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ABSTRACT

This manual was developed as part of a project to identify and serve the needs of gifted and talented economically disadvantaged elementary and secondary level populations. Section I presents a leader's manual for a workshop that discusses innovative procedures for identifying bright children in all cultures and populations. The workshop examines traditional identification procedures and characteristics of traditional gifted children, characteristics of students from rural and economically disadvantaged backgrounds, and the role of teachers in identifying these hidden gifted students through the use of innovative identification methods. Section II presents a workshop manual on preparing teachers to use new procedures and instruments in ability identification, including contests, writing samples, the Torrance Streamlined Test of Creative Thinking, parent information, community/adult information, and teacher recommendations. Section III shows participants how to put together a Profile Analysis using information and material collected on each student and how to determine the appropriateness of the student's placement. Copies of overheads and handouts are provided. (JDD)

PROJECT SPRING
Identifying Rural Disadvantaged Gifted Students

SPECIAL POPULATIONS RESOURCE INFORMATION NETWORK for the GIFTED

Howard H. Spicker, Project Director
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1993

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PREFACE

This report is one of several products developed under the auspices of **Project SPRING (Special Populations Regional Information Network for the Gifted).**

Project SPRING operated within a three-state consortium which comprised Indiana, Illinois and Ohio. **Project SPRING** received funding through The Jacob Javits Gifted and Talented Students Education Act, United States Department of Education.

Developed for the express purposes of identifying and serving the needs of gifted and talented special populations, **Project SPRING** has worked with gifted and talented kindergarten through 3rd grade children who are economically disadvantaged or who have handicapping conditions at the Illinois site; rural gifted students from economically disadvantaged backgrounds in grades 4-6, in southern Indiana; and African American, Hispanic, Mexican American and economically disadvantaged students in urban junior and senior high school settings in Ohio.

The project accomplished the following goals:

1. Demonstrated instruments and procedures for identifying special populations of gifted students.

2. Demonstrated promising curricular practices for use with special populations of gifted students

3. Developed preservice and inservice training procedures for use by educational personnel to properly identify special populations of gifted students.

4. Developed preservice and inservice training materials and procedures to allow more effective educational programming for gifted students from special population.

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ACKNOWLEDGMENTS

This final report is the result of the cooperative efforts of numerous persons who have devoted their time and expertise to Project SPRING during its three year funding cycle.

Heartfelt appreciation goes to the project's two highly skilled and dedicated project coordinators - Nancy Poling who filled the coordinator's position the first two years, and Shirley Aamidor who served as principle research assistant for two years and then moved into the coordinator's role the final year. They efficiently organized and monitored the day to day operations of the project. Nancy was instrumental in assisting in the development of the identification manual and Shirley in the development of the curriculum manual.

A special acknowledgment is merited by the three Gifted and Talented Coordinators of SPRING's demonstration school district sites: Mary Lou Nay (Brown County), Martha Nice (Paoli), and Diane Wilson (Crawford County). They enthusiastically supported the project and were instrumental in experimenting with nontraditional procedures for identifying rural disadvantaged gifted children, developing innovative curriculum materials and practices, and directing the implementation of those innovations.

Appreciation is expressed to SPRING's talented consultants. They include: Sam Guskin - External Project Evaluator, Duane Busick - Video Technology, Gary Moss - Computer Technology, Janice Bizzari - Curriculum, Suzanne Herrick Walker - Statistical Analysis.

The more than one hundred children who were identified through Project SPRING are deserving of special recognition. Because of their participation, it is expected that the identification of, and programming for the gifted and talented rural child will become policy in many school districts. Additional thanks are expressed to the many hundreds of other children who willingly cooperated with the project staff for testing purposes.

This project could not have been conducted without the generous assistance of our three participating school districts: Brown County Community School Corporation, Crawford County Community School Corporation, and Paoli Community School Corporation. Individual schools and their building administrators which provided invaluable assistance were: Helmsburg Elementary; Nashville Elementary; Sprunica Elementary; and Van Buren Elementary; of Brown County: English Elementary; Leavenworth Elementary; Marengo Elementary; Milltown Elementary; Patoka Elementary; and finally Throop Elementary School of Paoli. Numerous 4th, 5th and 6th grade teachers arranged schedules and integrated into their classes the curriculum interventions that were necessary to accomplish our goals.

Finally, a special thanks to Debby Davis, SPRING's administrative secretary. She efficiently maintained our financial records and with great professional skill designed the written documents of Project SPRING Indiana.

Howard H. Spicker
Project Director

Section 1

Identification Awareness

Workshop

INTRODUCTION TO IDENTIFICATION AWARENESS WORKSHOP

Before the Workshop

PURPOSE

The purpose of this workshop is to help teachers understand that many gifted students are not being identified for program intervention with traditional identification procedures. Innovative procedures must be used to find the bright children in all cultures and populations.

Identification of rural, disadvantaged gifted children for special program intervention will pay off, in the long run, for their communities. Hopefully, these bright students will finish high school, go on to college, and then return to address major economic and social problems in rural communities.

Teachers will have a greater awareness and a better understanding of the identification procedures and instruments for identifying rural disadvantaged gifted students if they understand the reasoning behind the process.

GETTING READY

Your job in leading this workshop includes the following:

1. Reading through these instructions at least twice and becoming familiar with the materials.

2. Prepare the following MATERIALS:

   For the workshop in general:

   -Name tag badges and pins.
   -Felt tip pen to write names.

   For the TRADITIONAL IDENTIFICATION section:

   Overheads and Handouts:
   -#1 Traditional Identification
   -#2 Federal Definition
   -#3 Characteristics of Advantaged Gifted Children

For the SPECIAL POPULATION section:

Video: Diamonds in the Rough
Overheads and Handouts:
-#4 Rural Communities (overhead only)
-#5 Economically Disadvantaged (overhead only)
-#6 Characteristics of Disadvantaged Rural Gifted Students

For the ROLE OF THE TEACHER section:

Video: Observations
Pioneer Contest
Overheads and Handouts:
-#7 Characteristics of Rural Gifted Students
-#8 Dolly's Story
-#9 Dolly's Torrance, Activity 1
-#10 Dolly's Torrance, Activity 2
-#11 Dolly's Torrance, Activity 3
-#12 Chart of Torrance Scoring
-#13 Ronnie's Scores
-#14 Parent Information Form
A, B, C - Examples
-#15 Teacher Observation Form
-#16 Teacher Information Form

For Summary Section:

-A Workshop Evaluation Form for each participant.

AT THE WORKSHOP

GETTING STARTED

Make sure that all of the workshop participants have name tags.
Take time for introductions if the participants do not know each other. Be sure to introduce yourself and welcome everyone to the workshop.

Explain that the **IDENTIFICATION AWARENESS WORKSHOP** has three parts. In the first part you will be talking about traditional identification procedures and characteristics of traditional gifted children. They will have a chance to ask questions and relate their own background and experiences in identification.

In the second part, the participants will learn about students from rural communities, rural schools, and those from economically disadvantaged backgrounds. They will learn that gifted students with rural and disadvantaged backgrounds exhibit characteristics different from traditional gifted students.

In the third part, the participants will learn about the important role teachers play in the process of identifying these hidden gifted students. They will learn about the innovative methods to identify them - contests, writing samples, Torrance Test of Creative Thinking, and parent, community adult, and teacher information sources.

I. TRADITIONAL IDENTIFICATION

Introduction

Explain that you will share information about traditional gifted programs and students, federal and state definitions, and a "picture" of a traditional gifted child.

Purpose

State that the reasons for this sharing of information are twofold:

1. So that everyone will start the workshop with the same background in gifted programs.
2. To clarify any faulty perceptions or any questions about gifted education.

Procedure

Show OVERHEAD #1 - Traditional Identification. While it is projected on the screen explain the following information to the participants:

1. Traditionally a student who is identified for a gifted and talented program will have a profile that lists high standardized test scores (90-92nd percentile and above), high IQ scores (usually 120 and above), high grade point averages, and good teacher recommendations.

2. The majority of students who fit this profile are from white, middle and upper level socio-economic homes. Very few students from populations of different cultures, handicapping conditions, low socio-economic status, inner city, and rural areas are recognized as gifted and talented based on traditional measures.

FEDERAL DEFINITION

Show OVERHEAD/HANDOUT #2 - Federal Definitions and explain to all the participants that

1. Gifted and talented programs are provided by the public schools for children whose needs are not being met in the regular classroom curriculum. The federal definition states that . . ."The term gifted and talented . . . means children and youth who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities."

2. "High performance capability" (looking at the definition) refers to children who have high abilities but do not show it on traditional performance measures. "Specific academic ability" includes students who may have exceptional abilities in one subject or field but not in others.

3. The addition of creative, artistic, and leadership capacities expands the definition of giftedness beyond the intellectual performances measured by traditional intelligence tests.

   This expansion of giftedness into other domains is carried still further by Howard Gardner's theory of multiple intelligences and Robert Sternberg's mental strategies for problem solving. We will mention Gardner's theory of multiple intelligence later.

Traditional Student Profile

Explain that despite these additions to the definition of giftedness, school districts continue to use traditional intelligence tests, high achievement test scores, and positive teacher recommendations to identify gifted children. (use OVERHEAD #1 again)

Explain that identification procedures based on these limited criteria greatly favor the acculturative experiences of urban and suburban, white, middle-class children whose values are those of America's dominant Euro-American culture.

The characteristics of gifted children with these acculturation experiences are listed in the Handout titled "Advantaged Gifted Children."

Show OVERHEAD/HANDOUT #3 - Characteristics of Advantaged Gifted Children and explain the following while looking at the Overhead and Handout:

Characteristics of Advantaged Gifted Children

1. Gifted children who come from white, urban/suburban middle class backgrounds exhibit characteristics that we tend to think of as the typical characteristics of gifted students. These characteristics were compiled by Lewis Terman in his now famous longitudinal studies entitled *The Genetic Study of Genius*, begun in the mid 1920's.

2. The characteristics of these advantaged gifted students are as follows:

   a. they speak standard English, are verbal in the classroom and in social situations, and have good oral communication skills.

   b. they are active participants in all classroom activities.

   c. they perform educational tasks within time limitations, as well as completing all classroom assignments and homework.

   d. they perform well on standardized tests and do well in all subjects.

   e. they produce written work in proper grammatical form with good spelling and legible handwriting.

   f. they demonstrate their strengths within the academic classsroom.

   g. they usually perform equally well on verbal and non-verbal tests.

Summary of Traditional Gifted Students

Explain that this profile of the traditional gifted student is the stereotypic picture of gifted students held by the general public.

Traditional gifted programs identify students based on the following:

high standardized achievement test scores
high IQ scores
high grade point averages
good teacher recommendations.

Students who fit this profile are usually:

white
middle and upper level socio-economic status
acculturated to urban/suburban experiences.

The characteristic of traditionally identified gifted children are less likely to be exhibited by bright children who are from economically disadvantaged or culturally diverse homes. Let us now turn our attention to those children.

II. SPECIAL RURAL POPULATIONS

Introduction

Explain that not all gifted kids come from middle and upper class homes - or from urban and suburban areas - or from families who are concerned with their doing well in school. Not all gifted kids score high on IQ tests or on standardized achievement tests.

Purpose

Explain that the purpose for this section about Special Populations of gifted students is:

1. to promote understanding of the background of gifted students who are different from the traditional gifted
2. to acquaint teachers with major economic and social problems in rural communities and schools
3. to illustrate factors of the economically disadvantaged that contribute to early school years
4. to look at gifted children who live in rural areas and are economically disadvantaged.

ACTIVITY: Show the VIDEO: DIAMONDS IN THE ROUGH

This is a video taped along the lines of the Louisville Courier Journal article, i.e., Ronnie Marples at home, video of boys in Paoli fishing, girls, etc. Show thinking abilities, brightness, plans, etc. of rural disadvantaged gifted kids.

Procedure

"How can a student who makes poor grades or doesn't pay attention be gifted?"

"How can a child who uses incorrect verb tense be gifted?"

"And what about the student who scores in the 50th percentile and below? Can he/she be gifted?"

Ask the participants: "What percentage of your inschool population qualifies for free or reduced lunch? What is the percentage of these "poor" kids in your gifted program? Are there any handicapped students in your gifted program? Why not?"

Ask the participants the following questions:

1. What percent of your school population is from a culturally different background? Do you have the same percentage in your gifted program?

2. What percent of your school population is from urban or rural areas? What is the ratio in your gifted program?

Say: "As a final question for you, as teachers, think about the students you have had, or have in class this year, and ask yourself":

> "Do I know some students who are really bright, but don't make good grades or score well on tests, etc. - and yet I know how bright they really are? Would they really benefit from some special programs or options that are not part of the regular classroom curriculum?"

Explain that federal funds were supplied for research into new methods for identification and programming for gifted students. Educators had become concerned with the lack of representation of students from special populations in gifted programs throughout the country, so through Jacob K. Javits Grants in 1990, funds became available for Project SPRING.

Project S.P.R.I.N.G.

Reveal the following information to the participants:

1. Project S.P.R.I.N.G. (Special Populations Rural Identification Network for the Gifted) was started at Indiana University to find new ways to identify rural disadvantaged gifted students - ways that you can use in your classrooms and in your role as teachers.

2. In order for teachers to be able to identify rural disadvantaged gifted children, Project SPRING has developed and field tested innovative instruments and procedures which are presented in this workshop.

3. The Identification Workshop, developed by Project S.P.R.I.N.G., will present background information on rural and disadvantaged gifted children that leads into characteristics that are recognizable in the classroom.

Rural Communities

Show OVERHEAD #4 - RURAL COMMUNITIES Tell the participants:

"In the past decade major economic and social forces have profoundly affected rural communities."

"Traditional rural occupations of farming, fishing, logging, ore-extraction, and small manufacturing that once supported the majority of rural residents provide only one-third of rural employment today. Such service-producing industries as tourism, insurance, and real estate now account for nearly two-thirds of rural employment."

"The 1990 Census found that family incomes in rural counties are less than 75 percent of that of metropolitan counties. The jobless rate in non-metropolitan counties is now 40 percent higher than in metropolitan counties - a rise of almost 35 percent since 1980."

"Declining income, lack of job opportunities, poor health care, and underfunded schools in much of rural America have spurred a significant rural exodus, particularly of many young families who have had their roots in the community for generations."

"Rural schools, like all schools, face many problems, but in rural areas the difficulties relate mainly to size, distance, and resources. Lower tax bases and smaller school populations translate into less money, fewer programs, fewer teacher specialists in subject areas, and less money spent on technology and materials. "

"Distance impedes installation of simple technological tools, such as additional telephone lines into school buildings; it restricts field trips and cultural resources for students and families; it inflates expenses for all enrichment activities. Lack of readily available resources, both monetary and cultural, severely hamper education services in rural areas."

Economically Disadvantaged

Show OVERHEAD #5 - Economically Disadvantaged and discuss with the participants what the lack of money does to families with small children; how has the lack of money for generations affected families as opposed to those families who recently have lost jobs, etc.?

The following information should be shared in the discussion:

"For some children the lack of money in families that are economically disadvantaged:

1. prohibits the purchase of toys, equipment, books, and writing tools;

2. prevents visits to museums, historical sites, new geographic areas, and meeting people who are different from themselves.

3. precludes many enriching experiences available to higher economic levels."

"Parents in these families are easily pre-occupied with earning money for necessities and find that:

1. their expectations for better things are limited.

2. they are likely to have a minimum amount of formal schooling and therefore don't know how to help their own children."

CHARACTERISTICS

Explain that gifted students from a rural and economically disadvantaged background will exhibit characteristics that are different from the traditional gifted student.

Tell the participants: "We have looked at the characteristics of traditional gifted children who are typically identified for gifted programs.

Disadvantaged rural gifted children who are usually overlooked by selection based on IQ scores and achievement test cut-offs, tend to exhibit different characteristics. Their characteristics can be viewed as both positive and negative."

Show the OVERHEAD #6 - Characteristics of Disadvantaged, Rural Gifted Children
Give everyone a copy of the HANDOUT of Overhead #6.

Interpret the Overhead in the following manner:

Characteristics of traditional children that retract from gifted and talented identification are as follows:

a. many times rural children will speak a non-standard regional dialect and will be less verbal in oral communication skills in the classroom.

b. they tend to be passive participants in classroom activities, unless the subject is one of special interest to them.

c. they may be relatively unaffected by time pressures, working slowly but meticulously. They are likely to be lax in completing assignments and homework.

d. they are not as likely as middle class urban/suburban children to perform well on standardized tests."

The strenths of Appalachian rural children are that:

a. they may show exceptional ability in one subject and average to below average in another.

b. many may have written products that may be of high quality in content but of poor quality in grammatical form, spelling, and handwriting.

c. they are more likely to demonstrate their strengths outside the classroom in such areas as auto and tractor repair, in knowledge that is specific to their rural environment, in creativity related to 4-H projects, or in talent in music and the performing arts.

d. they are likely to perform better on non-verbal than verbal tests."

Summary of Special Populations: Rural Disadvantaged Gifted

"Gifted students from rural and disadvantaged backgrounds usually exhibit different characteristics from those of the traditional gifted student. Teachers must become aware of these traits so that they can identify those students who might be gifted.

Since these students are different, they are not identified by the traditional procedures that are conducted by most schools for their gifted programs. Therefore, innovative procedures and instruments were developed to identify these gifted children.

The new methods will work only if teachers are aware of the need to provide programs to meet the needs of these gifted students and how to do it.

The classroom teachers are crucial to the inclusion of gifted students from all populations. The next section of the workshop addresses the role teachers play in identification.

III. ROLE OF TEACHERS

Introduction

Explain that classroom teachers are the key to identifying gifted students from special populations. After becoming aware of the characteristics of these students and belief in the need for identification, their role is to learn new identification procedures.

Purpose

Tell the participants that this Awareness section will describe the teachers' role in identifying rural, disadvantaged gifted students. The data collected by different methods and procedures will be described and related to both the positive and negative characteristics of gifted students through

1. work samples and test data,
2. anecdotal data,
3. observations, and
4. student contests and products.

Procedure

Teachers without formal training in gifted education are likely to expect all gifted children to exhibit the characteristics that are normally listed for advantaged gifted children. It is critical that stereotypical expectations are modified.

Tell the participants that the next Overhead will look at the characteristics most typical of advantaged gifted children and the characteristics often seen in disadvantaged rural gifted children in opposite columns so they can be compared.

Show the OVERHEAD/HANDOUT #7 - Characteristics of Rural Gifted Students. Give the handouts to all.

Relate the following: "The gifted children from rural disadvantaged circumstances who do not display the behaviors on the left might display different kinds of behaviors that do mark them as gifted.

Looking at both columns together, we will compare and contrast the behaviors that might be seen in the classroom, with work samples produced by these children illustrating many of the characteristics.

Work Samples and Test Data

Explain to the participants that to illustrate characteristics of disadvantaged rural gifted children you will use writing samples, the Torrance Streamlined Test of Creative Thinking, performance areas and scores.

1. Writing Samples

Relate: "For example, in OVERHEAD #7 look at characteristic strength #8 for disadvantaged rural children that says their written products may be of poor quality in grammar, spelling, and handwriting in direct contrast to the advantaged gifted children whose written work will frequently be completed with good grammar, spelling and handwriting."

