The National Research Center on the Gifted and Talented

Reaching the Destination

Presentation Guidebook

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Storrs, CT

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The National Research Center on the Gifted and Talented

The National Research Center on the Gifted and Talented (NRC/GT) is funded under the Jacob K. Javits Gifted and Talented Students Education Act, Office of Educational Research and Improvement, United States Department of Education.

The Directorate of the NRC/GT serves as the administrative unit and is located at the University of Connecticut. The participating universities include the University of Georgia, the University of Virginia, and Yale University, as well as a research site at the University of Connecticut.

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The National Research Center on the Gifted and Talented

Introduction to the Presentation Guidebook

The National Research Center on the Gifted and Talented (NRC/GT) has been in operation since 1990. From the beginning, we wanted to develop a research agenda that would pose critical questions about identifying and serving students with known and emergent talents. As of May 1995, our mission has come full circle. Recently, we asked some of our researchers to participate in live interviews and comment about the major themes that have emerged across research studies. Several researchers will share information through video clips and transparency slide masters.

Presentation Suggestions for Teacher Trainers

The videotape and Presentation Guidebook have been designed as a professional development module for teacher trainers who would like to highlight the research activities of the NRC/GT. As teacher trainers, we suggest that you preview the videotape and Presentation Guidebook carefully and select sections that are most appropriate for your audience. We recommend that you develop an interactive presentation using one or more of the following sections of the videotape and Presentation Guidebook:

1. Overview of The National Research Center on the Gifted and Talented
2. Nontraditional Assessment
3. Issues Related to High Potential, High Risk Learners
4. Challenging Learning Opportunities
5. Professional Development
6. Specific Recommendations for Programs

The National Research Center on the Gifted and Talented (continued)

Prior to your presentation, you may want to determine the extent to which your audience is familiar with the topics presented in videotape and slide formats. You may accomplish this by talking with key local or state personnel or by asking some preliminary questions of your audience before your presentation. Use the masters in this Presentation Guidebook to make transparency slides of the sections you would like to share during the training. The videotape and slides present excellent starting points for discussion. Just posing a few of the discussion questions in slide format will provide you with a sense of your audience's knowledge of the topics.

The Overview of The National Research Center on the Gifted and Talented provides background information about our organization and mission in videotape and slide master formats. The slides repeat several points from the videotape and expand on the Center's approach to research and dissemination. Therefore, you may choose to use one format or the other. If your audience is familiar with the Center, selected slides may be pertinent.

Following this background information on the NRC/GT, several researchers comment on each of the remaining topics listed above. Each videotape section is approximately 5-7 minutes in length. Suggested discussion questions are presented at the end of each section in slide format to involve your audience in the presentation. You may choose to pose one or more questions to your audience as a whole or ask them to discuss the questions in small groups and then share a summary of responses. After the discussion questions, you will find a list of selected resources to be used as handouts for those who would like to study the topics further.

The National Research Center on the Gifted and Talented (continued)

Your audience may be quite familiar with Nontraditional Assessment. Therefore, you may choose to skip that portion of the videotape, or share one or two quotations from the researchers on the slides, and then turn to the discussion questions on this same topic. The discussion questions are designed to help your audience reflect on the current practices in their district and to consider alternative identification techniques. The list of resources will be a great aid in determining the appropriateness of alternative identification techniques.

The section on Issues Related to High Potential, High Risk Learners highlights excellent quotations on the need to unveil the talents among students whose abilities may be masked or latent. Through our research on special populations of students who have been traditionally underrepresented in gifted and talented programs, we have revisited the need to focus on known and emergent talents. The researchers' comments can be used to spur further discussion on finding and serving students whose talents need to be stimulated and enriched.

Your audience may be interested in learning more about Challenging Learning Opportunities. After listening to our researchers or discussing selected quotations from the slides, your audience may want to focus on the questions in this guidebook. The Presentation Guidebook on this section includes an assessment form on Strategies of Curriculum Differentiation. Copy this form for your audience and ask them to determine the extent to which they provide curricular modifications for students and to select the strategies that need to be added or enhanced.

