year, your school participated in a pilot research project with me. In the fall I came to your school for staff development sessions centered around heightening awareness about some of the characteristics of gifted students. During the staff development sessions I provided some handouts about the characteristics of gifted students. I passed out a ***brilliant*** *pink sheet called the "Identification Jot Down." Teachers used this form to jot down the names of students who displayed some of the characteristics associated with giftedness. From the "Jot Down" form teachers initiated a referral to your gifted program teacher(s) who did some testing and then passed the referral on to me to do further testing. Teachers who referred students were asked to respond to a couple characteristics checklists to provide more information to the District Eligibility Team so that they could make a sound recommendation regarding the student's placement in the gifted program. Please know that I appreciate all that you did to assist with this research project. Now I would like to ask you to respond to the attached survey. Let me know how valuable you think the different components of this research project were to you and the teachers you supervise and the students who were a part of this project.*

I appreciate your assistance with this final step of the pilot. You have made a valuable contribution to it. I hope you will see a broader impact in the near future when we are able to use a multiple-criteria approach to identifying gifted students.

Thank you for your response.

"Breaking Traditional Barriers: Identifying Gifted Students From Culturally Diverse Populations"
Pilot Schools - **Administrator** Survey
August, 1992

For each of the following, indicate the value of each item for your school site and the part it played in the research project in which you participated last school year:

		Don't Know	Limited Benefit	Beneficial	Very Beneficial
1.	Staff development session(s) about the characteristics of gifted students	1	2	3	4
	Comments: teachers appreciated; generated much discussion	/		2	2
2.	Characteristics checklists provided at the staff development sessions	1	2	3	4
	Comments: made teachers think "outside" the box			/	4
3.	"Identification Jot Down" form	1	2	3	4
	Comments:			2	3
4.	The expanded evaluation sequence for testing referred students	1	2	3	4
	Comments:			3	2
5.	The use of non-traditional assessment instruments	1	2	3	4
	Comments: at last! Not all kids are math/rdg.			/	4
6.	The student referral form and characteristics checklist on the back	1	2	3	4
	Comments:			4	/
7.	The cross-section of personnel on the District Eligibility Team that made decisions regarding placement of students from your school	1	2	3	4
	Comments:			2	3

Add any other comments about this research project that you would like Glad we could participate! Would like cluster eligibility teams. #7 extremely beneficial

Thank you for your assistance and support
Return to: Ruth Cowan, Oakland Center
BY: August 27, 1992

Appendix LL

TO: *Teachers - Hopkins Elementary School*

FROM: *Ruth Cowan*

DATE: *July 31, 1992*

SUBJECT: *Identification of Gifted Students from Culturally Diverse Populations*

Last school year, your school participated in a pilot research project with me. In the fall I came to your school for staff development sessions centered around heightening awareness about some of the characteristics of gifted students. During the staff development sessions I provided two handouts about the characteristics of gifted students. I passed out a ***brilliant*** *pink sheet called the "Identification Jot Down." You used this form to jot down the names of students who displayed some of the characteristics associated with giftedness. From the "Jot Down" form you initiated a referral to your gifted program teacher. She did some testing and then passed the referral on to me to do further testing. You may have been asked to complete a couple of other forms (e. g. - student referral and the characteristics checklist on the back, Renzulli-Hartman Scales for Rating the Behaviors of Superior Students, and a Background Information Survey) to help the district Eligibility Team make a sound recommendation regarding the student's placement in the gifted program. Please know that I appreciate all that you did to contribute to this research project. Now I would like to ask you to respond to the attached survey. Let me know how valuable you think the different components of this research project were to you and to the students who were a part of it.*

I appreciate your assistance with this final step of the pilot. You have made a valuable contribution to it. I hope you will see a broader impact in the near future when we are able to use a multiple-criteria approach to identifying gifted students.

Thank you for your assistance.

"Breaking Traditional Barriers: Identifying Gifted Students From Culturally Diverse Populations"
Pilot Schools - **Teacher** Survey
August, 1992

For each of the following, indicate the value of each item for your school site and the part it played in the research project in which you participated last school year:

		Don't Know	Limited Benefit	Beneficial	Very Beneficial
1.	Staff development session(s) about the characteristics of gifted students	1	2	3	4
	Comments:		2	17	2
2.	Characteristics checklists provided at the staff development sessions	1	2	3	4
	Comments:	1	3	10	7
3.	"Identification Jot Down" form	1	2	3	4
	Comments:	1	5	11	4
4.	The expanded evaluation sequence for testing referred students	1	2	3	4
	Comments:	7	1	7	6
5.	The use of non-traditional assessment instruments	1	2	3	4
	Comments:	4	2	4	10
6.	The Renzulli-Hartman teacher checklist	1	2	3	4
	Comments:	13		7	1
7.	The characteristics checklist on the back of the student referral form	1	2	3	4
	Comments:	7	1	13	1
8.	The form "Survey of Factors Which May Affect Test Performance"	1	2	3	4
	Comments:	10		11	1
9.	The cross-section of personnel on the District Eligibility Team that made decisions regarding placement of students from your school	1	2	3	4
	Comments:	11		7	3