8. Produce written work in proper grammatical form with good spelling and legible handwriting	8. Have written products that may be of high quality in content but of poor quality in grammatical form, spelling, and handwriting

"When a written assignment is completed with poor grammar, misspelled words, and illegible handwriting, a teacher would certainly not expect the student to be gifted. But, to demonstrate that students can produce high-quality creative writing even though the mechanics and appearance are poor, look at the story (Figure 1) produced by "Dolly", an economically deprived rural fourth-grader. The story was written in response to an in-class assignment to write a story entitled "The Flying Monkey".

Use OVERHEAD #8 - Dolly's Story
*NOTE: Insert work samples reproduced in original form and corrected form for readability

"If Dolly's story had been evaluated on the basis of spelling, punctuation, grammatical form, and handwriting, she would have received a failing grade. Fortunately for Dolly, her story was judged on the merits of its content. Note the novel names she gives her characters, her creativity in inventing the word "hue-normous" to properly describe Suziky's abnormally large wings, and her sequencing skills in ordering the events in the story."

"Dolly's score for the writing sample was 2 for Fluency, 2 for Flexibility, 3 for Originality, 3 for Elaboration for adding interesting details, and 3 for Elaboration for transforming and combining ideas; a total score of 13. The highest scores are 3 in each category, for a total of 15."

2. Torrance Streamlined Test of Creative Thinking

Show the OVERHEAD/HANDOUT #9, #10, #11 and #12
Give everyone copies of the Handouts.

"Dolly's responses to the Torrance Test of Creative Thinking shown in OVERHEADS 9, 10, & 11 illustrate several other characteristics typical of bright, disadvantaged rural children."

"Note the difference between her performance on the verbal component (Activity 1) and the non-verbal components (Activities 2 and 3).The difference between the two components is quite dramatic, and illustrates characteristic #10."

10. Usually perform equally well on verbal and non-verbal tests	10. Are likely to perform better on non-verbal than verbal tests

"Dolly produces only one appropriate verbal response, yet her non-verbal responses are truly outstanding. Particularly impressive is her originality and the elaboration of each of her drawings. Dolly's low verbal and high non-verbal test scores are similar to those obtained by the majority of disadvantaged rural children who are gifted."

"For the Verbal Section of the Torrance, Dolly received 1 point (out of 25) for Fluency and 0 (out of 25) for Originality, for a total of 1 point."

"For the Non-verbal Section, Dolly scored 9 (possible 14) for Fluency; 9 (14) for Flexibility; 6 (25) for Originality; and 66 (no ceiling) for Elaboration."

"Since Dolly completed only seven of the twelve triangles (Activity 3) in the time allowed, she lost five easy points on fluency, which further illustrates a negative characteristic of disadvantaged rural children, #4."

4. Perform tasks within limitations	4. Are relatively unaffected by time pressures; work slowly but meticulously

"However, the elaborate details and exceptional originality of her drawings resulted in a total creativity score that was significantly higher than that obtained by many of the advantaged gifted children who completed all the designs."

"Working slowly and doing well on a few items rather than working fast and doing poorly on a lot of items is another characteristic common to many rural disadvantaged gifted children."

3. Standardized intelligence and achievement test

Show OVERHEAD # 7 again.

"Characteristics #6 and #7 are ones that we all would probably agree are typical of traditional gifted students: 6) that they perform well on standardized tests and 7) that they perform well in all subjects."

"But the corresponding characteristics for gifted children who are rural and disadvantaged are negative and state that these children: 6) Are not likely to perform well on standardized tests and 7) May show exceptional ability in one subject and average to below average in others."

"After a workshop where teachers were exposed to work samples produced by children who illustrate these characteristics, a fourth grade teacher nominated Ronnie, one of his students, for a gifted program (Project SPRING)."

"The teacher reported: 'Ronnie knows more about wood than most people and knows what firewood puts out the most heat. When we have a class discussion, Ronnie shows more insight and depth of understanding than anyone else in class.'"

"Ronnie comes from an impoverished rural background. Hunting, fishing, and the folklore of the woods are the major enrichment experiences available to him. His daily chores include feeding the pigs that are being raised to help feed the family."

SHOW OVERHEAD #13
"Ronnie's fourth-grade standardized achievement test language arts scores obtained on the California Test of Basic Skills (reported in percentiles) were as follows:"

Vocabulary	Language Mechanics
31	18
Comprehension	Expression
78	69
Reading Total	Total Language
55	45

"Note the wide discrepancies between Ronnie's high reading comprehension and low vocabulary scores and his high language expression and low language mechanics scores. Discrepancies such as these are typical of children from rural cultural backgrounds."

"Ronnie's other total scores (in percentiles) were as follows:"

Total Mathematics	Spelling
52	18
Study Skills	Science
70	91
Social Studies	
55	

"Note that none of Ronnie's standardized test scores are what we would traditionally expect from a child that we designated as gifted.

The one subject area that Ronnie shows exceptional ability on a standardized test is Science, with a score in the 91st percentile; all other scores are average to below average, again illustrating the characteristics of a disadvantaged rural gifted child. Ronnie's exceptionally high score in science reflect his environmental interests and background."

"In addition to his highly variable achievement test scores, Ronnie obtained an IQ of 77 on the Otis-Lennon School Ability Test. Some theorists in gifted education have hypothesized that lowered IQ of rural children may be related to poorer educational facilities in rural communities." "An equally plausible explanation might be that items on verbal tests favor the acculturation experiences of urban children. Ronnie, never having seen an escalator, would be hard-pressed to describe one. Yet, he knows more about wood, raising pigs, and hunting and fishing than most children his age. Unfortunately, questions involving escalators are more likely to appear on aptitude tests than questions about firewood and raising pigs."

"Nevertheless, an IQ score of 77 written on a child's permanent record card does cause incredible doubt about a child's abilities, let alone the idea that the child is gifted! However, Ronnie's lack of urban experiences, coupled with his high reading comprehension and language expression scores, as well as his teacher's awareness of his critical thinking abilities give strong indicators that his low performance on the Otis-Lennon was an invalid measure of his intelligence."

Anecdotal Data

Explain that in order to illustrate another characteristic of disadvantaged rural gifted children we will use anecdotes, information, and examples supplied from a parent information form.

1. Parent Information Forms

Relate the following, again showing OVERHEAD #7:

"To illustrate Characteristic #9:

Are more likely to demonstrate their strengths outside the classroom.

Show OVERHEAD #14 - PARENT INFORMATION FORM

"The Parent Information Form tells us behaviors that children exhibit at home that may not be apparent during the school day, particularly if the child tends to be a passive participant in classroom activities, as in Characteristic #3:

Tend to be passive participants in classroom activities."

"The parents are asked to answer questions and give examples that apply to their child's ability or interest in fixing things, making things, collecting things, writing things, and reading things."

"The following information from Parent Information Forms illustrates abilities and behaviors that are above those of the average child of corresponding age."

NOTE: The following could be coordinated with several of the student's Torrance drawings that illustrate their interests, i.e., Jimmy drew diesels (last illustration).

> "Evan is very good at figuring out how things are put together. He was 4 when his Dad bought a wheel barrow. My husband had the instructions but was having to try to figure them out. He left the room. When he returned Evan had assembled it and my husband tightened the bolts down.
>
> . . . made a chair when he was 4. He made it out of scrap wood, with a back and 4 legs and you could actually sit on it. He also made a ladder.
>
> . . . built a go cart in the third grade. It is made out of wood, you sit in it and steer with your feet. The only help he had was puttin on the wheels, otherwise he built and designed it by himself,
>
> . . .he absolutely loves to build and hammer. He is extremely talented at building and designing things. "

"Rhonda has made games - word searches, mazes, card games, and board games - since she was 5 years old.

She has written short stories and humorous things since before she actually could write; she told her stories to her brother and sister and had them write them for her.

Rhonda is really interested in making things - anything to do with building and creating out of any available materials or scraps.

. . . has been able to do perspective drawings since she was 6 years old.

"Allen collects baseball cards. He uses price guides to determine the value of the cards and sells them. (He is quite good at making a profit).

. . . is very good in math and enjoys business. He has been particularly interested in his father's flea-market business since he was in the first grade. He is very good at earning money and finding ways to profit. Maybe he'll be a tycoon when he grows up!"

"Jimmy works on diesel engines, repairing, greasing, tightening bolts, washing, changing oil, etc.; he has done this for 3-5 years.

. . . he builds cars and trucks with legos, collects cars and trucks, draws diesels every day (and draws horses)."

"Parent information provides rich data about a child's out-of-school accomplishments. Such information should receive serious consideration for gifted programs."

Teacher Observations

"In the Video that follows, look for characteristics that might **exclude** some of these rural students from the talent pool.

Do you see students who -

#1) Speak a non-standard regional dialect?

#2) Are less verbal in oral communication skills?

#3) Tend to be passive participants in classroom activities?

#4) Are relatively unaffected by time pressures; work slowly but meticulously?

#5) Are likely to be lax in completing assignments and homework?"

"At the same time, look for characteristics that indicate that any of the students should be **included** in the talent pool.

Do you see students who -

#7) May show exceptional ability in one subject ?

#8) Have . . . products that may be of high quality in content . . .?

#9) More likely to demonstrate their strengths outside the classroom?

#10) Demonstrate creativity and critical thinking abilities?"

"Use the Observation Form Cards that are like OVERHEAD #15, which you see on the screen. Each characteristic of rural, disadvantaged gifted children is listed, so you can make notes opposite them, listing the name or the number of children that you observe with any of these characteristics."

ACTIVITY: VIDEO AND OBSERVATION TALLY

Student Interviews (Clips)
Teacher and Coordinator Interviews (Clips)
Classroom Shots

Discuss the video and the results from their tally sheets with the participants:

"The video illustrates characteristics that tend to discriminate against the students for talent pool selection; it also shows characteristics that showcase their creativity and mental abilities."

"When teachers become aware that negative characteristics should not be considered in the screening process, then they will be able to make recommendations that include all potentially gifted students. A Teacher Information Form has been developed to assess creativity, critical thinking, leadership, humor, and special interest areas."

"Look at OVERHEAD #16, relating the areas to students you might have had in your own class at some time. Would this help you recognize their special areas?"

Show OVERHEAD/HANDOUT #16 - Teacher Information Form

Student Contests and Products

Explain that student products provide innovative ways to uncover aptitudes and abilities of the rural disadvantaged gifted. Products allow comparison and measurement of their abilities and aptitudes with those of urban/suburban advantaged students.

Relate the following:

"The most successful way to collect products is with in-school contests involving all students across the grade level. Each students' finished product is judged; an individual student interview allowing students to elaborate, explain, and talk about the product is also judged."

"In a contest, the negative characteristics of disadvantaged rural gifted are minimized by the interest and enthusiasm that the freedom of choice generates."

Use OVERHEAD #7 ON CHARACTERISTICS to illustrate the following:

Contests generate many positive outcomes for the students, as we can illustrate looking at the list of characteristics of disadvantaged rural gifted children, where even the **negative** become **positive**:

a) The children become active participants (#3)

b) They extend their verbal abilities to communicate their ideas(#2 and #10)

c) They are given ample time to complete the activities (#4)

d) They are allowed the choice of hands-on activities (#9 and #10) or classroom-type, if they prefer

e) Their performance rating does not depend on a standardized test or a written product (#6 and 8).

The **positive** characteristics may be highlighted through student choice because of interests and strengths:

a) The children may choose one of the areas because of their personal ability or strength in a particular subject (#7)

b) They can show content depths and abilities without writing (#8)

c) Products are in the realm of real-life instead of classroom-related (#9).

A Pioneer Contest

"Performance in an inschool Pioneer Contest was a major influencing factor in the selection of sixteen of the twenty-five rural disadvantaged gifted children selected for Project SPRING the first year.

The "Pioneer Contest" followed a study of pioneer life for 120 fourth-grade children, with an imaginary setting in a local forest. Children chose one of seven contests and were given one hour to complete their choice. Each contest stressed one of Howard Gardner's seven intelligences. Some of the more popular contest choices were:

> Using materials from nature, build a dwelling for the evening. Explain how it will protect you from the things you might run into. (SPATIAL AND KINESTHETIC)
>
> Draw a picture of a new plant or animal you have seen in the woods. Tell everything you know about it. (VISUAL/SPATIAL)
>
> Make a musical instrument from natural materials and make up a song about it based on your experiences in the woods. (MUSICAL)"

"Many types of materials were provided, including leaves, pipe cleaners, twigs, rocks, acorns, wire, twine, drawing paper, and glue. Children were allowed to select unlimited quantities of materials to complete their projects.

As each student completed his or her project, the student participated in a videotaped interview that followed. Students described their project, why they chose it, how they felt about it, and how they would have changed it if they had more time."

"Two independent judges evaluated the products and student interviews, on the basis of each student's creativity, critical thinking, logic, and reasoning ability."

ACTIVITY - CONTEST VIDEO

"The following video shows portions of a Pioneer Contest. Notice the enthusiasm and total commitment to the projects from all of the students, when they have choices that meet their interests and choices for unlimited resources."

"Remember, the products that are being measured in this contest are 1) critical thinking, 2) reasoning ability, 3) logic, and 4) creativity, rather than craftsmanship."

SHOW VIDEO

AWARENESS SUMMARY

Recount the following points for the summary, answering any questions that individuals may have:

1. Identification of Special Populations of Gifted Students can be accomplished only when teachers become aware of the characteristics of these students. Teachers must understand and know that all gifted students do not exhibit traditional characteristics that have become the stereotyped student profile of gifted programs.

2. Rural disadvantaged gifted students come from a background that produces special problems that call for special understanding; but it is a background that also engenders special values and attributes. Understanding these students and recognizing both positive and negative characteristics will provide the awareness and expertise for the in-school identification role of classroom teachers.

3. Characteristics can be easily recognized from work samples and test data, anecdotal data, observations, and products from contests.

Collect workshop evaluation forms

END OF WORKSHOP ONE

15 MINUTE BREAK

(GET READY FOR WORKSHOP TWO)

Overheads and Handouts Identification Awareness Workshop

TRADITIONAL IDENTIFICATION PROCEDURES

HIGH STANDARDIZED ACHIEVEMENT TEST SCORES

(90-92nd percentile and above)

HIGH IQ SCORE

(120 and above)

HIGH GRADE POINT AVERAGE
(A's and B's)

TEACHER RECOMMENDATIONS

STUDENT PROFILE

STUDENTS WHO SHARE THE
ACCULTURATIVE EXPERIENCES OF:

Urban and Suburban

White

Middle and Upper Socio-economic Levels

Euro-American Cultural Values

FEDERAL DEFINITION
Title IV - H.R. 5, 1988

for

GIFTED and TALENTED STUDENTS

The term gifted and talented children and youth means children and youth who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

CHARACTERISTICS
of
ADVANTAGED GIFTED CHILDREN

(Urban/Surburban, middle class children who accept values of the dominant culture)

Speak standard English

Are verbal and have good oral communication skills

Are active participants in classroom activities

Perform tasks within time limitations

Complete classroom assignments and homework

Perform well on standardized tests

Perform well in all subjects

Produce written work in proper grammatical form with good spelling and legible handwriting

Demonstrate their strengths within the academic classroom

Usually perform equally well on verbal and non-verbal tests

RURAL COMMUNITIES

Change in Traditional Occupations

Declining Income

Lack of Job Opportunitities

Poor Health Care

Underfunded Schools

Distance Problems

Economically Disadvantaged

PROHIBITS
purchase of toys, equipment, books, writing tools

PREVENTS
visits to museums, historical sites, new geographic areas, meeting people different from themselves

PRECLUDES
many enriching experiences

LIMITS
expectations of parents and self

CONSUMES
time with earning money for necessities

CHARACTERISTICS of DISADVANTAGED RURAL APPALACHIAN GIFTED CHILDREN

DETRACTORS

Speak a non-standard regional dialect

Are less verbal in oral communication skills

Tend to be passive participants in classroom activities

Are relatively unaffected by time pressures, working slowly but meticulously

Are not likely to perform well on standardized tests

STRENGTHS

May show exceptional ability in one subject and average to below average in others

Have written products that may be of high quality in content but of poor quality in grammatical form, spelling, and handwriting

More likely to demonstrate their strengths outside the classroom, i.e., auto and tractor repair, knowledge specific to their rural environment, creativity related to 4-H projects, talent in music and the performing arts

Are likely to perform better on non-verbal than verbal tests

CHARACTERISTICS OF RURAL GIFTED STUDENTS

Advantaged Gifted Students Urban/Suburban, middle class children who accept values of the dominant culture	Disadvantaged Rural Appalachian Gifted Children
DETRACTORS	
1. Speak standard English	1. Speak a non-standard regional dialect
2. Are verbal and have good communication skills	2. Are less verbal in oral communication skills
3. Are active participants in classroom activities	3. Tend to be passive participants in classroom activities
4. Perform tasks within time limitations	4. Are relatively unaffected by time pressures; work slowly but meticulously
5. Complete classroom assignments and homework	5. Are likely to be lax in completing assignments and homework
6. Perform well on standardized tests	6. Are not likely to perform well on standardized tests
STRENGTHS	
7. Perform well in all subjects	7. May show exceptional ability in one subject and average to below average in others
8. Produce written work in proper grammatical form with good spelling and legible handwriting	8. Have written products that may be of high quality in content but of poor quality in grammatical form, spelling, and handwriting
9. Demonstrate their strengths within the academic classroom	9. More likely to demonstrate their strengths outside the classroom, i.e., auto and tractor repair, knowledge specific to their rural environment, creativity related to 4-H projects, talent in music and the performing arts
10. Usually perform equally well on verbal and non-verbal tests.	10. Are likely to perform better on non-verbal than verbal tests.

Overhead # 8 / Part 1

DOLLY'S ORIGINAL STORY

Ounce apon a time there was a flying monky named Suziky. He was a fully monky he couldent fly his wings we to sinall so wone day he went to a dockter nomed ~~regal~~ vergil he made a growing poshen he put it on Suziky's wings and it made thim grow hue normes, the wings were so big that it fell the hole rume up. the dockter hade to make a shrinking poshin he put a dab of the shrinking poshin on his wings and thay shrunk to normal size: The dockter said You should be able to fly So he climbed upa tree and jumped he started to fly. ~~the~~ he was very happy for his hole life

Overhead #8 / Part 2

DOLLY'S (corrected) STORY

Once upon a time there was a flying monkey named Suziky. He was a funny monkey. He couldn't fly, his wings were too small. So one day he went to a doctor named Vergil. He made a growing potion. He put it on Suziky's wings and it made him grow huenormous. The wings were so big that it filled the whole room up. The doctor had to make a shrinking potion. He put a dab of the shrinking potion on his wings and they shrunk to normal size. The doc said, "You should be able to fly." So he climbed up a tree and jumped. He started to fly. He was very happy for his whole life.