The National Research Center on the Gifted and Talented (continued)

If your audience decides that alternative techniques or new strategies should be adopted or adapted in their district, the researchers' comments about Professional Development should prove to be useful. Change takes time, support, and resources. The discussion questions should be used as guides for developing an appropriate plan for change.

The last section on the videotape and transparency slide masters provides Specific Recommendations for Programs. The recommendations are enhanced by including highlights in slide format from *National Excellence: A Case for Developing America's Talent* (United States Department of Education, 1993). An assessment form on the Continuum of Special Services is also included in this Presentation Guidebook. Audience members can reflect on current provisions and discuss options for others that would be most appropriate for their district.

Presentation Suggestions for Individuals

The videotape and transparency slide masters on The National Research Center on the Gifted and Talented may also be used as a self-study approach for individuals interested in learning more about our research activities. The slides reinforce the researchers' comments and the discussion questions can be used for reflection. The self-study can be enhanced by reviewing some of the selected resources. In this way, you can customize what you would like to know about the NRC/GT and how you would like to extend learning opportunities for your students.

We hope that you enjoy using this professional development module.

The National Research Center on the Gifted and Talented (continued)

If you would like information about the NRC/GT publications, please contact:

Dawn R. Guenther
The National Research Center on the Gifted and Talented
University of Connecticut
362 Fairfield Road, U-7
Storrs, CT 06269-2007

Reference

United States Department of Education. (1993). *National excellence: A case for developing America's talent.* Washington, DC: Office of Educational Research and Improvement.

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Overview

The National Research Center on the Gifted and Talented

The National Research Center on the Gifted and Talented

Purpose

- *Conduct research on methods and techniques for identifying and teaching gifted and talented students.*
- *Conduct research studies, program evaluations, and surveys to accomplish the purposes of the Javits Act.*

Priorities of the Javits Act

- Identification of gifted and talented students who may not be identified through traditional methods

  economically disadvantaged individuals

  individuals with disabilities

  individuals of limited English proficiency

- Programs and projects designed to develop or improve the capability of schools

Jacob K. Javits Gifted and Talented Students Education Act of 1988

Organization of the NRC/GT 1990-1995

- *4 Universities: Connecticut, Georgia, Virginia, and Yale*
- *52 State and Territorial Departments of Education*
- *337 Collaborative Schools Districts*
- *167 Consultant Bank Members*
- *National Research Center Advisory Council*

Mission of the NRC/GT 1990-1995

Plan and conduct theory-driven quantitative and qualitative research:

problem-based

practice-relevant

consumer-oriented

Philosophical Approach to Conducting Research

- *Conduct research grounded in the realities of schools.*
- *Focus on populations of interest: at-risk students with known and emergent talents, teachers, and administrators.*
- *Promote research and related dissemination activities that would have practitioners as the primary audience.*
- *Implement theory-based and empirically sound research to serve as a basis for future educational policies.*

Two-pronged Approach to Research

- *Implement theory-based research studies.*
- *Publish commissioned papers and collaborative research studies.*

Dissemination Approach

- *Audience targeting—dissemination messages are directed toward specific audiences*
- *Frequency of exposure—messages are repeated periodically and directed to audiences through alternative communication channels*
- *Modes of communication—dissemination activities are balanced to include a full range of medium*

Dissemination Approach (continued)

- *Spreadability—dissemination messages are distributed to organizations that will redistribute them to their constituents*
- *Professional advertising—techniques used by commercial advertisers are used to achieve high-impact publicity*

Educational Research

All of us who seek to unleash the full potential of educational research {must} jettison the assumption that researchers themselves are the final arbiters of what constitutes valuable research.

Stroufe, G., Goertz, M., Herman, J., Yarger, S., Jackson, G. B., & Robinson, S. (1995, May). The federal education research agency: New opportunities and new challenges for researchers. *Educational Researcher, 24(*4), 24-30.