Thank you for your assistance and support
Return to: Ruth Cowan, Oakland Center
By: August 27, 1992

Appendix MM

TO: District Eligibility Team Members
Special Gifted Program Research Project

FROM: Ruth Cowan

DATE: August 10, 1992

SUBJECT: Evaluation Survey of Gifted Program Research Project

Thank you so very much for your contribution to the many meetings of the District Eligibility Team for my research project. Some of you have stuck with this project from the planning stage. THANKS! I hope: you have learned a lot along the way, you have made some new professional friends, and you had a lot of fun while working on this project. While this experience is still quite fresh on your mind, would you please respond to the attached survey that evaluates the various components of the project. Some of you may receive a similar survey because you are a teacher at one of the pilot schools or because you are a gifted program teacher at one of the pilot schools. I would prefer that you respond to the **District Eligibility Team** survey. You had a more thorough view of these components and I value your responses. I would like to summarize your responses in a different way. Thank you for responding to this request. I would appreciate receiving your survey at Oakland Center by August 27th.

Cheryl and Kathy suggested that we have a "reunion" sometime this coming school year. Stay tuned.

Appendix MM

"Breaking Traditional Barriers: Identifying Gifted Students From Culturally Diverse Populations"
District Eligibility Team Survey
August, 1992

For each of the following, indicate the value of each item for your school site and the part it played in the research project in which you participated:

	Item	Don't Know	No Value	Limited Value	Valued	Very Valuable
1.	Staff development session(s) with classroom teachers Comments: tchrs still not really "tuned" in We need more "development" of tchrs.	1	1	2 1	3 4	4 2
2.	Characteristics checklists provided at the staff development sessions Comments: helped tchrs. focus		1	2	3 2	4 6
3.	"Identification Jot Down" form Comments:		1	2 1	3 4	4 3
4.	The expanded evaluation sequence for testing referred students Comments: excellent feedback; Necessary!		1	2	3 1	4 7
5.	The use of non-traditional assessment instruments Comments: essential! Necessary!		1	2	3	4 8
6.	The Renzulli-Hartman teacher checklist Comments: sometimes unsure; some characteristics do not fit		1	2	3 4	4 4
7.	The characteristics checklist on the back of the student referral form Comments: a little "rough"; some characteristics not observed in high school		1	2	3 6	4 1
8.	The Survey of Factors Which May Affect Test Performance form Comments: one of the most effective tools		1	2	3 3	4 5
9.	The cross-section of personnel on the District Eligibility Team that made decisions regarding placement of students from your school Comments: factor which made all of this work! a must Must continue; kept the process fair		1	2 1	3	4 7

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"Breaking Traditional Barriers: Identifying Gifted Students From Culturally Diverse Populations"
Pilot Schools - **Gifted Program Teacher** Survey
August, 1992

For each of the following, indicate the value of each item for your school site and the part it played in the research project in which you participated:

		No Value	Limited Value	Valued	Very Valuable
1.	Staff development session(s) with classroom teachers	1	2 /	3 /	4 /
	Comments:				
2.	Characteristics checklists provided at the staff development sessions	1	2 /	3 /	4 /
	Comments:				
3.	"Identification Jot Down" form	1	2 /	3 /	4 /
	Comments:				
4.	The expanded evaluation sequence for testing referred students	1	2	3	4 2
	Comments:				
5.	The use of non-traditional assessment instruments	1	2	3 /	4 2
	Comments:				
6.	The Renzulli-Hartman teacher checklist	1	2 /	3	4 2
	Comments:				
7.	The characteristics checklist on the back of the student referral form	1	2 /	3	4 2
	Comments:				
8.	The Survey of Factors Which May Affect Test Performance form	1	2 2	3 /	4
	Comments:				
9.	The cross-section of personnel on the District Eligibility Team that made decisions regarding placement of students from your school	1	2	3	4 3
	Comments:				

Appendix NN

Your school had _____ students referred by teachers to this research project; _____ of these students were placed in the gifted program, _____ were recommended to receive some type of supporting educational services (e.g. advanced math); _____ were not recommended for gifted program placement at this time. How does the effectiveness of teacher referrals for this project compare to the effectiveness of teacher referrals for last school year? (Use exact numbers in the chart below.)