Overhead #9

STREAMLINED DEMONSTRATOR FORM

TORRANCE TESTS OF CREATIVE THINKING, Verbal and Figural Forms
by E. P. Torrance

Name: _ Date: 5/91
Education Level: _____ Organization: _____

Activity 1

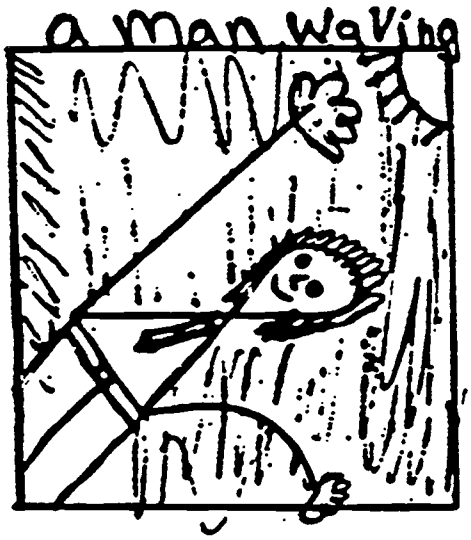
Think of as many unusual uses of junked automobiles as you can. List them below. Try to think of ideas that others will not think of. Work as hard as you can for 3 minutes.

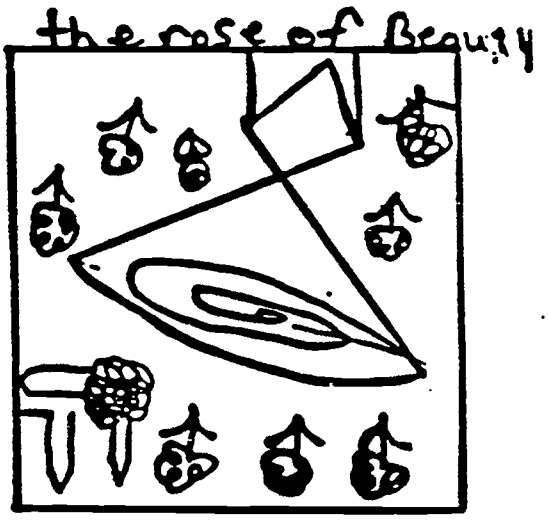
0 1. Throw it away
0 2. Sell it
0 3. give it away
0 4. Make something out of it
0 5. Put in a junkyard
0 6. recicle it
1. 7. Drall on it
0 8. Smash it
0 9. bury it
0 10. Glue it to gether"
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.

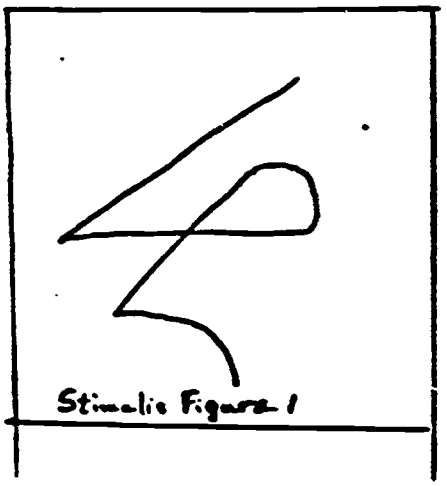
Overhead #10

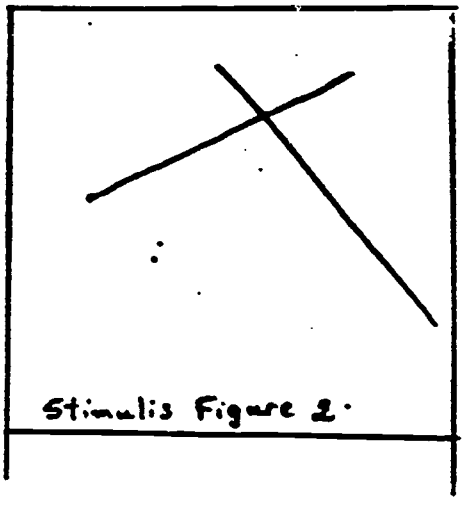
Activity 2

Make some pictures from the incomplete figures below. Try to think of pictures that others will not think of. Make your pictures communicate as interesting and as complete a story as possible. Make up titles for your pictures. Work for 5 minutes.





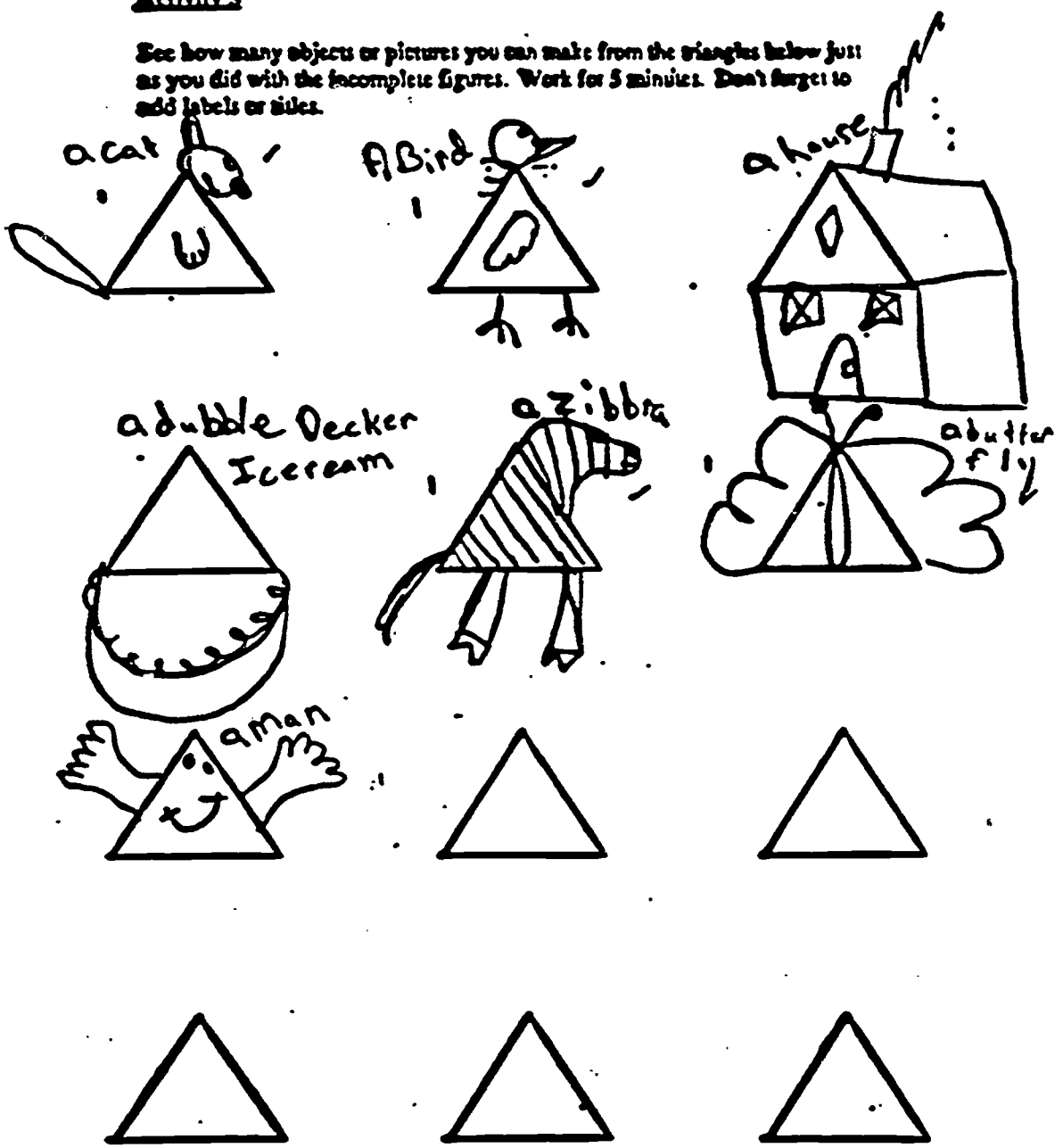




Overhead #11

Activity 3

See how many objects or pictures you can make from the triangles below just as you did with the incomplete figures. Work for 5 minutes. Don't forget to add labels or titles.



Overhead #12 / Section 1 / Part 1

DEFINITIONS AND SCORING

"**Activity 1** is the Verbal portion of the Torrance and is scored for Fluency and Originality.

a. **Fluency** is defined as the number of relevant responses the student offers.

In Activity 1, the Fluency score is the number of unusal uses listed for (junk automobiles or cardboard boxes). The term "unusual" should be interpreted liberally to include almost all uses of (junk automobiles, cardboard boxes) or any specific part from them. There is no limit on Fluency responses for Activity 1.

b. **Originality** is defined as any response other than common ones that have been compiled from a sample of 500 records are given in the overhead / handout section.

In Activity 1, the originality score is the number of responses other than the common ones. Responses having creative strength are given 1 point each."

List of Zero Responses for Scoring Originality

Unusual Uses of Junked Automobiles

Airplane
Art work
Automobile parts, new/used
Bed, use as a
Boat, make a
Building/construction materials
Car, to make new
Chair
Clothes, fabric for
Collect them
Decorate, use to
Desk
Education, drivers'
Educational objects
Fix it up, fix up and sell
Flower pot/bed
Frustration/anger, etc. out on, get
Furniture, unspecified
Hide, a place to
Home/house to live in
House, club, play
House for animals
Land filling
Mechanic, practice being a
Metal, make new
Modern art
Parts, make use of the good
Pens/pencils, make metal parts of
Pen, animal
Planter, plant pot
Playground equipment
Play house
Recycling, use it for
Scrap metal, use or sell as
Sculpture
Seat, couch, etc.
Sell them
Shelter
Sleep, place to
Storage, use for
Target for shooting
Tire, recycling
Toys, unspecified
Weight lifting, use them for

List of Zero Responses for Scoring Originality

Unusual Uses of Junked Automobiles

Airplane
Art work
Automobile parts, new/used
Bed, use as a
Boat, make a
Building/construction materials
Car, to make new
Chair
Clothes, fabric for
Collect them
Decorate, use to
Desk
Education, drivers'
Educational objects
Fix it up, fix up and sell
Flower pot/bed
Frustration/anger, etc. out on, get
Furniture, unspecified
Hide, a place to
Home/house to live in
House, club, play
House for animals
Land filling
Mechanic, practice being a
Metal, make new
Modern art
Parts, make use of the good
Pens/pencils, make metal parts of
Pen, animal
Planter, plant pot
Playground equipment
Play house
Recycling, use it for
Scrap metal, use or sell as
Sculpture
Seat, couch, etc.
Sell them
Shelter
Sleep, place to
Storage, use for
Target for shooting
Tire, recycling
Toys, unspecified
Weight lifting, use them for

Overhead #13 / Section 1

RONNIE'S STANDARDIZED SCORES

Grade 4, California Test of Basic Skills

Language Arts Scores, reported in percentiles

Vocabulary 31	Language Mechanics 18
Comprehension 78	Expression 69
Reading Total 55	Total Language 45

Other Percentile Scores in Totals

Total Mathematics 52	Spelling 18
Study Skills 70	Science 91
Social Studies 55	

Otis-Lennon School Ability Test IQ = 77

Overhead / Handout #14 / Section 1 / Part 1

PARENT INFORMATION FORM

Student Name _____ Date _____

Parent Name _____

Directions: If your child has special talents or interests in any of the areas on this form, please fill them out. Fill out only the categories that fit your child. Return this form to your child's teacher by _____. Thank you for your help.

MY CHILD -

1. Fixes things: _____ yes _____ no

   If yes...What kinds of things? _____

   _____

   _____

   How long has he / she done this? _____

   _____

   Can you remember (and tell us) any stories about this? Or send a sample to school? What is it? _____

   _____

2. Makes things: _____ yes _____ no

   If yes...What kinds of things? _____

   _____

   _____

   How long has he / she done this? _____

   _____

   Can you remember and tell any stories about this? Or send a sample to school? What is it? _____

   _____

   _____

3. Collects things: _____ yes _____ no

If yes....What kinds of things? _____

_____

_____

How long has he / she done this? _____

_____

Can you remember and tell any stories about this? Or send a sample to school? What is it? _____

_____

_____

4. Writes things: _____ yes _____ no

If yes....What kinds of things? _____

_____

_____

How long has he / she done this? _____

_____

Do you have some samples of work that you can send to school?

_____

5. Reads a lot: _____ yes _____ no

If yes...What kinds of things? _____

_____

6. Is really interested in: What? _____

For how long? _____

Do you have any samples? _____

7. Something that hasn't been mentioned that I would like to tell you about my child: _____

OVERHEADS and HANDOUTS

Identification

AWARENESS WORKSHOP

Overhead #14 / Section 2

PARENT INFORMATION SAMPLE ANECDOTES

"**Evan** is very good at figuring out how things are put together. He was 4 when his Dad bought a wheel barrow. My husband had the instructions but was having to try to figure them out. He left the room. When he returned Evan had assembled it and my husband tightened the bolts down.

....made a chair when he was 4. He made it out of scrap wood, with a back and 4 legs and you could actually sit on it. He also made a ladder.

....built a go cart in the third grade. It is made out of wood, you sit in it and steer with your feet. The only help he had was puttin on the wheels, otherwise he built and designed it by himself,

....he absolutely loves to build and hammer. He is extremely talented at building and designing things."

"**Rhonda** has made games - word searches, mazes, card games, and board games- since she was 5 years old.

She has written short stories and humorous things since before she actually could write; she told her stories to her brother and sister and had them write them for her.

Rhonda is really interested in making things-anything to do with building and creating out of any available materials or scraps.

.....has been able to do perspective drawings since she was 6 years old.

"**Allen** collects baseball cards. He uses price guides to determine the value of the cards and sells them. (He is quite good at making a profit).

....is very good in math and enjoys business. He has been particularly interested in his father's flea-market business since he was in the first grade. He is very good at earning money and finding ways to profit. Maybe he'll be a tycoon when he grows up!"

"**Jimmy** works on diesel engines, repairing, greasing, tightening bolts, washing, changing oil, etc.; he has done this for 3-5 years.

....he builds cars and trucks with legos, collects cars and trucks, draws diesels every day (and draws horse).

Overhead #15 / Section 1

Teacher Observation Form

Characteristic	Student or #Observations
#1: Speak non-standard regional dialect	_____
#2: Are less verbal in oral communication skills	_____
#3: Tend to be passive participants in classroom activities	_____
#4: Are relatively unaffected by time pressure; work slowly but meticulously	_____
#5: Are likely to be lax in completing assignments and homework	_____
#6: Are not likely to perform well on standardized tests	_____
#7: May show exceptional ability in one subject, average to below in others	_____
#8: Written products may be high quality content, poor grammar, spelling, handwriting	_____
#9: Demonstrate strengths outside classroom	_____
#10: Are likely to perform better on non-verbal than verbal tests	_____

Teacher Information

STUDENT_____

TEACHER _____ **SCHOOL** _____

THIS STUDENT -

1. Improvises with commonplace materials and objects. ____Yes ____ No
   If yes...What kinds?_____

   Can you remember any stories about this? _____

2. Comes up with inventions and ideas to produce solutions to day-to-day problems
   _____ Yes _____ No If yes.....What kinds? _____

   Can you remember any stories about this? _____

3. Produces solutions and ideas that others do not think of. ____Yes ____ No
   If yes.....What kind? _____

   Can you remember (and tell us) any stories about this? _____

4. Influences other children to do things he/she initiates or activities.
   _____ Yes _____ No If yes.....what things?_____

   Can you remember (and tell us) any stories about this?

5. Is amusing in writing, drawings, or role playing; makes up jokes, tells humorous experiences. _____Yes _____ No If yes....what things? _____

_____

_____

Can you remember (and tell us) any stories about this?

_____

_____

6. Has a sustained/enduring interest in a subject i.e., science, math, literature, and advances ideas and concepts about the subject(s), even though she/he may not complete assignments.

Which subject(s)? _____

_____

Can you remember (and tell us) any stories about this?

_____

_____

7. Something that has not been mentioned that I would like to tell about this child:

_____

_____

_____

Section II

Non Traditional Identification Instruments and Procedures Workshop

INSTRUMENTS and PROCEDURES WORKSHOP

INTRODUCTION to NON TRADITIONAL IDENTIFICATION

Before the Workshop

PURPOSE

The purpose of this workshop is to prepare teachers to use new procedures and instruments to identify rural disadvantaged gifted students for program intervention. Six procedures that identify students for intervention will be addressed:

+ Contests
+ Writing Samples
+ Torrance Streamlined Test of Creative Thinking
+ Parent Information
+ Community/Adult Information
+ Teacher Recommendations

GETTING READY

Your job in leading this workshop includes the following:

1. Reading through these instructions at least twice.

2. Setting up the room for all hands-on activities.

3. Preparing the following MATERIALS for each activity:

   For the CONTEST Activity:

Pencils (colored, regular)	Tape recorder
Theme Paper	Audio Tapes
Drawing Paper	2 Camcorders
Markers	Videotapes
leaves	craft sticks
twigs	modeling clay
rocks	pipecleaners
feathers	floral wire
acorns	thin wire
chestnuts	yarn
evergreen branches	baling twine
cloth	string
glue	rope
newspapers	clothespins
prizes and certificates (optional)	

Handouts and Overheads Needed:

- #1 Pioneer Contest
- #2 Interview and Product Scoring (2 copies each)
- #3 Interview Questions
- #4 Comments from Pioneer Contest Interviews
- #5 Contest Directions (Handouts Only)
- #6 Characteristics of Disadvantaged Rural Gifted Children

Video: Contest Interviews

For the WRITING SAMPLE Activity:

Plain writing paper
Pencils
Handouts and Overheads Needed:

- #7 Definitions of Creativity
- #8 Directions for Scoring Writing Samples
- #9 Writing Sample Evaluation Forms
- #10 Student Stories and Scores (Overhead Only)

For the TORRANCE STREAMLINED TEST OF CREATIVE THINKING

Activity:
Handouts and Overheads Needed:

- #11 Torrance Test Copy (Overhead Only)
- #12 Student Torrance Samples, Scores
- # 6 Characteristics of Disadvantaged Rural Gifted Children
- #13 Definitions of Torrance Terms, Directions for Scoring, Scoring Sheet
- #14 Student Test Example (Overhead Only)
- #15 Directions for Administration (Handout Only)

For the PARENT INFORMATION FORM Activity:

Handouts and Overheads Needed:

- #16 Parent Information Survey
- #17 Sample Anecdotes from Parent Information Survey (Overhead Only)
- # 6 Characteristics of Disadvantaged Rural Gifted
- #18 Directions, Letter, Form (Handout Only)
- #19 Parents Information letter

For the ADULT/COMMUNITY INFORMATION FORM Activity:

Handouts and Overheads Needed:

- #20 Organizations
- #21 Adult/Community Survey
- #22 Student Examples (Overhead Only)

For the TEACHER INFORMATION FORM Activity:

Handouts and Overheads Needed:

#23 Teacher Information Form I
#24 Teacher Information Form II
#25 Workshop Evaluation Form

AT THE WORKSHOP

I. GETTING STARTED

Tell everyone what the workshop will be about -- learning to use new procedures and instruments to identify disadvantaged rural gifted students. Explain that you will be looking at six procedures that are really different from the traditional methods for gifted identification -

1. contests, using products to measure creativity, critical thinking, and problem solving abilities.

2. writing samples, assessing creativity by measuring fluency, flexibility, originality, and elaboration.

3. the Torrance Streamlined Test of Creative Thinking, including both verbal and nonverbal measures that include originality, fluency, flexibility, and elaboration.

4. a Parent Information Form, collecting anecdotal data concerning abilities outside a classroom setting.

5. a Community/Adult Information Survey, looking at unusual abilities documented by adults other than teachers.