Reactions to the NRC/GT Research Approach

- . . .The NRC/GT has spoken to research in a way never done before. We now have reliable data on the gifted population and can positively impact the regular curriculum. . . . *(Linda Mucha, Gulfport, MS)*
- The research coming from the NRC/GT is not only of high quality, but also very practical. Its studies on classroom practices, compacting, cooperative learning, and identification have been useful in our work. . . . *(Philip H. Schoo and Thomas Hays, Lincoln, NE)*

Nontraditional Assessment

"As far as identification of gifted populations is concerned, I think one of the things that's important is we have a history of using the deficiency model in identifying our gifted and talented students."

Scott Hunsaker, University of Georgia

"We need to take a proficiency view, take a look at the strengths within cultures, take a look at the strengths of students and find reasons within those strengths to provide services to students."

Scott Hunsaker, University of Georgia

"We see a combination of new instruments and new techniques. . .which involves people looking at children over a longer period of time trying to get involved in bringing out the talent that's there, actually eliciting talent as much as identifying talent."

Carolyn Callahan, University of Virginia

Identification Techniques

- *Portfolio assessment*
- *Performance assessment*
- *Teaching and assessment as an interactive process*
- *Sustained observations*

The identification system is usually only responsive to one question: Who are the gifted and talented students? We have to focus on assessment as a broader process that targets three questions:

- *Who are they?*
- *How do we find them?*
- *What do we do when we find them?*

Gifted students should be assessed more than just identified. With identification you answer one question:

Is the child gifted or not? You get a yes/no answer.

Donna Ford, University of Virginia

"Assessment is more comprehensive and thorough and tells us not only whether the child is gifted, but in what ways he/she is gifted so that we can meet not only academic needs, but social, emotional, and psychological needs as well."

Donna Ford, University of Virginia

Multi-dimensional assessment includes information from:

- *Parents*
- *Teachers*
- *Students*
- *Peers*

"The multi-dimensional assessment system must be comprehensive and defensible, and it must inform instruction. Identification, teaching, and evaluation should be regarded as integral links to improving the educational opportunities for high potential, high risk learners."

E. Jean Gubbins, University of Connecticut

"If we're going to identify gifted and talented students through alternative methods and use unique or alternative strategies to teach them, then it would be inappropriate to use the traditional strategies to evaluate those students."

Scott Brown, University of Connecticut

Federal Definition of Children With Outstanding Talent

"Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.

These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools.

Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor."

United States Department of Education. (1993). *National excellence: A case for developing America's talent.* Washington, DC: Office of Educational Research and Improvement.

Nontraditional Assessment

Discussion Questions

- *How would you describe our present approach to screening and identifying potentially gifted and talented students?*
- *Do we have a comprehensive, defensible approach that is sensitive to the student populations of our district?*
- *In what ways could we integrate portfolio assessment into our present system?*
- *How can we incorporate parent and peer data into our present system?*
- *What areas of the curriculum could be assessed using performance-based assessment?*

Nontraditional Assessment

Resources

Callahan, C. M., & McIntire, J. A. (1994). *Identifying outstanding talent in American Indian and Alaska native students.* Washington, DC: United States Department of Education.

Callahan, C. M., Tomlinson, C. A., & Pizzat, P. M. (Eds.). (undated). *Contexts for promises. Noteworthy practices and innovations in the identification of gifted students.* Charlottesville, VA: University of Virginia, The National Research Center on the Gifted and Talented.

Clark, G. A., & Zimmerman, E. (1992). *Issues and practices related to identification of gifted and talented students in the visual arts.* Storrs, CT: University of Connecticut, The National Research Center on the Gifted and Talented.

Nontraditional Assessment

Resources

Frasier, M. M., Garcia, J., & Passow, A. H. (1995). *A review of assessment issues in gifted education and their implications for identifying gifted minority students.* Storrs, CT: University of Connecticut, The National Research Center on the Gifted and Talented.

Frasier, M. M., & Passow, A. H. (1994). *Toward a new paradigm for identifying talent potential.* Storrs, CT: University of Connecticut, The National Research Center on the Gifted and Talented.