		1990-1991	1991-1992
1.	Students referred by teacher to gifted program	145	171
	Number evaluated and placed in gifted program	39	71
	Number evaluated and not placed in gifted program	104	97
2.	Students referred to gifted program based on systemwide testing results	71	24
	Number placed without further evaluation	23	17
	Number placed following further evaluation	48	3
3.	Students referred by parent(s) to gifted program	16	14
	Number evaluated and placed in gifted program	7	2
	Number evaluated and not placed in gifted program	9	12

Please comment on the relationship of the number of students referred to the gifted program as a result of the staff development session(s) I conducted in your local school last school year.

After the staff development sessions teachers were much more willing to refer students, thus an increase in numbers. Many more students were considered. Although only 7 referrals, without the staff development there probably would have been none.

Thank you for your assistance and support

Return to: ***Ruth Cowan***
Oakland Center
By: ***August 27, 1992***

Teachers were more willing to refer students knowing there would be some non-verbal testing in the evaluation process.

Thanks for doing this! Our students are being recognized where before they were overlooked.

Appendix NN

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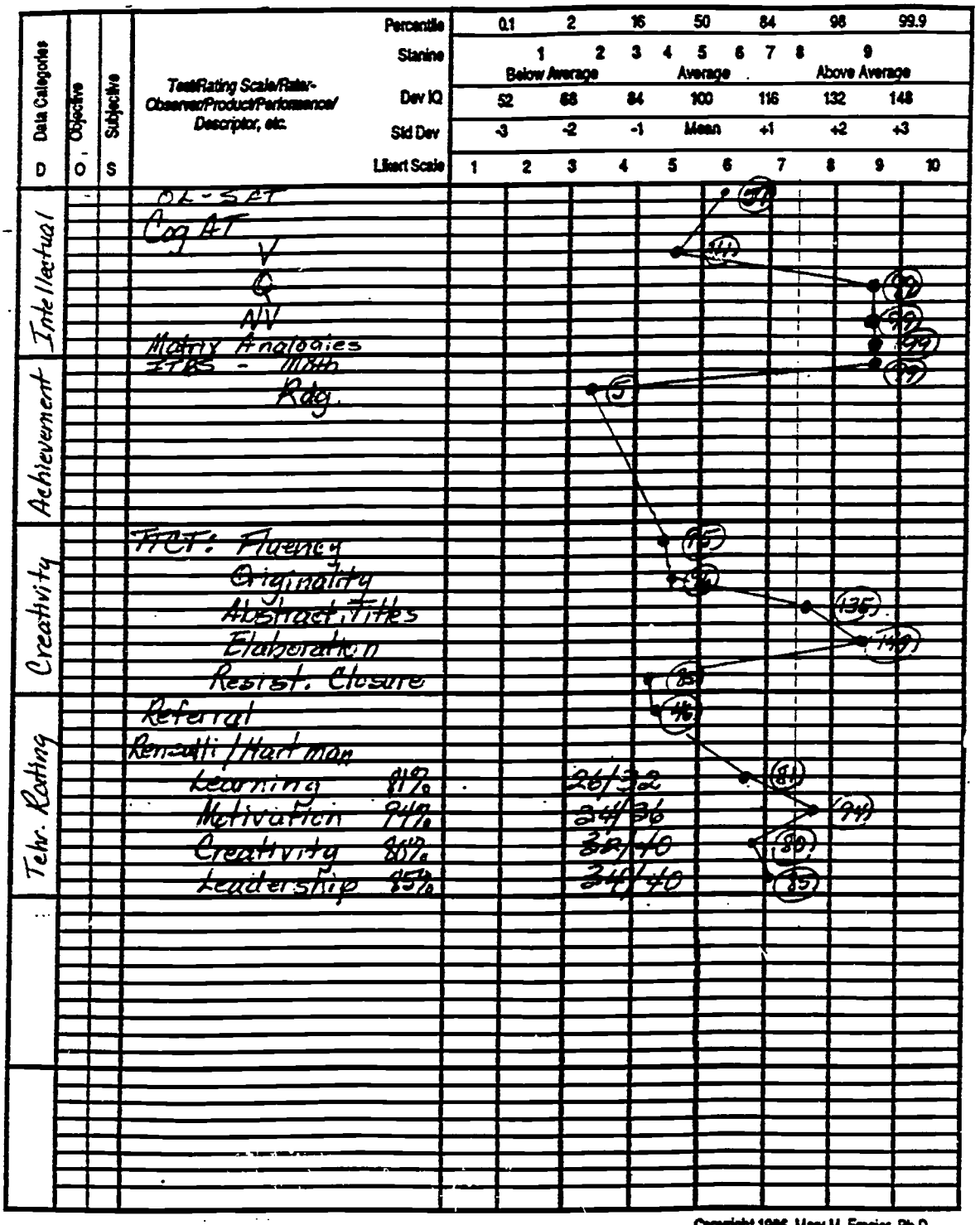
Appendix OO

PHASE II: ASSESSMENT



Appendix PP

PHASE II: ASSESSMENT