6. Teacher Information Forms, reflecting a new teacher awareness of gifted children, replacing the traditional teacher recommendations.

Before you get started, tell the teachers what is going to happen during the workshop -

- -- you are going to be participating in a contest, a writing activity, and a creativity test, learning how to prepare and evaluate the procedures.
- -- you will be collecting and evaluating information from other workshop participants, as everyone role-plays as parents, community adults, and teachers.

Ask if anyone has any questions about what is going to happen during today's workshop. After you have answered any questions, go on to the next section.

II. CONTESTS*

Beforehand

1. Have the following materials on one table that is centrally located in the room (adjust the number of materials to the number of participants).

leaves	craft sticks
twigs	modeling clay
rocks	pipecleaners
feathers	floral wire
acorns	thin wire
chestnuts	yarn
evergreen branches	baling twine
cloth	string
glue	rope
newspapers	clothespins

2. Have handouts of #1 Pioneer Contest and #2 Interview and Product Scoring Worksheet for everyone in the workshop.

3. Label 7 tables (or work areas) with the activity number and directions for each contest activity. Place the following materials on the correct tables:

Table #1	drawing paper, colored pencils, markers
Table #3	tape recorder and tapes
Table #4	paper, regular & colored pencils
Table #5	drawing paper, colored pencils
Table #6	tape recorder and tapes

Cover all tables with newspapers.

4. Have 2 areas for interviewing, with camcorders and videotapes in place, as well as Handout #3 Interview Questions for all participants.

5. Purchase certificates and prizes, if money is available.

*The Pioneer Contest described herein was developed by Martha Nice and Walda Tower, Paoli Community School Corporation.

Introduction

Explain that one of the best methods of measuring abilities of disadvantaged rural gifted students is to collect product samples from contests, projects and hobbies. In-school contests allow every child to have equal access to materials with a variety of choices for all interests.

Tell them that they are going to participate in a Pioneer Contest today, to experience how to prepare, execute, and evaluate a contest for their school or classroom.

Purpose

Explain that the objectives for a contest are -

1. to identify abilities that are not readily visible in an academic setting and
2. to measure creative thinking, critical thinking, logic, and problem solving abilities.

Procedure

Distribute the handout PIONEER CONTEST, explain that you are going to be the teacher and everyone else will be fourth grade students. Tell your students that today you are going to see how good they are at solving problems. For example, suppose you are all lost in the woods overnight. What kind of things would you do to survive?

Tell them to follow along on the contest sheet while you read it aloud.

READ

Relate the following: "You must decide what activity you would do to help you survive all night in the woods. You may use any knowledge that you already have, but also see how many new ideas you can use.

The materials on the table are for your use. Decide which activity you want to do, pick out the materials you want, and take them to the table with your activity number. You can use as many materials as you want.

After you are finished, go to one of the camcorder areas for an interview and answer some questions about your finished product. You'll have fifteen minutes to complete your product today and we will have prizes for the most original and certificates for everybody. Let's begin!"

ACTIV.TY PERIOD OF 15 MINUTES

You will need people to do the interviewing; the number will depend on the number of people in your workshop.

After each person has answered the questions for their interview, hand them a list of the interview questions and have them conduct the interview for the next person. Continue until everybody has participated in the interviewing process (with the original person doing the videotaping).

Evaluation

1. Ask everyone to return to their seats to discuss and ask questions about any part of the process.

2. Before you begin discussion, tell them that today they had 15 minutes to complete the activity, but if we were in a regular school day, the students would have 1 hour.

Explain that in a school setting, the cafeteria or any other large room is the best place to arrange a contest. Each class in the grade level should have an opportunity to participate in the contest. Space classes so there will not be too many students at one time. The following handout will cover any questions that you might have about procedures and details.

HANDOUT # 5: Rules and directions relating to contest procedures.

3. Use Overhead/Handout #2 Interview and Product Scoring on the Overhead Projector and discuss areas that may be of concern. Give total scores and compare high and low.

4. Use the Overhead/Handout #4 titled COMMENTS FROM PIONEER CONTEST INTERVIEWS. Discuss the quality of the comments of the children and the observations made by the judge.

5. HANDOUT additional Scoring Sheets. Explain that you are going to show videos of some actual contest interviews and you want everyone to score them on their sample scoring sheets.

VIDEO: STUDENT INTERVIEWS
SCORE and DISCUSS after each interview

Summary

Say to the Workshop Participants:

"To summarize the use of contests for identification of disadvantaged rural gifted students, remember the characteristics of these gifted children from the Awareness Workshop, Part One:

OVERHEAD #6:CHARACTERISTICS OF Disadvantaged Rural Gifted Children.

1. Contests generate many positive outcomes for the students, as we can illustrate looking again at the list of characteristics of disadvantaged rural gifted children, where even the negative perceived, detractor characteristics become positive.

    a) The children become active participants (#3)
    b) They extend their verbal abilities to communicate their ideas(#2 and #10)
    c) They are given ample time to complete the activities (#4)
    d) They are allowed the choice of hands-on activities (#9 and #10) or classroom-type, if they prefer
    e) Their performance rating does not depend on a standardized test or a written product (#6 and 8).

2. The characteristics that focus on the children's strengths may be highlighted by the contest choices the children make.

    a) The children may choose one of the areas because of their personal ability or strength in a particular subject (#7)
    b) They can show content depths and abilities without writing (#8)
    c) Products are in the realm of real-life instead of classroom-related (#9).

3. Scoring products will reveal critical thinking, creativity, and problem solving abilities that may be obscured in regular academic activities."

BREAK FOR 20 MINUTES
FOR CLEANUP

III. WRITING SAMPLES

Introduction

Explain that an excellent method of determining students' creativity and gifted ability in writing is by collecting writing samples. Writings generated in response to a prompt given in an open atmosphere at school are assessed for creativity.

Tell them that they will be doing a short writing sample activity and then scoring the sample for creativity.

Purpose

Relate that the purpose of this collection of writing samples is

1. to identify students who demonstrate unusual writing talents, and
2. to identify creative and critical thinking and imagination.

Procedure

Explain "The first priority of collecting writing samples for creativity is to make sure that there is a creative atmosphere, or at least an open atmosphere. Therefore, to ensure an open atmosphere here, as well as in your classroom, we will begin by brainstorming - collecting any and all ideas from everyone in the class.

The rules of Brainstorming are that we want to hear as many ideas as possible. Any ideas you think of are acceptable. Listen to what the other people are saying and their ideas will make you think of more.

The first topic that I want you to Brainstorm is "Animals."

(1) "Name as many kinds of animals that you can." (Either have ideas 'shouted' out or point to people with raised hands; go as fast as possible. 30 - 60 seconds at a fast pace is enough).

(2) "What kind of Animals do you find in a Zoo?" (Same as above for answers.)

(3) "What are some imaginary Animals - ones from stories and ones that you can make-up?" (Same as above).

"You are all so good at thinking about Animals, that I would like for you to write an imaginative animal story.

We are handing out a sheet of paper for you to use, and you will have 15 minutes. Misspelled words do not count. I will give you the title you are to use as soon as all of you have a sheet of paper and are ready."

"Ready? The title of your story is to be 'The Flying Monkey'."

ACTIVITY - 15 Minutes Writing Time

At the end of 15 minutes have everyone stop; ask anyone if they would like to share their story. Discuss the different aspects of using a flying monkey for a topic.

"Other ideas for imaginative stories written about animals or persons with some divergent characteristics are such topics as The Duck That Won't Quack, The Cat That Won't Scratch, and The Lion That Won't Roar (from "Flying Monkeys And Silent Lions", E. Paul Torrance, Exceptional Children, Nov 61, pp 119-127.) Topics based on divergent ideas for well-known items tend to free most anyone's imagination and produce interesting writing samples."

Assessment of Writing Samples

Explain the following and use the OVERHEAD # 7 with Definitions:
"The writing samples are not scored on the basis of misspelled words, incorrect grammar, or poor handwriting. All writing samples are evaluated for creativity, with ratings for these areas:

CREATIVE WRITING ASSESSMENT

AREA OF CREATIVITY	DEFINITION
Fluency	has many ideas; has large number of reasons why
Flexibility	see things in different ways; has a variety of reasons
Originality	offers unique, unusual ideas
Elaboration 1	adds interesting details
Elaboration 2	transforms or combines ideas

Scoring

"Writing samples must have numbers instead of student names to prevent any prejudice or prejudgment. The classroom teacher, or someone not doing the scoring, can erase names and number the samples, keeping the names and corresponding numbers in another location."

"After numbering the writing samples, the following steps take place for evaluation:

USE OVERHEAD/HANDOUT #8:

1. Two raters read all compositions for an initial "impression". The raters should not be a teacher or person who will recognize the handwriting.

2. Then each writing sample is read individually a second time and scored holistically by the two raters.

3. The raters score each sample on creativity only.

4. Incorrect syntax, grammar, spelling, or other writing mistakes that may confound the scoring of creativity are **not** considered.

5. Separate Evaluation Forms are used for the Two Raters; a third form combines or averages the scores for the final rating.

6. In the case of a wide discrepancy in scores, a third party will need to read the sample and make the final judgment.

OVERHEAD/HANDOUTS # 9- Writing Sample Evaluation Forms

"You can see the form that is used on the OVERHEAD, as well as copies that we have handed out to you."

"The scoring used for each category is 3 points for

3 = Frequently
2 = Sometimes
1 = Seldom
0 = Never

Each criteria category can receive a maximum of 3 points, with a maximum composite score of 15 points for the writing sample."

Overhead/Handout #10

WRITING SAMPLES

I did just started to laugh because it was real fun. And I just stood there for a while and just loocked around. Then I saw this old ladder that leads (?) a room. So I follow it then I went up the ladder and when I got up there. There was a big box with a lock on it then I new I could not get open less I found a metal peace. Then I saw it a big sharp metal peace laying on the ground so I reached over there and got it. Then I to the sharp point and rammed it in the lid of the box then the box cracked and then I to my foot and kicked the lid off and I saw in it a hole lot of money so I filled my coat pocket and all my pockets filled with money. After that I searched more for anything I could find then I found this rill shiny thing below me and I went down there and it was a real dimand so I picked it up and stayed there for a while and rested. Then after awile I went home and showed my mom and dad what I got them they said to go back get more things so I did get back in to the barn and looked for more but I could not find much but 4000 dollars left. and won rill big dimand. So win I filled my pockets with money and one big dimand. So I took them home and lived rich and ever after.

CORRECTED WRITING SAMPLE

I did just started to laugh because it was real fun. And I just stood there for a while and just looked around. Then I saw this old ladder that led to a room. So I followed it, then I went up the ladder and when I got up there, there was a big box with a lock on it. Then I knew I could not get (it) open unless I found a metal piece. Then I saw it, a big sharp metal piece laying on the ground. So I reached over there and got it. Then I took the sharp point and rammed it in the lid of the box, then the box cracked. Then I took my foot and kicked the lid off, and I saw in it a whole lot of money. So, I filled my coat pocket and all my pockets with money. After that, I searched more for anything I could find. Then I found this real shiny thing below me and I went down there, and it was a real diamond. So I picked it up and stayed there for a while and rested. Then, after a while I went home and showed my mom and dad what I got. Then they said, "Go back! Get more things." So I did. So (I) got back into the barn and looked for more, but I could not find much - but 4000 dollars, and one real big diamond. So when I filled my pockets with money and one big diamond. So I took them home and lived rich and ever after.

III. TORRANCE STREAMLINED TEST OF CREATIVE THINKING

Introduction

Explain that the Torrance Streamlined Test of Creative Thinking Demonstrator Form A is a fifteen-minute test measuring creativity, adding another way to measure creativity in our hidden gifted students. In addition to a five minute verbal section, it has two five minute sections that measure creativity in a nonverbal manner.

Purpose

Explain that the objectives for the streamlined version of the Torrance are:

1. to measure both verbal and nonverbal creativity, and
2. to add data collected with a nationally recognized indicator of creativity - the Torrance Test of Creativity.

Procedure

"Let's look at a sample of the Torrance Test and then some samples of creativity that have been collected from students who were subsequently identified as hidden gifted. We'll also see how they fit with the list of Characteristics of Rural Gifted Students."

OVERHEAD #11 - TORRANCE STREAMLINED TEST OF CREATIVE THINKING

OVERHEAD #12 - STUDENT SAMPLES

OVERHEAD #6 - CHARACTERISTICS OF RURAL GIFTED STUDENTS

Compare and Critique:

Scoring

"Now let's look at the actual scoring for the Torrance Streamlined, with Definitions."

Directions to Trainer:
As you finish reading through each definition (a, b, etc), go back and use one of your Overhead examples to count points.

OVERHEAD #13 - Definitions and Directions, Scoring Sheets

"Activity 1 is the Verbal portion of the Torrance and is scored for Fluency and Originality.

a. **Fluency** is defined as the number of relevant responses the student offers.

In Activity 1, the Fluency score is the number of **unusual** uses listed for (junk automobiles or cardboard boxes). The term "unusual" should be interpreted liberally to include almost all uses of (junk automobiles, cardboard boxes) or any specific part from them. There is no limit on Fluency responses for Activity 1.

b. **Originality** is defined as any response other than common ones that have been compiled from a sample of 500 records and are given in the overhead/handout section.

In Activity 1, the Originality score is the number of responses other than the common ones. Responses having creative strength are given 1 point each."

"Activity 2 and Activity 3 are the Non-Verbal components and are scored for Fluency, Flexibility, Originality, and Elaboration.

a. The **Fluency** score in Activity 2 and 3 is the number of objects or pictures made from the incomplete figures and triangles. Total points allowed for Fluency under Activity 2 is two and Activity 3 is **12**. Add the scores for a **Non-verbal Fluency Score.**

b. **Flexibility** is concerned with the number of **different ways** the triangles in Activity 2 and Activity 3 are used.
Examples:
1 pt. - join several triangles together to make a bigger picture
1 pt. - use the triange as an object in a total picture (perspective)
1 pt. - use the triangle as a part of a total picture
1 pt. - add things to the triangle, i.e., top and bottom as decorations
1 pt. - use as part of total picture
1 pt. - use as space in picture
(have overhead with sample drawings)
Total points allowed for Flexibility for Non-verbal Activities 2 and 3 are **12.**

c. **Originality** for the Non-verbal activities 2 and 3 are any responses not included under the list of common responses.
Additional points are given for combining two or more triangles into a single coherent object or scene:

2 triangles = 1 extra point
3 triangles = 2 extra points
4 triangles = 3 extra points
and so on.

Total points allowed for Originality under Non-verbal activities 2 and 3 are **14**, plus up to **11 extra** points for combining triangles in Activity 3.

d. **Elaboration** is defined as the imagination and exposition of detail as a function of creative ability and is labeled elaboration on a primary response. Credit is given on Activity 2 and 3 for each pertinent idea (detail) added to the original stimulus figure itself. One point is scored for each.

No limit on Elaboration points.

OVERHEAD # 14 - SAMPLE OF A TORRANCE ON AN OVERHEAD, AND EVERYBODY SCORE IT TOGETHER FOR PRACTICE.

Summary

Recount the following points for collecting data from the Torrance Streamlined Test of Creative Thinking.

1. The Torrance produces a Non-Verbal Creativity score, unlike other creativity measures which produce only Verbal Creativity scores.

2. The Torrance Streamlined Test is based on the nationally standardized Torrance Test of Creative Thinking by E. Paul Torrance.

3. The Torrance illustrates creativity in disadvantaged rural students that is clearly outstanding, when this creativity has not surfaced through any other procedure or instrument.

4. The directions for administering the Torrance Streamlined Test of Creative Thinking are in Handout #15.

IV. PARENT INFORMATION FORM

Introduction

Explain that children often exhibit behaviors at home that may not be apparent during the school day. For example, a child who is adept at following directions and able to put together small machines, may not have an opportunity to demonstrate this behavior in a school setting.

Similarly, the child who is familiar with nature and outdoor life will have limited opportunities in a traditional instructional setting to exhibit his expertise.

Ask the participants to relate any anecdotal information that they remember about their own children or other children doing unusual things for their age level.

State: "The Parent Information Form can provide the classroom teacher with a useful description of a child's activities and hobbies outside of school when accompanied by examples."

Purpose

Relate the objectives for the Parent Information Form:

1. To identify behaviors and skills that are not visible in the classroom.
2. To collect information about indepth interests.
3. To collect evidence of nonverbal abilities.

Procedure

OVERHEAD/HANDOUT #16: Parent Information Forms

Give all the participants a copy of the Parent Information Form. Explain that this form asks parents for specific information about their child and to provide a history of the child's specific behaviors and abilities.

"This form allows parents to write about their child in an anecdotal manner, using language that is appropriate for them. Moreover, soliciting information from a parent brings that parent into a participatory role in their child's education."

"On the OVERHEADS you will see some of the anecdotes that we received in response to the form."

OVERHEADS #17: Parent Information Sample Anecdotes

OVERHEADS #17: Parent Information Sample Anecdotes

"Evan is very good at figuring out how things are put together. He was 4 when his Dad bought a wheel barrow. My husband had the instructions but was having to try to figure them out. He left the room. When he returned Evan had assembled it and my husband tightened the bolts down.

. . . made a chair when he was 4. He made it out of scrap wood, with a back and 4 legs and you could actually sit on it. He also made a ladder.

. . . built a go cart in the third grade. It is made out of wood, you sit in it and stear with your feet. The only help he had was puttin on the wheels, otherwise he built and designed it by himself,

. . .he absolutely loves to build and hammer. He is extremely talented at building and designing things."

"Rhonda has made games - word searches, mazes, card games, and board games - since she was 5 years old.

She has written short stories and humorous things since before she actually could write; she told her stories to her brother and sister and had them write them for her.

Rhonda is really interest in making things - anything to do with building and creating out of any available materials or scraps.

. . . has been able to do perspective drawings since she was 6 years old.

"Allen collects baseball cards. He uses price guides to determine the value of the cards and sells them. (He is quite good at making a profit).

. . . is very good in math and enjoys business. He has been particularly interested in his father's flea-market business since he was in the first grade. He is very good at earning money and finding ways to profit. Maybe he'll be a tycoon when he grows up!"

"Jimmy works on diesel engines, repairing, greasing, tightening bolts, washing, changing oil, etc.; he has done this for 3-5 years.

. . . he builds cars and trucks with legos, collects cars and trucks, draws diesels every day (and draws horses)."

= =

Things to look for:

"We are looking for the unusual, the unique. Also the length of time the child has been engaged in a hobby or activitity is important, since this is indicative of a sustained interest in a particular area and is a characteristic of the gifted and talented child."

"Parent information provides rich data about a child's out-of-school accomplishments. Such information should receive serious consideration for gifted programs."

"Not every parent completed the form, and those who did, did not complete every section. However, the information that was received was very important and, in most cases, related directly to the list of characteristics of gifted students."

Summary

We need to review the following:

1. Data collected from parents can provide information that may be unknown or unobserved by teachers in an educational setting.

2. Parents can supply information about indepth interests.

3. They can provide evidence of nonverbal abilities.

4. Parent information about the student and his capabilities can be invaluable when accompanied by examples. The information can be evaluated in terms of age levels and abilities.

5. The Information Form is sent home with all the students at the grade level of interest (or the entire school) with expectations for return from parents who have information of special interest.