For information about database searches for instruments used in the identification of gifted students and the evaluation of gifted programs contact:

The National Research Center on the Gifted and Talented
University of Virginia
Curry School of Virginia - Database Requests
405 Emmet Street
Charlottesville, VA 22903

Issues Related to High Potential, High Risk Learners

"We need to arrange opportunities within the curriculum for young people to engage in hands-on explorations in topics of their interest so that we can see talents emerge."

Jann Leppien, College of Great Falls, MT

"Some students' talents are more obvious than latent, but the talents may mask learning difficulties—at least for a time. When the difficulties become more prominent, the talents are sometimes viewed differently, and the disabilities begin to take center stage."

E. Jean Gubbins, University of Connecticut

"We investigated the experiences of college age students with learning disabilities. Most had been very bright in elementary school and had not been identified for gifted programs. . .or programs for learning disabled students. . . . Their brightness was enough so that they could do well on most of the tests for learning disabilities. . . ."

Sally M. Reis, University of Connecticut

"As the students got older, the learning disability became more pronounced. . . They oftentimes did not gain the compensation strategies they would have needed had they been participating in a program—they started to have more problems in school."

Sally M. Reis, University of Connecticut

"As youngsters, the college age students with learning disabilities had talents outside of school—in their hobbies or art areas or athletic areas, but quite often all of them had problems relative to reading or writing. . . ."

Sally M. Reis, University of Connecticut

"The students' academic gifts and talents can't be the only focus for educators, parents, and peers. The academic, social, and emotional needs of high risk, high potential students are also important considerations."

E. Jean Gubbins, University of Connecticut

"It's important for parents, teachers, and peers to understand that these are kids who have true academic gifts and talents, but that they're also developing both socially and emotionally at the same time."

Scott Brown, University of Connecticut

"The talents of high potential, high risk learners will be unveiled by enriching the tapestry of the curriculum. The emphasis becomes more than just *talent recognition*—it is *talent development*."

E. Jean Gubbins, University of Connecticut

Issues Related to High Potential, High Risk Learners

Discussion Questions

- *How do we define high potential, high risk learners in our district?*
- *To what extent do we have students who could be described as "twice exceptional" (i.e., gifted and learning disabled; socially-emotionally maladjusted and gifted)?*
- *What interventions currently exist in our district to help students with these special needs?*

Issues Related to High Potential, High Risk Learners

Resources

Ford, D. Y. (1994). *The recruitment and retention of African American students in gifted education programs: Implications and recommendations.* Storrs, CT: University of Connecticut, The National Research Center on the Gifted and Talented.

Hine, C. Y. (1994). *Helping your child find success at school: A guide for Hispanic parents.* Storrs, CT: University of Connecticut, The National Research Center on the Gifted and Talented.

Reis, S. M., Neu, T. W., & McGuire, J. M. (1995). *Talents in two places: Case studies of high ability students with learning disabilities who have achieved.* Storrs, CT: University of Connecticut, The National Research Center on the Gifted and Talented.

Issues Related to High Potential, High Risk Learners

Resources

Runco, M. A. (1993). *Creativity as an educational objective for disadvantaged students.* Storrs, CT: University of Connecticut, The National Research Center on the Gifted and Talented.

Wallace, B., & Adams, H. B. (Eds.). (1993). *World perspectives on the gifted disadvantaged.* Great Britain: A. B. Academic Publishers.

Willard-Holt, C. (1994). *Recognizing talent: Cross-case study of two high potential students with cerebral palsy.* Storrs, CT: University of Connecticut, The National Research Center on the Gifted and Talented.

Challenging Learning Opportunities

"Creating high-end learning opportunities will allow students to flourish in academic, social, and emotional environments. In designing challenging educational opportunities, we should raise the floor, remove the walls, and eliminate the ceiling on learning."

E. Jean Gubbins, University of Connecticut

"The easiest way to build in relevance and challenges in curriculum is to give young people some opportunity to select the work that they would like to pursue, ordinarily in the form of a project that leads to a product or some kind of service."