6. A letter accompanying the collection form will explain the purpose of the form and why the school is interested. Set a date or deadline for the return of the form.

HANDOUT - #18 Parent Information Collection Instuctions
HANDOUT - #19 Samle letter requesting Parent Information Form

V. ADULT/COMMUNITY INFORMATION FORM

Introduction

Adults in the community who work with young children through different organizations can sometimes see abilities that may not be apparent in a traditional academic setting for rural disadvantaged gifted. Therefore, information collected from them can also be very important.

Purpose

Explain that the objectives for collecting adult/community information are

1. to identify unique talents and out of school interests, and
2. to find unusual abilities displayed in projects and products.

Procedure

OVERHEAD #20 - COMMUNITY ORGANIZATIONS

Relate the following list of adults and organizations which need to be surveyed for information about children with outstanding abilities:

Boy and Girl Scouts	Latch Key Program Supervisors
Odyssey of the Mind	Coaches: Community Programs
4-H Programs	Community and School Clubs
YMCA, YWCA	School Administrators
Boys Club, Girls Club	School Maintenance
School Cooks	Church Groups

"Your community may have some special groups or clubs which are not listed here. Include them in your search."

Instructions for Adult/Community Recommendations

1. Prepare a list of groups and individuals in your community that might be able to provide information about the childs out of school abilities.
2. Assign committee members, teachers, or volunteers to survey and/or interview the adults listed.
3. Prepare the survey forms on school letterhead paper.
4. Provide training for all of the people conducting the survey in purposes and procedures.
5. Each adult to be surveyed or interviewed should be contacted personally. If it is at all possible, the person conducting the survey should wait while the survey is completed, answering any questions that arise. If the adult completing the survey wishes to have more time to think about the questions, be sure that he/she understands the purpose and the procedures. A return date and place should be listed on the survey.
6. Set a date for completion and data collection.
7. Add names and information to the Data Collection Forms.

OVERHEAD/HANDOUT #21

"A look at the actual form will give us an idea of the types of information that we are looking for.

A short interview with community members may be more desirable then just sending the form to them. You can ask the questions that are on the information form and fill in the answers as they are given to you. Many times this will work better, because you can explain the process that is being used to find hidden gifted children."

OVERHEAD/HANDOUT - 22

EXAMPLES OF INFORMATION COLLECTED FROM THE ADULT/COMMUNITY INFORMATION FORM

Summary

Summarize from the following points:

1. Information is being collected from community leaders who work with students for children with unusual abilities.

2. The information will identify students with unique talents and different interests outside of school.

3. The information seeks to find students with unusual abilities displayed through such areas as projects and products.

VI. TEACHER INFORMATION FORMS

Introduction

Explain that in searching for gifted children from disadvantaged rural backgrounds, look at all of your students with these questions in mind:

1. Could this student be achieving greater school success and possibly be a candidate for a gifted program if . .

   . . his early years had been different?
   . . he had been offered a greater variety of experiences?
   . . someone had shown appreciation of cognitive skills?
   . . an adult had provided an environment and materials that fostered intellectual and academic pursuits?

2. Has a student exhibited unusual abilities in projects, in research, or in any classroom assignments?

Explain that the Awareness Workshop should have given all of the participants a new understanding about gifted students and gifted programs. With this new understanding all of the participants can go back to their classrooms and look at all the students in new ways, finding information about them that will be very, very valuable in finding disadvantaged rural gifted students that need program intervention.

"A newly developed Teacher Information Form collects anecdotal information in the same manner as the Parent and Adult/Community Forms. The observations are in the areas of leadership, creativity, originality, and humor - items derived from the research literature dealing with characteristics of creative persons."

Purpose

Relate the following objectives for Teacher Information Forms:

1. To collect data in anecdotal form from those who work closely with the students.

2. To describe gifted characteristics that can not be observed from test scores and grades.

3. To identify creative and critical thinkers and leaders.

Procedure

OVERHEAD/HANDOUT #23 TEACHER INFORMATION I

Have four topics listed on a Transparency or on a Chalkboard in the front of the room. The topics are:

HUMOR CREATIVITY LEADERSHIP ORIGINALITY

Ask the participants to refer to Handout #23, Part 2, 3, 4 and think of one or two children in their room or children that they know who exhibit behaviors or characteristics in these areas. Refer to the list of traditional characteristics for gifted students.

Ask for a show of hands of those people who have thought of students who fit in at least one of the four categories. Now ask them to think of a short anecdote illustrating these traits.

When ready, start collecting information and anecdotes, noting in the columns under the characteristics some information from each one. Discuss the information, characteristics, etc. as you collect information.

After collecting data for at least 3 per column, thank everyone and ask if there are any more questions or discussion.

OVERHEAD/HANDOUT #24 - TEACHER INFORMATION FORM II

Say: "Let's read over these areas or questions together. Do these relate to the Characteristics for Gifted Students, the Characteristics of Disadvantaged Rural Gifted Students, or the areas we just discussed?"

"Who can give us some information as we read through these areas?"

"To collect data from Teacher Information Forms, the teachers must first have Awareness Inservice to learn the background and characteristics of the gifted students that we are identifying."

Summary

Evaluation of Workshop

HANDOUT #25

Section II

Non-Traditional Identification Instruments and Procedures Workshop

PIONEER CONTEST

"You are hiking through the woods and become lost. How will you find your way home...or survive?"

Choose one of the following activities to do in a period of one hour. If you complete one and wish to do another, feel free to do so. Judging will be based on creativity, understanding of problems, imagination, organization and ability to use resources. Prizes will be awarded.*

CHOICES (INTRAPERSONAL)*

1. Draw a map of the area. Include all important information. Show natural landmarks and how you would try to get out of the woods. Explain where you might want to stop and why. (SPATIAL: Compass)

2. Build a dwelling for the evening. Use materials from nature. Explain how it will protect you from the things you might run into. (KINESTHETIC: Legos)

3. Tell a story into the tape recorder or write a letter in your diary about your encounters with animals or nature. Tell how you might try to get out of the woods or survive in it. You can make it a "Tall Tale" to enter in the Liar's Contest. (LINGUISTIC and INTRAPERSONAL: Diary, Audio Tape)

4. Show how you would measure the height of a tree and the weight of an animal. Tell how knowing those measurements could help in your journey. (LOGICAL / MATHEMATICAL: Puzzle)

5. Draw a picture of a new plant or animal you have seen in the woods. Tell everything you know about it. (VISUAL / SPATIAL: Markers)

6. Make a song about your experiences in the woods or make an instrument from natural materials. (MUSICAL: Recorder)

7. Create a system to communicate with your buddy in the woods. (INTERPERSONAL: Checkers or Chess)

*Gardner's 7-Intelligence category and prizes are listed in parenthesis.

SCORING WORKSHEET
Interviews and Products

Name _____ Sex: M F

Date _____ Grade _____ Teacher _____

Scorer _____

Score both interview and product with the numbers 1-5, with 1 being low and 5 being high.

Contest # and Contest Name _____

I. Critical Thinking.....Subtotal _____

	Interview	Product
Content Knowledge		
Clarity		
Consistency		
Logic		
Application		
Analysis		
Synthesis		
Evaluation		

II. Creativity.....Subtotal _____

Originality		
Fluency		
Flexibility		
Elaboration		
Abstraction		
Empathy, Sensitivity		
Curiosity		

Total.....Interviews _____ Products _____

GRAND TOTAL (add 2 subtotals)..... _____

Questions for Interviews

1. Tell me your name, your teacher's name, and which contest you entered.

2. Share your final product. Tell us about it. How did you make it? Why? With what?

3. Why did you choose to do this contest?

4. Would you like to enter others? If so, what?

5. How did you feel about your project?

6. If you had more time, what would you add or change?

Overhead / Handout #4 / Section 2/ Part 1

COMMENTS FROM PIONEER CONTEST INTERVIEWS

T-3-92
This student chose Contest #2 (building a dwelling), and had a plan. He spoke in full sentences and was assertive in taking over the interview to relate what and how he had done. He felt he could camouflage the dwelling but that he could find it. He told of choosing clay to hold the structure together instead of glue, because the glue would show white and he was concerned about the color showing. This student likes to build and shows a lot of confidence in doing so.

T-4-92
This student chose Contest #5 and produced a plant which looks like a fish and fish eat it. The plant is purple in color. "The color comes from the pond if it's clean." The plant lives only in water and will die when taken out of it.

T-6-92
This student chose Contest #2 and used much material: craft sticks, feathers, string, leaves, and clay to hold it all together. This structure used detail and the complexity of the structure gave credence to the comment, "I like building things."

T-8-92
This student asked more questions to clarify the contest than anyone else in two years of contest, and apologized for asking so many questions, but was curious. The student chose contest #2 and was more verbal than most and answered questions in complete sentences. Spoke in terms of a settlement rather than a dwelling, used feathers for insulation because there would be chickens around and you could get feathers. "I feel it's sturdy. Trees stop the wind so it's ok in the woods. I'd feel safe and secure if it is was lifesize."

T-9-92

Contest #2. This student used craft sticks, clothespins, cloth, and real sticks to quickly create a dwelling which was camouflaged. When asked why #2 was chosen: "I thought it was the easiest." Was not interested in doing any other contests and pronounced "I am finished" in a very short period of time. This student was very self-assured during the interview, spoke in complete sentences and called attention to the product by the speed with which it was completed and the manner in which it was presented.

INSTRUCTIONS for the PIONEER CONTEST

BEFOREHAND:

Time and Location

1. Establish a time and location for the contest with the principal, teachers, and maintenance staff. The Pioneer Contest for each class will take one and one-half hours.

2. The best location is in a large area with 12 foot tables, such as in a cafeteria. No more than one classroom at a time should be participating, so scheduling needs to be arranged to complete one grade level in no more than a week's time.

Set Up

1. The cafeteria area should be set with 3 large tables for materials, pushed together in the center, and 9 large activity tables arranged around the room.

2. Each large table is designated for one of the activities, with the activity name and number (1 through 9) large enough to be seen from around the room; directions are taped to each of the tables. Any materials specific to the activity number are placed at the appropriate tables, ie., tape recorders, crayons.

3. The central location of materials works better than trying to place a little bit of everything at teach table, since there is such a large variety for the sudents to use for construction of their contests entries. Replenish the supply of materials for each day.

4. Do not limit the students on the amount of materials they use; they can come and go as needed to select materials. After the initial materials selection, the students are spread out at appropriate tables, giving them space to work and discouraging "piggybacking"of ideas from student to student.

5. Define a minimum of two interviewing areas, with videotape equipment set up. The areas must be in the same room, however, so that students can go to the interviewers, or the interviewers can come to them when the products are completed.

Materials List

Pencils (colored, regular)
Theme Paper
Drawing Paper
Markers

leaves
twigs
rocks
feathers
acorns
chestnuts
evergreen branches
cloth
glue
newspapers

Tape Recorder
Audio Tapes
Camcorders
Videotapes

craft sticks
modeling clay
pipecleaners
floral wire
thin wire
yarn
bailing twine
string
rope
clothespins

product and interview evaluation forms
prizes
certificates for students, teachers, volunteers

A very large quantity of all items is needed, especially those used for building materials. Figure the quantity based on the number of students per grade level.

Personnel Needed

1. In Charge: The G/T Coordinator or a Volunteer should take charge of the contest, with assistance from teachers and parent volunteers.

2. Evaluation: The Evaluation Team of interviewers and judges must be personnel trained to recognize creativity and critical thinking, logic and reasoning.

3. Camera People: People trained to operate camcorders are needed (can be the evaluators).

4. Volunteer Aides: Volunteers are needed for:
   a) student questions or problems that may arise,
   b) clean-up and set-up,
   c) making certificates.

PROCEDURE

1. The Person in Charge (G/T coordinator, Volunteer, etc.) visits each of the classrooms to start the Pioneer Contest at a prearranged time. The leader explains to each class that their elementary school is looking for ways that children learn best, and in order to help them do that, the school is sponsoring a contest (7 or 9 contests based on activity areas) today. Everyone in the room can choose which contest they want to enter. Prizes will be awarded.

2. The Leader explains that videotaping will be going on while the children work. When they are finished, each person will explain his/her final product and how and why he/she made it.

3. The students are told that they can use what they already know about the subjects or areas. They have one hour to decide which contest to enter and to complete their product or entry. Winners will be announced at the end of the week. Everyone in the grade will be in the contest; all will receive a certificate.

EVALUATION

1. All evaluation is done from the videotapes, which are separated by classrooms.

2. The evaluation of each student's creativity, reasoning ability, logic, and critical thinking skills, as well as products, are scored from the videotapes.

3. Evaluation factors for the interviews and the products are what the children say, not what they have made.

4. The original choices (areas, activities) that the students make and how they made them can also be evaluated, since some students illustrate creativity in the process of selection, using fluency, flexibility, originality and elaboration.

5. The Evaluation Team assesses each classroom of students after each contest, so that when the grade level has been finished it will be only a short time until the winners can be announced.

6. A scoring worksheet needs to be available for each child. After scoring, children who are above agreed-upon levels will have data added to their data collection forms (or student profiles).

CHARACTERISTICS of DISADVANTAGED RURAL GIFTED CHILDREN

DETRACTORS

1. Speak a non-standard regional dialect
2. Are less verbal in oral communication skills
3. Tend to be passive participants in classroom activities
4. Are relatively unaffected by time pressures, working slowly but meticulously
5. Are likely to be lax in completing assignments and homework
6. Are not likely to perform well on standardized tests

STRENGTHS

7. May show exceptional ability in one subject and average to below average in others
8. Have written products that may be of high quality in content but of poor quality in grammatical form, spelling, and handwriting
9. More likely to demonstrate their strengths outside the classroom, i.e., auto and tractor repair, knowledge specific to their rural environment, creativity related to 4-H projects, talent in music and the performing arts
10. Are likely to perform better on non-verbal than verbal tests

CREATIVE WRITING ASSESSMENT

Area of Creativity	Definition
Fluency	has many ideas; has large number of reasons why
Flexibility	see things in different ways; has unusual reasons
Originality	Offers unique, unusual ideas
Elaboration 1	adds interesting details
Elaboration 2	transforms or combines ideas

DIRECTIONS for SCORING WRITING SAMPLES

1. Two raters read all compositions for an initial "impression". The raters should not be a teacher or person who will recognize the handwriting.

2. Then each writing sample is read individually a second time and scored holistically by the two raters.

3. The raters score each sample on creativity only.

4. Incorrect syntax, grammar, spelling, or other writing mistakes that may confound the scoring of creativity are not considered.

5. Separate Evaluation forms are used for the two raters; a third form combines or averages the scores for the final rating.

6. In the case of a wide discrepancy in scores, a third party will need to read the sample and make the final judgment.

CREATIVITY: WRITING PROMPT EVALUATION FORM

DIRECTIONS: Two Raters Are Needed

1. All writing samples from each classroom should be read for initial "impressions."

2. Each individual sample is read and scored holistically for creativity. **Do not** score syntax, grammar, spelling, etc.

   Scoring
   - 3= Frequently occurs three or more times.
   - 2= Sometimes occurs two or more times.
   - 1= Seldom occurs one or more times.
   - 0= Never occurs.

STUDENT Name/Number _____

GRADE _____ SCHOOL _____

DATE _____

FLUENCY _____

FLEXIBILITY _____

ORIGINALITY _____

FLEXIBILITY 1 _____

FLEXIBILITY 2 _____

TOTAL _____

Fluency: has many ideas, large number of reasons why
Flexibility: sees things in different ways, unusual reasons

STUDENT STORY SAMPLES

There once was a monkey name Doo-Doo. He was the ugly one in his family, but you should see his sister, not a pretty sight. Doo-Doo wanted to have wings very badly so he could fly away and never see his family again.

He tried every thing like wishing on stars and gluing feathers together. But, nothing worked. Doo-Doo decided to just try to fly without wings. the first few times, he fell and got some pretty bad bruises. The 4th time he tried, there was a big gush of wind that carried him away. He felt a tingle in his arms and he started to fly. He few up higher than the birds and faster than light. But one happy Saturday morning, Doo-Doo his his head on an airplan and he fell to the ground. From then on Doo-Doo lived under the ground.

****

Once upon a time there was a flien monkey. His name was Carol. He didn't swing from trees like all the other monkeies. He flew in the sky. He would go visit the other monekies but they wouldn't talk to Carol. Carol was very sad. The other monkeies were all jealous because Carol could fly. They all wanted to fly too. It wasn't Carol fault he could fly he made an ugly wizard mad. And the wizard cast a spell that he would allways fly. Some of the monekies made the wizard mad. And he turned them into ugly beasts. So none of the other monkeies didn't try it. But one day; a girl moneky named Sindy kissed Carol. And Carol and Sindy could both fly. So they got married. And their kids could fly. Soon everyone was flying. So they all lived happily ever after.

Overhead #11 / Section 2 / Part 1

STREAMLINED DEMONSTRATOR FORM

TORRANCE TESTS OF CREATIVE THINKING, Verbal and Figural Forms
by E. P. Torrance

Name: _____ Date: _____
Educational Level: _____ Organization: _____

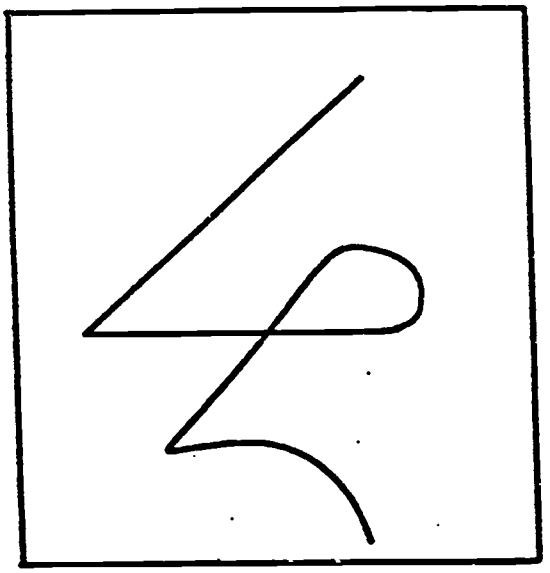
Activity 1

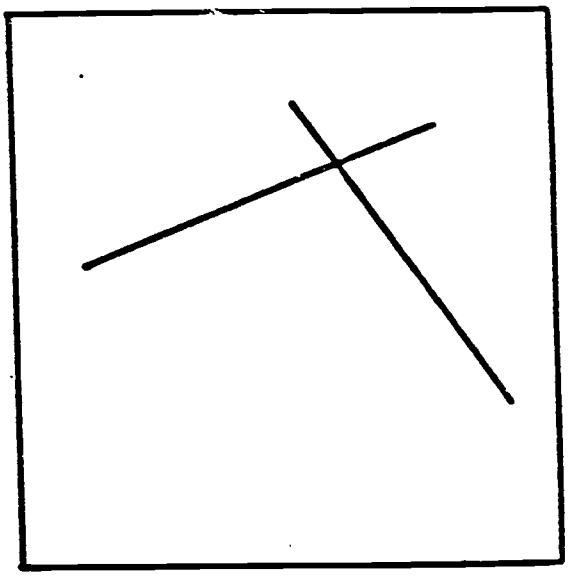
Think of as many unusual uses of junked automobiles as you can. List them below. Try to think of ideas that others will not think of. Work as hard as you can for 5 minutes.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

Activity 2

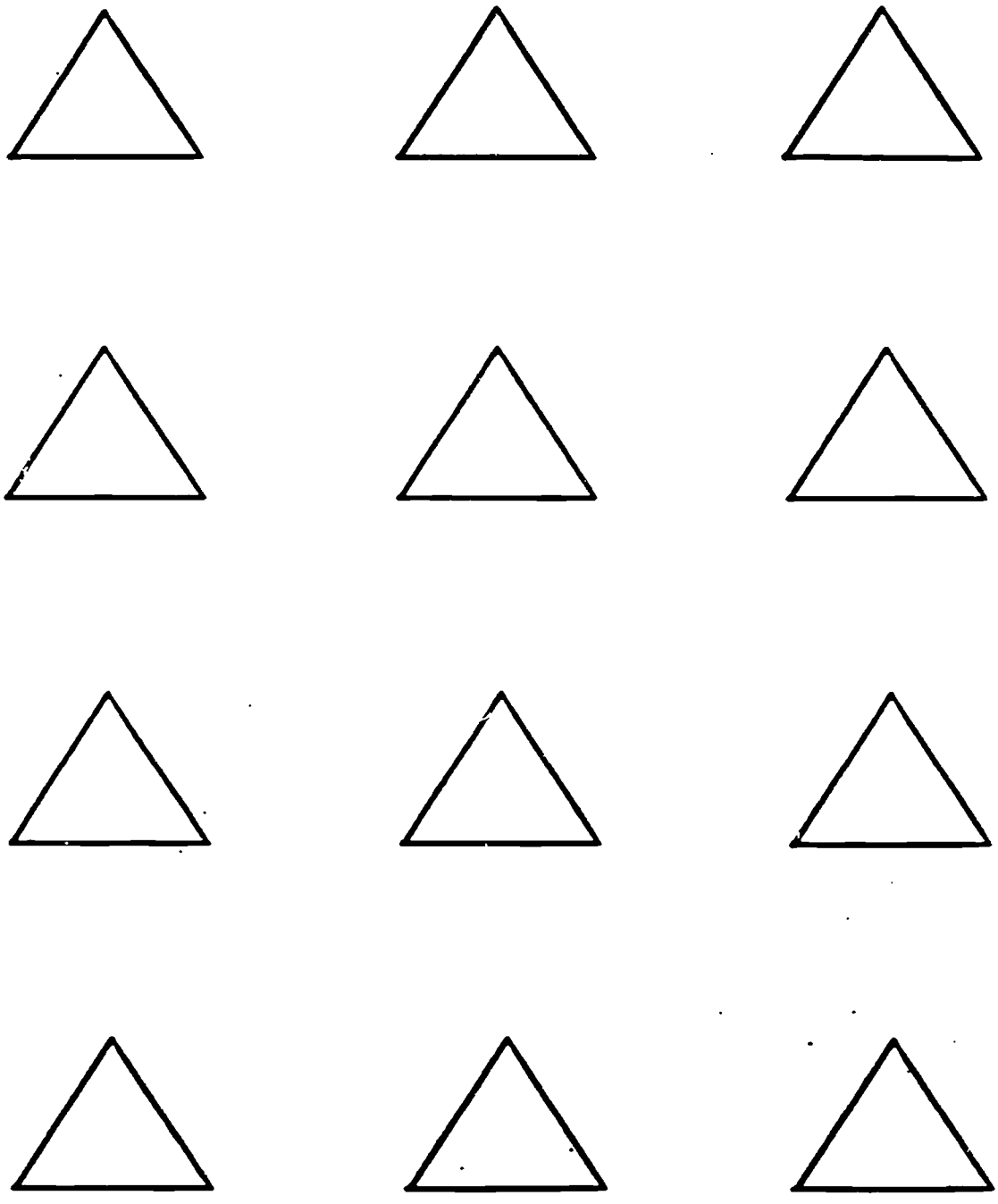
Make some pictures from the incomplete figures below. Try to think of pictures that others will not think of. Make your pictures communicate as interesting and as complete a story as possible. Make up titles for your pictures. Work for 5 minutes.





Activity 3

See how many objects or pictures you can make from the triangles below just as you did with the incomplete figures. Work for 5 minutes. Don't forget to add labels or titles.



Activity UNUSUAL USES (Cardboard Boxes)

Most people throw their empty cardboard boxes away, but they have thousands of interesting and unusual uses. In the spaces below and on the next page, list as many of these interesting and unusual uses as you can think of. Do not limit yourself to any one size of box. You may use as many boxes as you like. Do not limit yourself to the uses you have seen or heard about; think about as many possible new uses as you can.

1. doll house
2. go-cart
3. to sit in
4. pretend it's a car
5. make a project
6. storage
7. prop for play
8. cover of a book
9. recycle to get money
10. sell it
11. build a box house
12. put stuff in
13. make a kite
14. for toys to go in
15. for clothes to go in
16.
17.
18.
19.
20.
21.
22.
23.

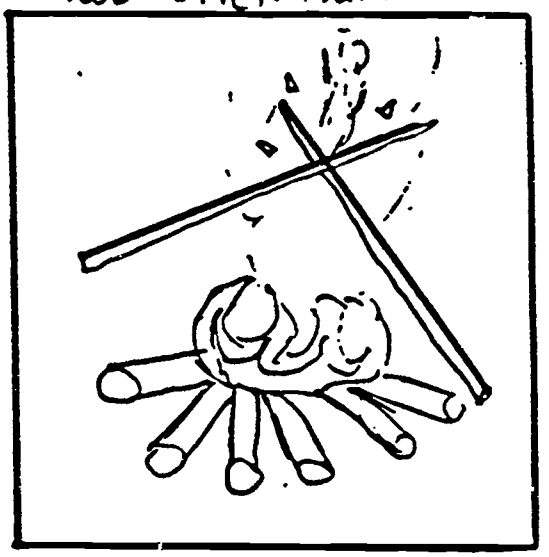
F/15 0-10

Activity 2

Make some pictures from the incomplete figures below. Try to think of pictures that others will not think of. Make your pictures communicate as interesting and as complete a story as possible. Make up titles for your pictures. Work for 5 minutes.

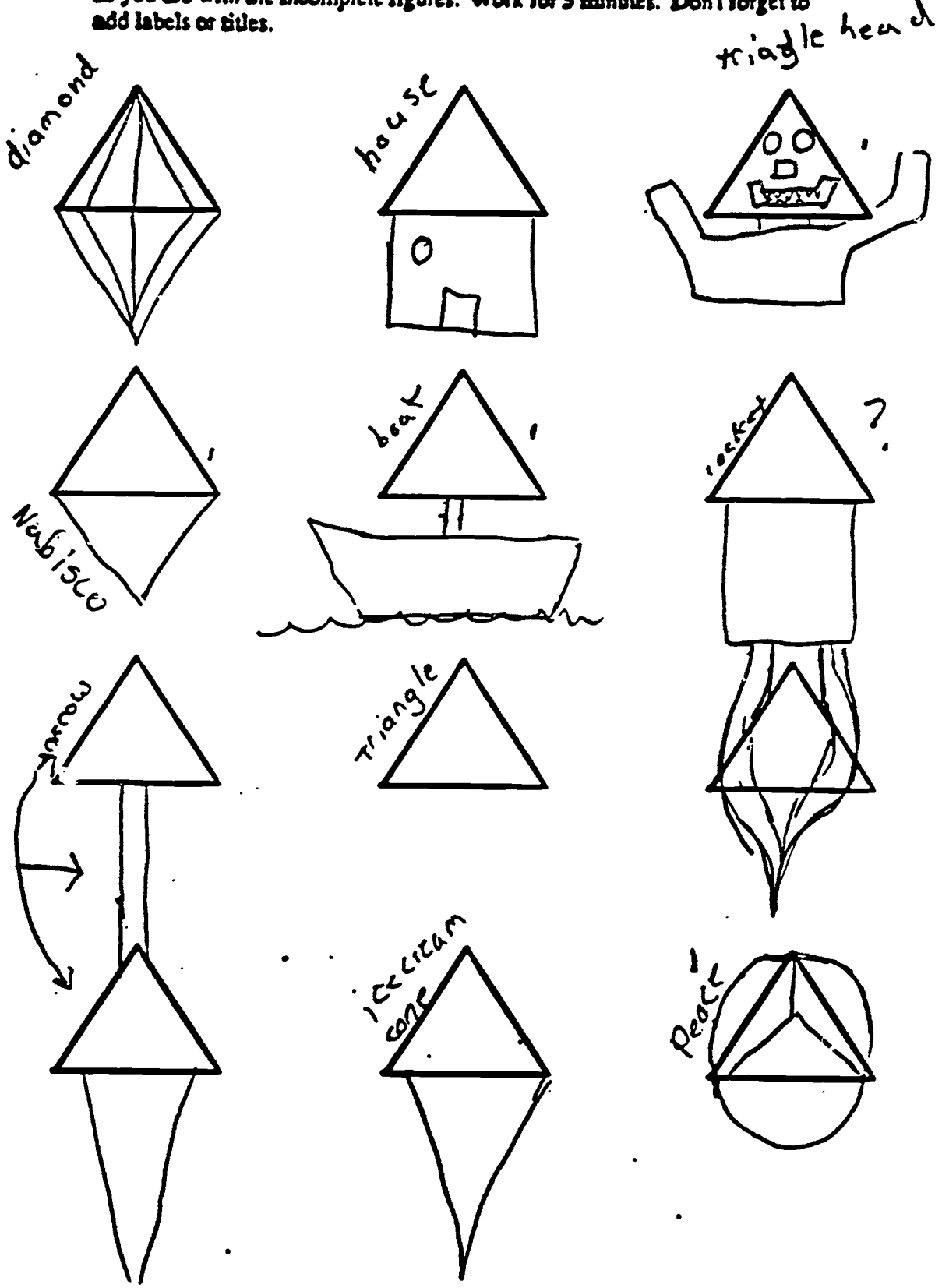
the man behind the mask

two stick make in a fire



Overhead #12 / Section 2 / Part 3

See how many objects or pictures you can make from the triangles below just as you did with the incomplete figures. Work for 5 minutes. Don't forget to add labels or titles.



DEFINITIONS and SCORING

"**Activity 1** is the Verbal portion of the Torrance and is scored for Fluency and Originiality.

a. **Fluency** is defined as the number of relevant responses the student offers.

In Activity 1, the Fluency score is the number of **unusual** uses listed for (junk automobiles or cardboard boxes). The term "unusual" should be interpreted liberally to include almost all uses of (junk automobiles, cardboard boxes) or any specific part from them. There is no limit on Fluency responses for Activity 1.

b. **Originality** is defined as any response other than common ones that have been compiled from a sample of 500 records and are given in the overhead/handout section.

In Activity 1, the Originality score is the number of responses other than the common ones. Responses having creative strength are given 1 point each."

"Activity 2 and Activity 3 are the Non-Verbal components and are scored for Fluency, Flexibility, Originality, and Elaboration.

a. The **Fluency** score in Activity 2 and 3 is the number of objects or pictures made from the incomplete figures and triangles. Total points allowed for Fluency under Activity 2 is two and Activity 3 is **12**. Add the scores for a **Non-verbal Fluency Score**.

b. **Flexibility** is concerned with the number of **different ways** the triangles in Activity 2 and Activity 3 are used.
Examples:
1 pt. - join several triangles together to make a bigger picture.
1 pt. - use the triangle as an object in a total picture (perspective)
1 pt. - use the triangle as a part of a total picture
1 pt.- add things to the triangle, i.e., top and bottom as decorations
1 pt.- use as part of total picture
1 pt.- use as space in picture
Total points allowed for Flexibility for Non-verbal Activities 2 and 3 are **12**.

DEFINITIONS and SCORING

c. **Originality** for the Non-verbal activities 2 and 3 are any responses not included under the list of common responses. Additional points are given for combining two or more triangles into a single coherent object or scene:

2 triangles = 1 extra point
3 triangles = 2 points
4 triangles = 3 points.....and so on.

Total points allowed for Originality under Non-verbal activities 2 and 3 are **14**, plus up to **11 extra** points for combining triangles in Activity 3.

d. **Elaboration** is defined as the imagination and exposition of detail as a function of creative ability and is labeled elaboration on a primary response. Credit is given on Activity 2 and 3 for each pertinent idea (detail) added to the original stimulus figure itself. One point is scored for each. **No limit** on Elaboration points.

List of Zero Responses for Scoring Originality

Unusual Uses of Junked Automobiles

Airplane
Art work
Automobile parts, new/used
Bed, use as a
Boat, make a
Building/construction materials
Car, to make new
Chair
Clothes, fabric for
Collect them
Decorate, use to
Desk
Education, drivers'
Educational objects
Fix it up, fix up and sell
Flower pot/bed
Frustration/anger, etc. out on, get
Furniture, unspecified
Hide, a place to
Home/house to live in
House, club, play
House for animals
Land filling
Mechanic, practice being a
Metal, make new
Modern art
Parts, make use of the good
Pens/pencils, make metal parts of
Pen, animal
Planter, plant pot
Playground equipment
Play house
Recycling, use it for
Scrap metal, use or sell as
Sculpture
Seat, couch, etc.
Sell them
Shelter
Sleep, place to
Storage, use for
Target for shooting
Tire, recycling
Toys, unspecified
Weight lifting, use them for

INCOMPLETE FIGURES AND TRIANGLES

Figure 1

Abstract design without specific title
Bird
Body (human)
Head, animal (unspecified)
Head, person

Figure 2

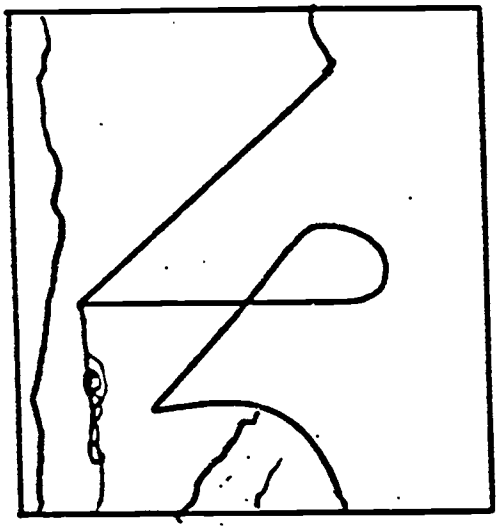
Abstract design without specific title
Head, person
Horse, horse's head
House
Kite
Tent, tepee

Triangles

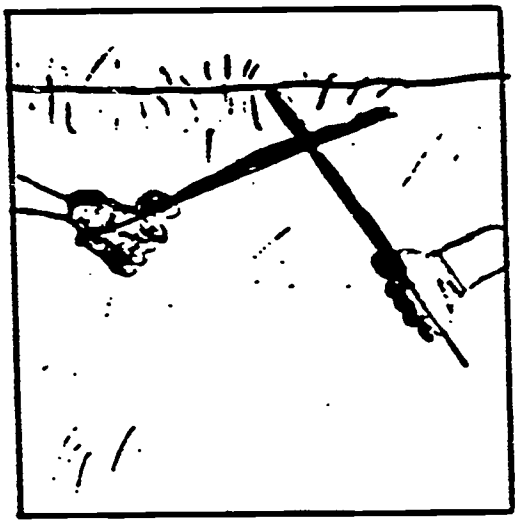
Abstract design without specific title
Arrow, arrow head
Boat
Body (person)
Car
Design without specific title
Face (person)
Geometric design
Hat
House
Ice cream cone
Monster
Mountain
Nose
Pyramid
Rocket
Roof of house
Star (six-pointed)
Tent
Tepee
Traffic sign
Tree
Tree, Christmas
Triangle
Window

Activity 2

Make some pictures from the incomplete figures below. Try to think of pictures that others will not think of. Make your pictures communicate as interesting and as complete a story as possible. Make up titles for your pictures. Work for 5 minutes.



cliff climbing



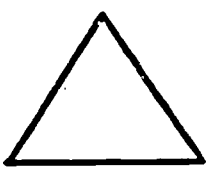
old fashion

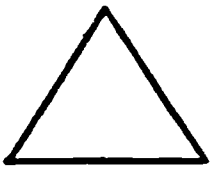
Lawn mower

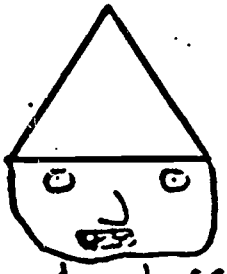
Overhead #14 / Section 2 / Part 2

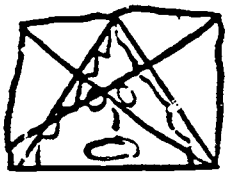
Activity 3

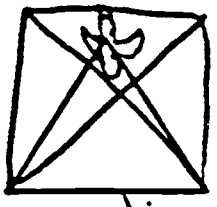
See how many objects or pictures you can make from the triangles below just as you did with the incomplete figures. Work for 5 minutes. Don't forget to add labels or titles.

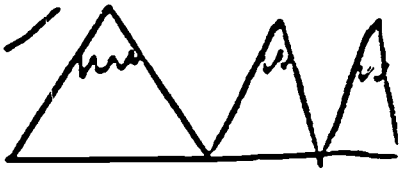


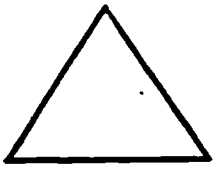


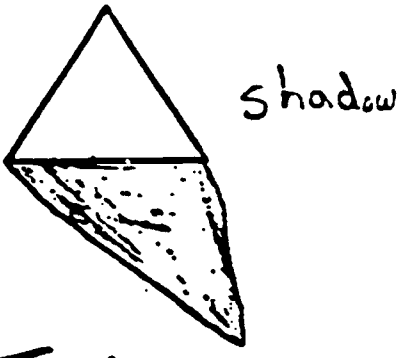


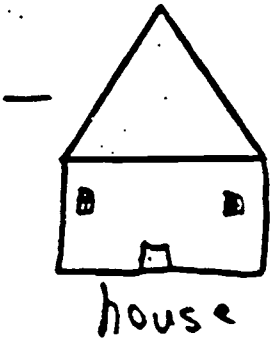


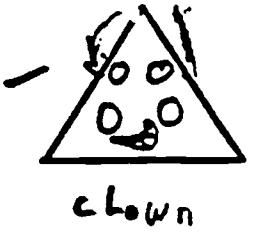


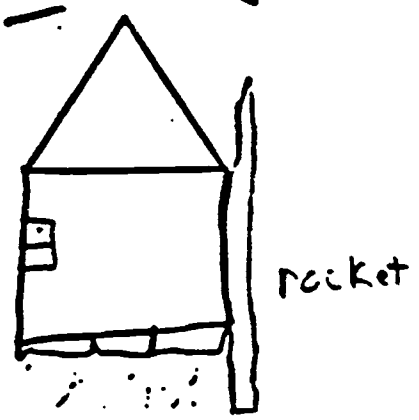












DIRECTIONS for ADMINISTERING the TORRANCE TESTS of CREATIVE THINKING

Time to Administer: 30 Minutes

Materials:

*Pencil with Eraser
*Torrance tests of Creative Thinking Streamlined Demonstrator Form (3 pages)

Conditions:

Children should be, comfortable, alert, have enough room, and in position to hear the directions

Tell the Children:

*This test is not like other tests
*There are no right or wrong answers
*More unusual/different answers are preferred

Warm-up Activity:
10 -15 Minutes

*Make a concept map on the board of children's responses
*Ask what unusual animals they have seen in the zoo - write on the board **any and all responses** the children give
*Then, ask for unusual animals they have read about or have seen i.e., mythological animals
(see additional prompts, "productive thinking skills divergent/creative thinking")

Directions:

Activity I
*Read directions to the children
*Ask if there are any questions
*Clarify the activity by answering questions
*Encourage the children to do the very best they can
*Tell them to write down **any** answer they think of
*If they finish before you call time, tell them not to continue with the next activity
***Time - 5 minutes**
* Continue with activity 2 and activity 3 in the same manner
***Time - 5 minutes each activity**

Overhead / Handout #16 / Section 2/ Part 1

PARENT INFORMATION SURVEY

Student Name _____ Date _____

Parent Name _____

Directions: If your child has special talents or interests in any of the areas jon this form, please fill them out. Fill out only the categories that fit your child. Return this form to your child's teacher by _____. Thank you for your help.