Joseph S. Renzulli, University of Connecticut

"We also need to give youngsters some guidance in how professionals in a field pursue knowledge because professionals just don't store knowledge to retrieve on test day."

Joseph S. Renzulli, University of Connecticut

"In designing challenging learning environments, assessment becomes a critical process. There should be a seamless connection between assessment and curriculum."

E. Jean Gubbins, University of Connecticut

How to Provide Challenging Learning Environments

1. *Pre-assess students' skills.*
2. *Amplify learning opportunities.*
3. *Provide choices for students.*
4. *Differentiate staff development opportunities.*

Carol Tomlinson, University of Virginia

"Accelerated and enriched learning opportunities are critical in addressing the talents of students. The 'one size fits all' curriculum delivered to whole classes of students places limits on learning."

E. Jean Gubbins, University of Connecticut

Strategies of Curriculum Differentiation

To what extent have you made the following ***Content*** modifications?

1 To a lesser extent 5 To a greater extent

Content

1 2 3 4 5 present content that is related to broad-based issues, problems, or themes

1 2 3 4 5 integrate multiple disciplines into an area of study

1 2 3 4 5 present comprehensive, reinforcing, and related experiences within an area of study

1 2 3 4 5 delete curriculum that has already been mastered

1 2 3 4 5 streamline curriculum that can be mastered quickly

1 2 3 4 5 organize content to accentuate higher level skills and concepts

1 2 3 4 5 select representative topics that illustrate basic principles, functional concepts, and methodologies of the field

Strategies of Curriculum Differentiation (continued)

To what extent have you made the following ***Process*** modifications?

1 To a lesser extent 5 To a greater extent

Process

1 2 3 4 5 encourage the in-depth learning of a self-selected topic

1 2 3 4 5 emphasize independent or self-directed study skills

1 2 3 4 5 encourage the application of advanced research and methodological skills

1 2 3 4 5 focus on open-ended tasks

1 2 3 4 5 promote productive, complex, abstract, and higher-level thinking skills

Strategies of Curriculum Differentiation (continued)

To what extent have you made the following ***Product*** modifications?

1 To a lesser extent 5 To a greater extent

Product

1 2 3 4 5 encourage the development of products that challenge existing ideas and produce new ones

1 2 3 4 5 encourage the application of the methodologies of the discipline in product development

1 2 3 4 5 evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced, and standardized instruments

1 2 3 4 5 promote the creation of products that focus on real-world problems presented to appropriate audiences

Strategies of Curriculum Differentiation (continued)

To what extent have you made the following ***Learning Environment*** modifications?

1 To a lesser extent 5 To a greater extent

Learning Environment

1 2 3 4 5 encourage the development of self-understanding (e.g., recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others)

1 2 3 4 5 encourage self-directed learning to promote the development of independent research studies

1 2 3 4 5 encourage the development of a positive attitude toward creative challenges, investigative activity, and knowledge creation

Gubbins, E. J. (1994, Spring). Improving the learner/teacher/curriculum connection. *The National Research Center on the Gifted and Talented Newsletter*, pp. 1-4.

Challenging Learning Environments

Discussion Questions

- *What is the level of challenge in our curricula?*
- *What documentation exists that describes the challenge level of our curriculum?*
- *In what ways can we differentiate the curriculum to offer more challenging learning environments?*
- *Do we need to realign our curriculum and assessment procedures?*

Challenging Learning Opportunities

Resources

Burns, D. E. (1993). *The explicit teaching of thinking skills: A six-phase model for curriculum development and instruction (videotape and handbook).* Storrs, CT: University of Connecticut, The National Research Center on the Gifted and Talented.

Gavin, M. K., Gubbins, E. J., Guenther, D. R., Neu, T. W., Reis, S. M., Robinson, G., Siegle, D., Schuler, P., & Vahidi, S. (1994). *Curricular options for "high-end" learning (videotape and handbook).* Storrs, CT: University of Connecticut, The National Research Center on the Gifted and Talented.