My Child

1. Fixes things: _____ yes _____ no
   If yes...What kinds of things? _____

   How long has he / she done this? _____

   Can you remember (and tell us) any stories about this? Or send a sample to school? What is it? _____

2. Makes things: _____ yes _____ no

   If yes...What kinds of things? _____

   How long has he/she done this? _____

   Can you remember and tell any stories about this? Or send a sample to school? What is it? _____

3. Collects things: _____ yes _____ no

If yes....What kinds of things? _____

_____

_____

How long has he/she done this? _____

_____

Can you remember and tell any stories about this? Or send a sample to school? What is it? _____

_____

_____

4. Writes things: _____ yes _____ no

If yes...What kinds of things? _____

_____

_____

How long has he/she done this? _____

_____

Do you have some samples of work that you can send to school?

_____

5. Reads a lot: _____ yes _____ no

If yes...What kinds of things? _____

_____

_____

6. Is really interested in: What? _____

For how long? _____

Do you have any samples? _____

7. Something that hasn't been mentioned that I would like to tell you about my child:

_____

_____

Overhead / Handout #17 / Section 2

PARENT INFORMATION SAMPLE ANECDOTES

"**Evan** is very good at figuring out how things are put together. He was 4 when his Dad bought a wheel barrow. My husband had the instructions but was having to try to figure them out. He left the room. When he returned Evan had assembled it and my husband tightened the bolts down.

....made a chair when he was 4. He made it out of scrap wood, with a back and 4 legs and you could actually sit on it. He also made a ladder.

....built a go cart in the third grade. It is made out of wood, you sit in it and steer with your feet. The only help he had was puttin on the wheels, otherwise he built and designed it by himself,

....he absolutely loves to build and hammer. He is extremely talented at building and designing things."

"**Rhonda** has made games - word searches, mazes, card games, and board games- since she was 5 years old.

She has written short stories and humorous things since before she actually could write; she told her stories to her brother and sister and had them write them for her.

Rhonda is really interested in making things-anything to do with building and creating out of any available materials or scraps.

.....has been able to do perspective drawings since she was 6 years old.

"**Allen** collects baseball cards. He uses price guides to determine the value of the cards and sells them. (He is quite good at making a profit).

....is very good in math and enjoys business. He has been particularly interested in his father's flea-market business since he was in the first grade. He is very good at earning money and finding ways to profit. Maybe he'll be a tycoon when he grows up!"

"**Jimmy** works on diesel engines, repairing, greasing, tightening bolts, washing, changing oil, etc.; he has done this for 3-5 years.

....he builds cars and trucks with legos, collects cars and trucks, draws diesels every day (and draws horse).

PARENT INFORMATION COLLECTION
Instructions

1. Prepare a copy of the Parent Letter and the Parent Information Form for each child in the grade level that is targeted for Data Collection.

2. Distribute the letters and forms to each classroom teacher with a date for sending them home and a date for their return. Monday through Friday is a good time span for this.

3. Ask each teacher to read and explain the letter to his or her students who in turn can explain it at home. For example, the teacher might explain that this letter and parent survey are another step in looking for bright boys and girls who have special abilities. This form is designed to find out about special talents that the teachers don't know about. Make it clear to the students that parents should only fill this out if the child regularly does some of the things that they are asked.

4. Do not be upset if there is a less than 30% return of the surveys. Remember, the surveys are to be filled out and returned only when there is unusual information.

5. On return of the Parent Information Survey, read and take notes on the information about your students, for it very probably will be unusual. The information may make you become very aware of some students in your class.

6. Collect the Parent Surveys and record on the Data Collection Form.

Dear Parents:

Our school is looking for boys and girls who know about a lot of things and are very bright. We are trying to collect this information in ways that are different from what schools usually do (like grades and test scores). We are going to use contests, creativity, products, and information from parents, teachers, and others (like scout leaders, bus drivers, church leaders).

There are many things about each of our students that we don't know here at school, so parents will be one good source of information.

If your child has special abilities or interests, please fill out the Parent Information Form and return it to his/her teacher on Friday.

Thank you for your help.

Sincerely,

Gifted and Talented Coordinator

Overhead #20 / Section 2

COMMUNITY ORGANIZATIONS and INDIVIDUALS

Boy / Girl Scout Leaders

Extended Day Program Teachers/Assistants

Odyssey of the Mind Coaches/Assistants

School Maintenance Personnel such as custodian or lunchroom attendants

Coaches - Sports (basketball, soccer) and Academic (chess, Junior Great Books)

YMCA Personnel

School Bus Driver

Sunday School Teachers

Local Police or Sheriff

Conservation Officers or Park Rangers

SURVEY Of ADULT COMMUNITY MEMBERS

We are looking for elementary students in our community who have unusual abilities outside the classroom. Do you have frequent contact with elementary students and know any that you feel are outstanding in some respect? If so, will you please complete the following survey? Thank you.

Your Name:_____ Phone: _____

Address:_____

With what student club, group, or organization do you work?_____

_____

What age students?_____

Can you identify any students with the following abilities and give some examples?

1. Completes unusual projects or products for his/her age:
   Names Examples

2. Is very interested in reading, knowledge, or research:
   Names Examples

3. Knows a lot about a certain subject, hobby or interest:
   Names Examples

4. Is a leader and can always be counted on to finish things and get other children to do things; other children look up to them:
   Names Examples

5. Always thinks of new and unusual ways to do things:
   Names Examples

6. Can build things or fix things like an adult, or above average ability for his/her age level:
   Names Examples

7. Is unusually skilled in some area or ability:
   Names Examples

8. Understands adult ideas and concepts; is able to reason well:
   Names Examples

9. Other areas we did not ask you about:
   Names Examples

10. Would you like to give us a follow-up interview to discuss your survey? If so, where or when would be a convenient time for you?

    Yes_____ No_____ Date, Time:_____

Overhead #22

EXAMPLES OF INFORMATION OBTAINED FROM ADULT / COMMUNITY

This child always spent time in the library reading during the after-school program.
(After School Supervisor)

What really stood out, was the way he was able to organize other kids.
(Boy Scout Troop Leader)

She was always asking questions about animal habitats and nature related events in the environment.
(Conservation Officer)

Her ideas and opinions were wonderful. She practically wrote the scenario.
(Odyssey of the Mind Coach)

HUMOR

CREATIVITY

LEADERSHIP

ORIGINALITY

TEACHER INFORMATION - I

Student_____ Grade_____
Teacher_____ Date _____

Humor

1. Portrays the comical, funny amusing in writing, drawings, (cartoons) or role-playing.
   How long has she/he done this?_____
   Can you remember (and tell us) any stories about this?
   What are they? _____

2. Makes people laugh in games. Makes up humorous jokes; tells about her/his experience with humor. Makes people laugh (not make fun of) in discussion.
   How long has she/he done this? _____
   Can you remember (and tell us) any stories about this? _____
   _____
   What are they?_____
   _____

Creativity

1. Ability to improvise with commonplace materials. Makes or modifies toys, or games with commonplace materials; uses commonplace materials in "inventions", contrivances, or gadgets:

   How long has she/he done this? _____
   Can you remember (and tell us) any stories about this?_____
   What are they? _____
   _____

2. Uses commonplace materials for school purposes or in role-playing and/or creative dramatics:
   How long has she/he done this? _____

Can you remember (and tell us) any stories about this?
What are they?_____

_____

3. Responds to the concrete. Ideas start flowing when concrete objects and materials are involved; uses concrete objects and materials to generate ideas, solutions, etc.:
How long has she/he done this?_____
Can you remember (and tell us) any stories about this?
What are they?_____

_____

Leadership

1. Influences other children to do things she/he initiates:
How long has she/he done this? _____
Can you remember (and tell us) any stories about this?
What are they?_____

_____

2. Plans activities for group and/or self, and organizes group to carry out activities:
How long has she/he done this? _____
Can you remember (and tell us) any stories about this?
What are they? _____

_____

Originality

1. Produces solution that others do not think of or when no one else can:
How long has she/he done this? _____
Can you remember (and tell us) any stories about this?
What are they? _____

_____

2. Comes up with inventions (real or imagined) to solve problems; innovates with commonplace materials to produce solutions to day-to-day problems:
How long has she/he done this? _____
Can you remember (and tell us) any stories about this?
What are they? _____

_____

What are they?_____

_____

2. Comes up with inventions (real or imagined) to solve problems; innovates with commplace materials to produce solutions to day-to-day problems:
How long has she/he done this? _____
Can you remember (and tell us) any stories about this?
What are they? _____

_____

Academic

1. Has a sustained / enduring interest in a particular subject area, i.e., science, literature, social studies, even though she/he may not complete assignments:

What are the subjects? _____
How long has she/he done this?_____
Can you remember (and tell us) any stories about this?
What are they?_____

_____

Something that hasn't been mentioned that I would like to tell about this child: _____

_____

_____

_____

_____

TEACHER INFORMATION II

Student _____

Teacher _____ **School** _____

1. Does he/she improvise with commonplace materials and objects for school purposes: What kinds of things? Please tell us (write about it). _____

_____

_____

2. Comes up with inventions and ideas (real or imagined) to produce solutions to day-to-day problems: What kinds of things?

_____

_____

_____

_____

Can you remember (and tell us) any stories about this?

_____

_____

_____

_____

3. Produces solutions and ideas that others do not think of. How long has he/she done this?

Can you remember (and tell us) any stories about this?

_____

_____

_____

4. Influences other children to do things he/she initiates. How long has he/she done this?

Can you remember (and tell us) any stories about this?

_____
_____
_____
_____

5. Tries to be funny. He/She is amusing in writing, drawings, or role playing. Makes up humorous jokes; tell about her/his experiences with humor.

Can you remember (and tell us) any stories about this?

_____
_____
_____
_____

6. Has a sustained/enduring interest in a subject i.e., science, math, literature, and advances ideas and concepts about the subject(s), even though she/he may not complete assignments.

Which subject(s)? _____
_____
_____

Can you remember (and tell us) any stories about this?

_____
_____
_____

7. Something that has not been mentioned that I would like to tell about this child:

_____
_____
_____

Handout #25 / Section 2

WORKSHOP EVALUATION FORM

Name (optional): _____

Name of workshop: _____

Date of workshop: _____

Please check one:

Elementary Teacher _____ Middle School Teacher _____ High School Teacher _____

G/T Teacher _____ G/T Coordinator _____

Other (please specify) _____

1. How was this workshop relevant to your needs?

2. As a result of this workshop, what information presented will be most useful to you and why?

3. Please describe briefly the workshop leader's effectiveness in: communicating with participants, organization of presentation, addressing the participants' needs and questions, and adapting materials and concepts with participants.

4. How would you describe workshop materials presented?

5. In what ways could this presentation be improved?

6. Please comment on the appropriateness of the room size and the time and day of workshop.

Section III

SELECTING RURAL DISADVANTAGED GIFTED STUDENTS

PREPARING A PROFILE

PURPOSE

The purpose of this part of the workshop is to show participants how to put together a Profile Analysis using the information and material collected on all students. This profile can then be used to determine the appropriateness of placement.

MATERIALS: **OVERHEADS**

Baldwin Identification Matrix

Southern-Spicker Profile
Southern-Spicker Profile Joey
Southern-Spicker Profile Sam
Southern-Spicker Profile Sally

DEFINITION

Tell the participants that a profile organizes the information collected in such a manner that the decision makers can readily analyze and compare student strengths. For each student, it shows areas of superiority and of potential need. It also permits comparison, graphing the extent to which a student exceeds or falls below average performance on each measure.

THE BALDWIN IDENTIFICATION MATRIX

Many school districts use a matrix for data collection and decision making. Overhead #1 depicts a variation of the Baldwin Identification Matrix -- one of the more widely used matrices.

OVERHEAD #1 The Baldwin Identification Matrix

As seen in the matrix, all formal and informal test scores collected for each child are plotted on a column of the matrix. Each vertical column has been given a weight from 1 to 5. The columns are added and multiplied by the corresponding weight and re-added for a total score. The total weighted scores of all students are then ranked and cutoffs for inclusion in the program are made.

THE SOUTHERN-SPICKER PROFILE

OVERHEAD #2 The Southern-Spicker Profile

To establish a profile, each person's performance is plotted across a standard array of measures. Like a matrix, the profile is amenable to input from any number of identification measures, but there are three fundamental differences:

> First, all the measures in the profile are converted to a common metric, so they have a common referent.
>
> Second, scores in the profile are not weighted, so they remain in the standard score format.
>
> Third, scores are not added together. Instead, a criterion line is drawn and any student who exceeds it in any category under consideration is considered for program inclusion.

The level by which students exceed the criterion and the amount of confirmatory evidence provides the basis of comparison - not the number of categories, or the total score on all the instruments.

ACTIVITY

Using the two examples from above - the Baldwin Identification Matrix and the Southern-Spicker Profile - use actual standardized data and informal measures of a SPRING student to illustrate how these two instruments serve very different purposes. In this context, the Baldwin Matrix could be considered primarily an exclusionary tool, and the Southern-Spicker Profile an inclusionary instrument.

As can be seen in the above examples, the Southern-Spicker Profile allows greater diversity in Section B Informal Measures; Section C Products; and Section D Awards, Anecdotes, Dichotomous Data and would therefore consider more children in the initial pool of candidates.

CONSTRUCTING A PROFILE

OVERHEAD #2 Southern-Spicker Profile

Explain to the participants that a profile is a graphic representation of numerical data, supplemented by information that cannot be represented in quantitative forms. What

the decision maker sees is a picture of information along with relevant nonnumerical data presented in a portfolio or narrative format.

Using the Overhead #2 show how a student's performance is plotted across a number of measures so that strengths and weaknesses can be easily seen.

In this case, the selection committee is looking for confirmation of ability across a number of sources of evidence.

The resultant profile also contains information about relevant performances that can not be quantified, such as whether the student has ever been in a gifted program or won academic/scholarly awards.

The profile approach allows consideration of all these data in decision making.

INFORMATION TO BE ENTERED

In order to construct a profile it is necessary to determine the information that is to be included and the type of input to be entered.

The profile can subsume a broad range of information in any kind of data format, but the major limitation is that numerical data be framed in a common metric.

Standardized Data

The kind of information that districts generally collect to make decisions are seldom comparable. Standardized testing is a comparison against national norms, and is reported in percentile ranks (national and local), grade equivalents, stanines, or standard scores. These scores are directly comparable because each has been converted to a common measurement unit before it is compared.

Informal Data

Another level of data is typically represented by informal instruments. These data can not be entered in raw form because comparison of differing raw scores mean very little. For example, what is the relative meaning of 12 correct on a math quiz and 19 right on the final exam?

The most accurate assessments of differential performance come from the comparison of how far a particular performance is above the mean achievement of the group. Taking the last example, if you know that the average right on the math quiz was 11 and average correct on the final exam was 16, we are a little more comfortable with

equating these performances. It is much more justifiable if we can assure ourselves the performances were equivalent in difficulty. To do this, it is necessary to add in an element of rank in the performance.

Percentile ranks provide information about relative performance (and indirectly the range of performances in question). If the percentile rank of the entire grade is 56 and a student scores in the 89th percentile on the same test, the difference in performance is relatively clear.

Data that are dichotomous such as "Yes" or "No" on a child's nomination or an indication that the student has been enrolled in a gifted program before is important. These data represent potentially valuable information that should be considered for placement.

Identification information should be collected and transformed for comparability. The following section provides information for accomplishing this task.

Convert all quantifiable data to percentile ranks for entry on a profile that allows comparison. Percentile ranks are easy to calculate, and familiar to people who are responsible for decision making.

Product Samples

Many product judgements result in numerical assessments which can be converted into percentiles or standard scores. It is essential that the profile allow some latitude for including results from product sampling.

ENTERING DATA

Once all the quantifiable data are entered in a common metric, they should be placed on a profile information sheet along with nonquantifiable data. (Overhead #2) provides an example of the kind of profile that can accomplish this. Data for this profile are placed into one of four categorical sections:

> Section A includes information from formal instruments.
>
> Section B reports data that are derived from quantifiable informal instruments. Note that these data have been converted into percentile ranks for comparability.

Section C includes data from product samples that are not directly quantifiable. Note that two entry systems are possible, 3 category ratings, and five category ratings.

Section D allows the entry of nonnumerical data, anecdotes, and dichotomous data from other nominations.

INTERPRETING A PROFILE

A profile provides, in effect, a picture of a child's performance. Most commonly, some aspects of a student's performance rate higher, others lower, and the profile graphically depicts this.

At this stage, it is necessary to establish a consideration line. Unlike the threshold described earlier, this line describes a measure of performance above which a student's score signifies possible educational need.

If a student exceeds the line on any one of the categories, the student is included for program consideration.

To establish this consideration, it is necessary to know the average level of performance of students in the district on various measures. Each district exceeds or falls below national averages on standardized measures to greater or lesser degrees. If the district (or individual school) is predominantly upper middle class and urban/suburban, the average IQ of the students may be 115 with a standard deviation of only 10. For this district, setting a criterion score at the 85th percentile would include half of its students on the basis of IQ alone. On the other hand, if a district is poor and contains a large number of ethnic minority or rural students, its scores will no doubt be lower. A criterion of 85th percentile might be appropriate.

In setting criteria for the consideration line, there are several factors to consider:

(1) Does the district policy set guidelines as to the percentage of students served in gifted and talented programs? If there is such a guideline and it is conservative, the criterion line should be higher.

(2) What is the demographic make-up of the community? Even the school-by-school breakdown may be important. In some districts, establishing a high criterion may screen out the bulk of students from sections of that district. In such cases setting two or more scores applicable to various subsets of the district for initial screening may be warranted.

(3) Criteria should never be set higher than the 95th percentile. Usually only certain IQ tests report reliable scores above two standard deviations.

In practice, districts should experiment with various consideration lines to discover the relative number and locations of potential program candidates.

GENERAL RULES FOR DECISION MAKING

Up to now the thrust of the procedures advocated has been inclusive. At some time it is necessary to make some educational decisions about program placements. The following general concepts developed in earlier sections should be kept in mind.

1. Identification decisions should be based on establishing need for the services, not on determining some absolute inherent quality labeled giftedness. Which of the students in the talent pool require the greatest program differentiation from what is offered in the regular curriculum? This should be the operating principle as selection decisions are made.

2. Each kind of information gathered is valuable in its own right. Too often team members accept only standardized test information as being the most objective. In reality as long as the provisos mentioned in earlier sections are kept in mind, performances, product samples, rating, and nominations can be just as valid and objective. It is logical, permissible and justifiable to make positive placement decisions on the basis of informal data.

3. As placement proceeds, it should become apparent that the students in the talent pool represent a wide range of abilities and instructional needs. A gifted program must have multiple options to serve those diverse abilities and needs. Just as there is no single type of gifted student, there should be no single gifted program.

4. Because the process is heir to a number of errors at its best, it is important to maintain a flexible attitude toward the decisions that are made. Options that seem appropriate for some students may in reality be too demanding or too easy for other students. Moreover, as students develop through their school career, what may have been appropriate for them at one time may not serve their needs at a later time. It should be remembered that the

selection committee is making an educational assessment of need, not diagnosing an inherent trait. Flexibility is the key to making these kinds of decisions.

5. If an error is to be made, it is probably better to err on the side of inclusion. A number of writers have pointed out that the danger of false positives is not as serious or as dangerous as that of false negatives. If in doubt, allow the student a chance in the program.

MAKING PLACEMENT DECISIONS

After a criterion score(s) has been selected and applied to selected measures, a pool of students who exceed the score will be defined.

Traditional GT Student Profile

Are students who exceed the criterion on many formal and informal measures. Almost invariably the anecdotal information and dichotomous nominations will concur. These students are good risks for programs and can probably be included at this point.

Overhead #3 represents the profile of Joey. As the profile shows, Joey is an excellent candidate for the gifted program. He has the standardized test scores, teacher ratings, and corroborating product and anecdotes that allow placement. He exceeds the criterion line (set for this and subsequent examples at 92nd percentile), on all measures but one - leadership. The profile also allows us to see that Joey is relatively stronger in verbal abilities than in math abilities. Program placements in content areas related to math may be more difficult than those dealing with language and language skills. This information would not be readily available if a weighted matrix process had been used.

Non Traditional GT Student Profiles

Contrast the above profile of a traditionally identified gifted and talented child, with the following profile of a rural disadvantaged gifted and talented child.

Overhead #4 represents the profile of Sam. His Cognitive Abilities Test is at the 97th percentile, and Verbal Reasoning is at the 99th percentile. However, standardized document test scores fluctuate from 52nd percentile (language) to 98th percentile (math), with a total battery at the 81st percentile. Moreover, on the creative writing sample, he scores at the 40th percentile. On the Pioneer Contest, Sam chose to

build a dwelling. He made a tipi with grass which protected against the rain, snakes, and raccoons. His tipi had a fence around it which provided additional protection. He scored the maximum number of points placing him in 99th percentile. Dichotomous data from parents, "...extremely talented at building and designing things.", and classroom teacher, suggests placement in a gifted and talented program is appropriate.

Overhead #5 illustrates a more striking contrast between standardized test scores and informal assessment measures. Sally scores at the 58th percentile for the CAT total, and 47th percentile for Verbal Reasoning. Standard achievement measures are not remarkable, and in fact would not admit this child to the initial pool of G/T candidates. (Reading 46th percentile; Language 31st percentile; Math 58th percentile; Total Battery 42nd percentile) However, this child received the maximum number of points (30 out of 30) on the Pioneer Contest for her project and received 13 points out of a possible 15 on the Creative Writing Sample. Dichotomous data recounted in the Parent Information Form reports that Sally is really interested in rocks and fossils, and has collected them for more than three years. Standardized test data would not support placement of Sally in a gifted program. However, her scores on the Pioneer Contest, and Creative Writing Sample would certainly qualify her for the initial G/T pool, where perhaps additional assessments could be made.

Overheads
Selecting Rural Disadvantaged Gifted Students

OVERHEAD # 1

Baldwin Identification Matrix

Student_____ School_____

Age_____ Grade_____ Sex_____ Date_____

ASSESSMENT ITEMS	SCORES					
	5	4	3	2	1	Below or not available
Tally of Checks						
Weight	x5	x4	x3	x2	x1	
Weighted Tally						
TOTAL SCORE						

Profile Using Percentile Scores

OVERHEAD #2

SECTION A
FORMAL MEASURES

50 70 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 (1SD) | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 (2SD) | 97 | 98 | 99 (3SD)

INTELLIGENCE MEASURES

CAT Total

Verb. Reas.

ACHIEVEMENT MEASURES

Rdg.

Lang.

Math

Total

OTHER

Torrance

Piers-Harris

SECTION B
INFORMAL MEASURES

Classroom Teacher

Special Teacher

Other

Peer Survey

SECTION C PRODUCTS

Pioneer Contest

Wr. Sample Cr.

Other Prod.

CRITERION LINE

SOUTHERN SPICKER PROFILE

SUPERIOR

NAME

(optional)

GRADE

PARENTS YES NO
PEERS YES NO
SELF YES NO
OTHER YES NO

DICHOTOMOUS DATA

PREVIOUSLY IN GIFTED PROGRAM?

OTHER INFORM. OR ANECDOTES

AWARDS

SECTION D

OVERHEAD # 3

SECTION A: FORMAL MEASURES

INTELLIGENCE MEASURES

CAT VERBAL

CAT NON-VERBAL

CAT QUANTITATIVE

ACHIEVEMENT MEASURES

ITBS VOCABULARY

ITBS READING

ITBS MATH CONCEPT

ITBS MATH APPLIC.

OTHER

TORRANCE CIRCLES

SECTION B: INFORMAL MEASURES

RENZULLI CREAT.

RENZULLI MOTIV.

RENZULLI LEADER.

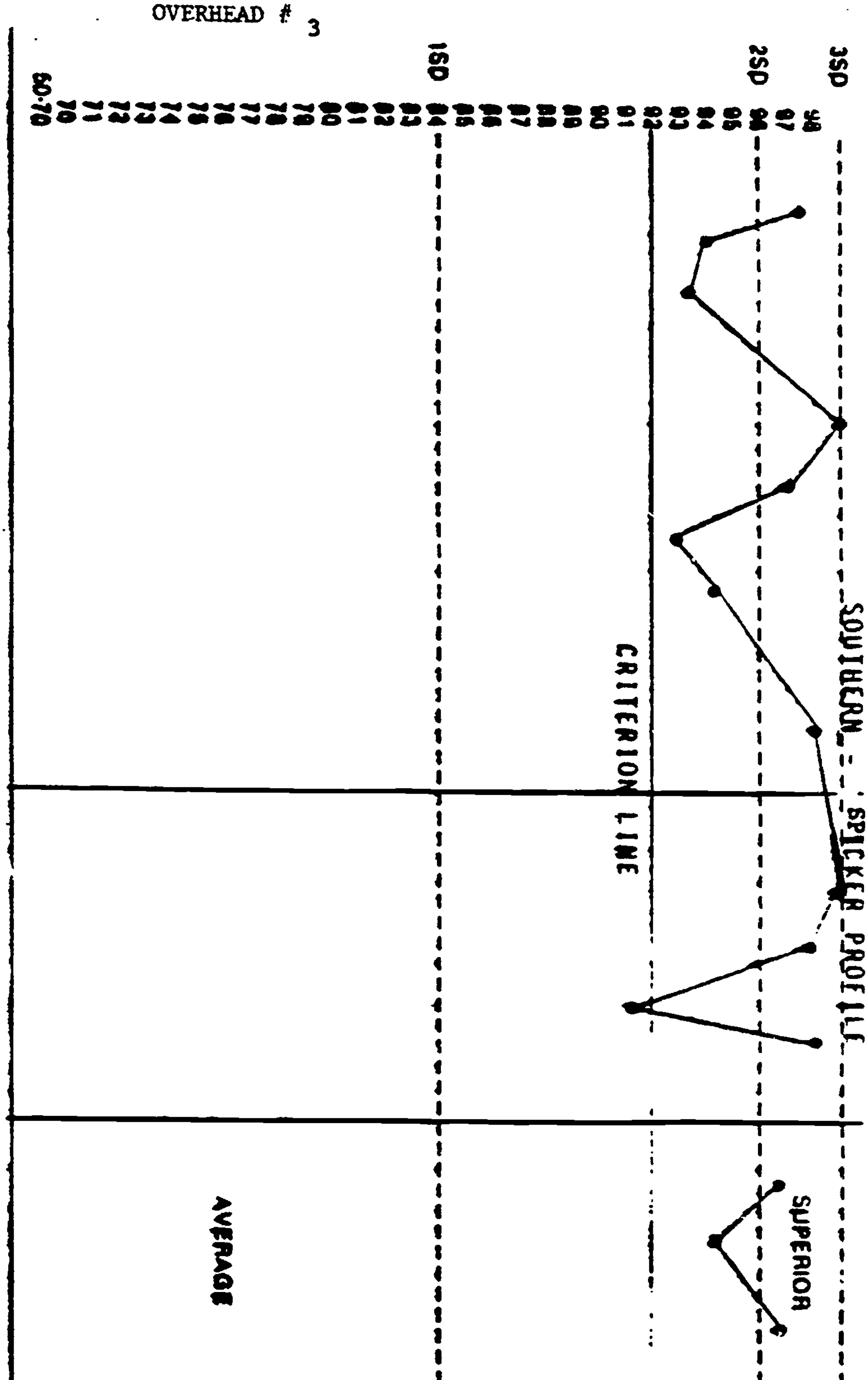
RENZULLI LEARNING

SECTION C: PRODUCTS

SHORT STORY

4H PROJECT

MEDIA FAIR



SECTIONS -

AWARDS

Science fair - 1st
Media fair - 3rd
DAR

OTHER INFORM. OR ANECDOTES

Taught himself to read - age 3

PREVIOUSLY IN GIFTED PROGRAM?

yes

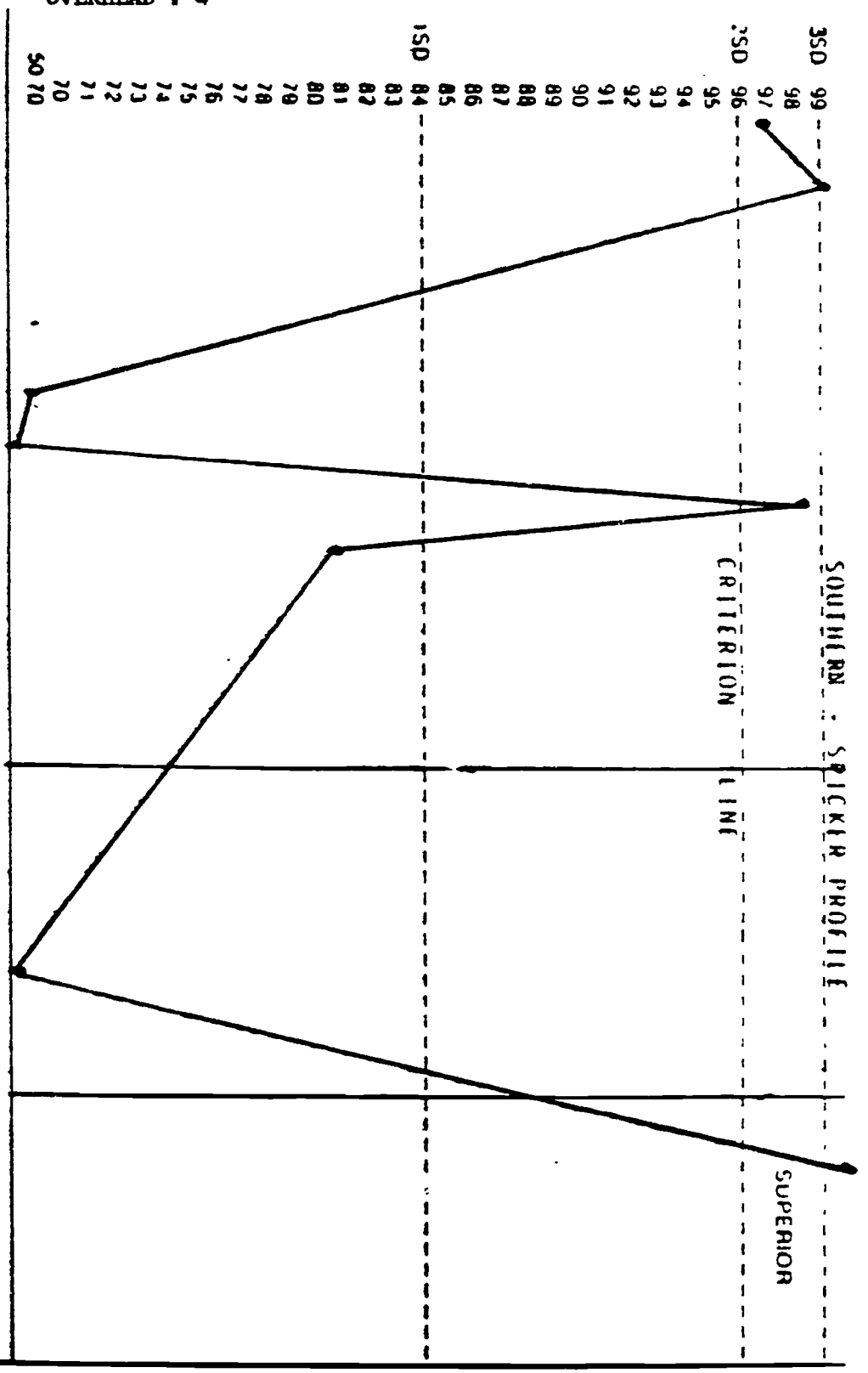
DICHOTOMOUS DATA

PARENTS YES NO
PEERS YES NO
SELF YES NO
OTHER YES NO

NAME (optional) Joey B.
GRADE 9th

OVERHEAD # 4

Profile Using Percentile Scores



SECTION A
FORMAL MEASURES

INTELLIGENCE MEASURES

CAT Total 97

Verb. Reas. 99

ACHIEVEMENT MEASURES

Rdg. 64

Lang. 52

Math 98

Total 81

OTHER

Torrance

Piers-Harris

SECTION B
INFORMAL MEASURES

Classroom Teacher

Special Teacher

Other 54

Peer Survey

SECTION C PRODUCTS

Pioneer Contest 30/30

Wr. Sample Cr. 6/15

Other Prod. Vid

SECTION D

AWARDS

OTHER INFORM. OR ANECDOTES

Builds functional items, such as chairs, go-cart.

PREVIOUSLY IN GIFTED PROGRAM?

No

DICHOTOMOUS DATA

PARENTS YES NO
PEERS YES NO
SELF YES NO
OTHER YES NO

NAME (optional)

GRADE

OVERHEAD # 5

Profile Using Percentile Scores

SECTION A
FORMAL MEASURES

INTELLIGENCE MEASURES

CAT Total 58

Verb. Reas. 47

ACHIEVEMENT MEASURES

Rdr. 46

Lang. 31

Math 58

Total 42

OTHER

Torrance

Piers-Harris

SECTION B
INFORMAL MEASURES

Classroom Teacher 68/90

Special Teacher

Other

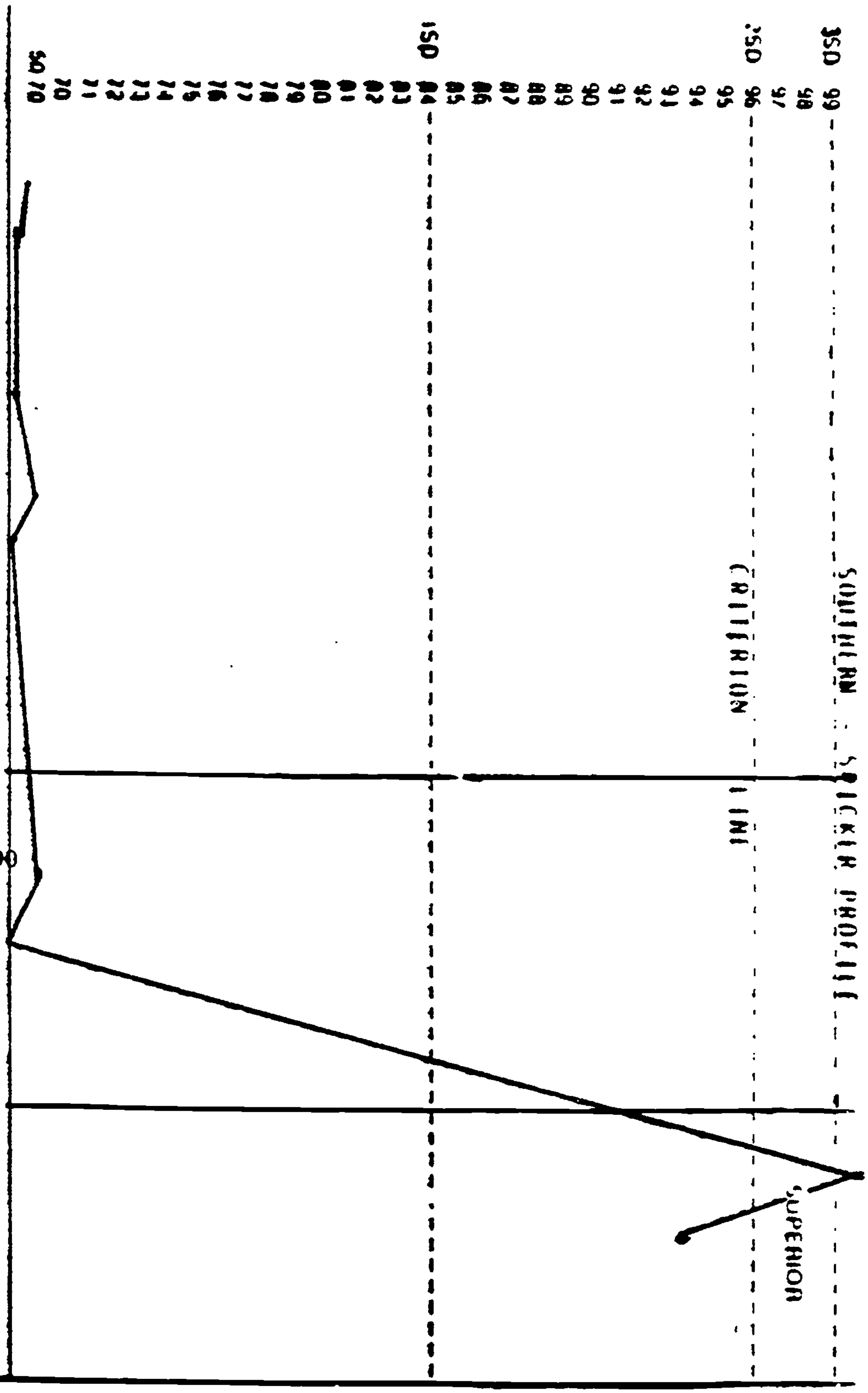
Peer Survey 15/59

SECTION C PRODUCTS

Pioneer Contest 30/30

Wr. Sample Cr. 13/15

Other Prod.



NAME
(optional)
GRADE

PARENTS YES NO
PEERS YES NO
SELF YES NO
OTHER YES NO

DICHOTOMOUS DATA

PREVIOUSLY IN GIFTED PROGRAM?
No

OTHER INFORM. OR ANECDOTES
Collects rocks and fossils

AWARDS

SECTION D