Kulik, J. A. (1992). *An analysis of the research on ability grouping: Historical and contemporary perspectives.* Storrs, CT: University of Connecticut, The National Research Center on the Gifted and Talented.

Challenging Learning Opportunities

Resources

Reis, S. M., Burns, D. E., & Renzulli, J. S. (1992). *Curriculum compacting: A process for modifying curriculum for high ability students (videotape and handbooks).* Storrs, CT: University of Connecticut, The National Research Center on the Gifted and Talented.

Reis, S. M., Westberg, K. L., Kulikowich, J., Caillard, F., Hébert, T., Plucker, J., Rogers, J., & Smist, J. (1993). *Why not let high ability students start school in January? The curriculum compacting study.* Storrs, CT: University of Connecticut, The National Research Center on the Gifted and Talented.

Rogers, K. B. (1991). *The relationship of grouping practices to the education of the gifted and talented learner.* Storrs, CT: University of Connecticut, The National Research Center on the Gifted and Talented.

Challenging Learning Opportunities

Resources

Sheffield, L. J. (1994). *The development of gifted and talented mathematics students and the National Council of Teachers of Mathematics standards.* Storrs, CT: University of Connecticut, The National Research Center on the Gifted and Talented.

Shore, B. M., Cornell, D. G., Robinson, A., & Ward, V. S. (1991). *Recommended practices in gifted education: A critical analysis.* New York: Teachers College, Columbia University.

Siegle, D. (Ed.). (1993). *What educators need to know about curriculum compacting* [Brochure]. Storrs, CT: University of Connecticut, The National Research Center on the Gifted and Talented.

Professional Development

"We are asking teachers to think of students in terms of academic abilities, interests, and style preferences. This is a tremendous change for teachers. We need to provide teachers with time to make these changes."

Jeanne Purcell, University of Connecticut

"So much of our training in the past as classroom teachers has been prescription and didactic teaching strategies. We need to work with teachers to move the model of teaching to involve the children —to engage them in exploration."

Jann Leppien, College of Great Falls, MT

"Time has to be built in so that people can make the changes personally before they can make the changes with respect to their instruction. It is important to have a peer coach if you want high implementation of an innovation in the classrooms."

Deborah Burns, University of Connecticut

Relationship between quantity of teacher training activities and classroom practices

Teachers involved in more training:

- *Provided more challenges and choices.*
- *Provided more enrichment opportunities.*

Karen Westberg, University of Connecticut

Difference between quality of teacher training activities and actual practice:

Teachers who are successful in using differentiated strategies have been ***shown how*** to make modifications versus ***told how*** to make modifications.

Karen Westberg, University of Connecticut

Professional Development

Discussion Questions

- *What types of professional development activities are needed in our district to support students with high potential?*
- *How do we work with teachers to help them implement new instructional strategies?*
- *How do we reorganize the school day/school year to allow time for teachers to plan and investigate new instructional strategies?*
- *What types of resources are needed in our school to enrich the curriculum?*

Professional Development

Resources

Borland, J. H. (1989). *Planning and implementing programs for the gifted*. New York: Teachers College, Columbia University.

Buchanan, N. K., & Feldhusen, J. F. (1991). *Conducting research and evaluation in gifted education: A handbook of methods and applications.* New York: Teachers College, Columbia University.

Delcourt, M. A. B. (1995). *What educators and parents need to know about elementary school programs in gifted education* [Brochure]. Storrs, CT: University of Connecticut, The National Research Center on the Gifted and Talented.

Fetterman, D. M. (1993). *Evaluate yourself.* Storrs, CT: University of Connecticut, The National Research Center on the Gifted and Talented.

Professional Development

Resources

Fullan, M. G. (1993). *Change forces: Probing the depths of educational reform*. New York: The Falmer Press.

Gardner, H. (1991). *The unschooled mind: How children think and how schools should teach*. New York: Basic Books.

Murphy, J. (1991). *Restructuring schools*. New York: Teachers College Press.

Senge, P. (1990). *The fifth discipline*. New York: Doubleday.

Sheffield, L. J. (1994). *The development of gifted and talented mathematics students and the National Council of Teachers of Mathematics standards*. Storrs, CT: University of Connecticut, The National Research Center on the Gifted and Talented.

Specific Recommendations for Programs

Recommendations for Successful Programs and Services

1. *Provide strong administrative leadership.*
2. *Focus on the learning environment.*
3. *Use clear and frequent communication.*
4. *Provide a flexible approach to curriculum and instruction.*
5. *Attend to students' needs.*

Marcia Delcourt, McGill University

Recommendations for Program Development

1. *Plan programs using research-supported practices.*
2. *Select comprehensive practices.*
3. *Document practices.*
4. *Evaluate program and services.*
5. *Require teacher training.*

Karen Rogers, St. Thomas University, MN

National Recommendations for Action

1. *Establish challenging curriculum standards.*
2. *Establish high-level learning opportunities.*
3. *Ensure access to early childhood education.*
4. *Expand opportunities for economically disadvantaged and minority children.*
5. *Encourage appropriate teacher training and technical assistance.*
6. *Match world performance.*

United States Department of Education. (1993). *National excellence: A case for developing America's talent.* Washington, DC: Office of Educational Research and Improvement.

A Vision for Excellent Schools

- *All children progress through challenging material at their own pace.*
- *Diversity is honored in students' background as well as in their abilities and interests.*
- *Students know that parents, educators, and other important adults in their lives set high expectations.*
- *The community provides the resources needed to adapt and enrich the curriculum to meet student needs.*

A Vision for Excellent Schools

(continued)

- *Students gain self-esteem and self-confidence from mastering work that initially seemed slightly beyond their grasp.*
- *Students emerge from their education eager to learn and confident that they can join the intellectual, cultural, and work life of the nation.*

United States Department of Education. (1993). *National excellence: A case for developing America's talent.* Washington, DC: Office of Educational Research and Improvement.

Continuum of Special Services

How many of these special services apply to your elementary (ES), middle school (MS), and high school (HS)?

ES	MS	HS	General Exploratory Enrichment
ES	MS	HS	Enrichment Clusters
ES	MS	HS	Curriculum Compacting
ES	MS	HS	Individual and Small Group Counseling
ES	MS	HS	Magnet Schools
ES	MS	HS	Special Schools
ES	MS	HS	Within Class Cluster Grouping
ES	MS	HS	Advanced Placement
ES	MS	HS	Non-graded Cluster Grouping
ES	MS	HS	International Baccalaureate

Continuum of Special Services

(continued)

How many of these special services apply to your elementary (ES), middle school (MS), and high school (HS)?

ES MS HS Within and Across Grade Pull-out
ES MS HS Within and Across Grade Advanced Study
ES MS HS Independent Study

Special Enrichment Programs:

ES MS HS Odyssey of the Mind
ES MS HS Future Problem Solving
ES MS HS Science Fairs
ES MS HS Math League
ES MS HS Young Writers

Continuum of Special Services

(continued)

How many of these special services apply to your elementary (ES), middle school (MS), and high school (HS)?

Individual Options:

ES MS HS Internships
ES MS HS Apprenticeships
ES MS HS Mentorships

Acceleration Options:

ES MS HS Early Admission
ES MS HS Subject Acceleration
ES MS HS Grade Skipping
ES MS HS College Classes

Renzulli, J. S. (1994). *Schools for talent development: A practical plan for total school improvement.* Mansfield Center, CT: Creative Learning Press.

What are the critical issues affecting programming and services for students with high abilities?

Issue 1

Next Steps

Issue 2

Next Steps

Identification & Programming Techniques

What Works

What Needs Improvement

Plusses	Minuses	Interesting

Specific Recommendations for Programs

Discussion Questions

- *What are the strengths of the programs and services for students with high abilities in our district?*
- *What programs and services should be added for a comprehensive approach to identifying and serving students with high abilities?*
- *How can we improve the quality of our programs and services?*
- *What techniques should be used to evaluate the effectiveness of our current programs and services?*

Specific Recommendations for Programs

Resources

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