

## NRC/GT Newsletter: Purpose and Scope

The staff of the National Research Center on the Gifted and Talented is pleased to present the premier issue of our newsletter. The newsletter will serve various audiences. The first audience consists of all persons involved in our Collaborative School Districts. The second audience is general education and gifted education professionals and parent groups that have expressed an interest in our activities. The third audience is the community of scholars engaged in research on the gifted and talented. We have created a forum for scholars and practitioners to present abstracts of research in progress, brief articles and commentary, and summaries of books, articles, and research reports. In this way, the newsletter serves more than just our immediate need to disseminate information about the Center.

In this issue, we have highlighted the overall organization and the mission of the Center. And, we have presented brief summaries of the current research studies in progress. Beyond the Center activities, we solicited contributions from members of our Consultant Bank in these three categories:

- **Research in Progress**  
Abstracts of approximately 200 words describing research activities. These abstracts may also contain requests for sites/subjects, information about identification and program development, or any other material that might enhance research in progress.
- **Brief Articles and Commentary**  
Material in this category should deal with some aspect of research or the application of research in practical situations. Articles should be approximately 500 words in length, and they should also contain invitations for further contact with the researcher.
- **Just Off the Press**  
Articles in this category should highlight books, articles, and research reports recently completed. Journal references, publishers' addresses, or procedures for obtaining these materials should be included. Emphasis should be given to translating research findings into practice. Articles in this category should be approximately 500 words and include invitations for additional contact.

We are pleased to present submissions in these categories from our initial request of Consultant Bank members. We also extend an invitation to our readers to prepare materials for our newsletter and forward them to our editorial staff.

We have entertained suggestions for other columns for future newsletters. If the following are of interest to you, please send us your submissions:

- Dr. Enid Zimmerman of Indiana University would like to see a column highlighting successfully implemented identification systems, curricula, evaluation procedures, and school/community collaborations. Articles should be approximately 500 words in length, and they should contain invitations for further contact with you.
- Dr. Zimmerman would like a column which is interactive: questions about topics of interest would be submitted and responses would be sought from our constituents.
- Dr. Carolyn Callahan, Associate Director of the NRC/GT at the University of Virginia, thinks a point/counterpoint column entitled "On the One Hand ..... On the Other Hand" would be of interest to readers. Commentary of 100 words in length would present one side of an issue and this would be forwarded to another person for a response from another perspective.

Send your newsletter submissions to:  
The National Research Center on the Gifted and Talented  
NRC/GT Newsletter  
The University of Connecticut  
362 Fairfield Road, U-7  
Storrs, CT 06269-2007

## Rationale for The National Research Center

The history and culture of a nation can be charted to a large extent by the contributions of its most gifted and talented citizens. America has enjoyed a long and rich history of creative productivity. However, in recent years our nation's preeminence has been placed at risk, as much by decaying standards and performance in our educational system as by intensified competition from abroad. If we are to continue to maintain a position of world leadership, it is imperative that a significant portion of our educational resources be invested in those young people who have the highest potential for making creative contributions to the arts and sciences and to all fields of human endeavor in which imagination, invention, and unique solutions to pressing problems are required. It is also imperative that opportunities for the development of high potential be extended to the vast number of young people that frequently have been excluded from traditional programs for the gifted because of race, gender, socioeconomic background, or limited conceptions about the nature and development of giftedness.

### INSIDE THIS ISSUE:

Mission of the NRC/GT	2
Research Agenda	4
Collaborative School Districts	6
Consultant Bank	7
Needs Assessment	8
Just Off the Press	11
Research in Progress	13

## What is the Mission of the National Research Center on the Gifted and Talented (NRC/GT)?

The National Research Center on the Gifted and Talented (NRC/GT) is a collaborative effort of The University of Connecticut, The University of Georgia, The University of Virginia, Yale University, 54 state and territorial departments of education, over 260 public and private schools, over 100 content area consultants, and stakeholders representing professional organizations, parent groups, and businesses. The funding for the Research Center has been provided by the Office of Educational Research and Improvement, United States Department of Education, under the Jacob K. Javits Gifted and Talented Students Education Act of 1988.

The mission of The National Research Center on the Gifted and Talented is to plan and conduct theory-driven quantitative and qualitative research that is problem-based, practice-relevant, and consumer-oriented. Our mission includes a broad-based dissemination function, and the formation of a nationwide

cooperative of researchers, practitioners, policy makers, and other persons and groups that have a stake in the psychology and education of high-potential youth from preschool through post-secondary levels. Emphasis will be placed on identifying the research needs of economically disadvantaged youth, individuals of limited English proficiency, individuals with handicaps, and other special populations that traditionally have been underserved in programs for gifted and talented students. The Center will also serve as a vehicle for providing the kinds of intellectual leadership necessary for the further stimulation, advancement and improvement of theory, research and practice in the field. In this regard, the Center will serve as an integrated forum for scholars and practitioners to come together and to pool their resources. Moreover, it will welcome contributions from, and output to, scholars in cognate fields, in order to enhance communication and interchange between scholars in multiple disciplines whose interests relate to giftedness.

## How Will the Mission of the NRC/GT Be Carried Out?

To accomplish the Center's mission, the following components presented in Figure 1 are as follows:

**The Directorate.** The Directorate, located at the University of Connecticut, is the major administrative, coordinating, and dissemination unit for all activities.

**Participating Universities.** The four universities that comprise The National Research Center on the Gifted and Talented are the Universities of Connecticut, Georgia, Virginia, and Yale University. The Associate Directors at the respective universities are Dr. Francis X. Archambault, Dr. Mary M. Frasier, Dr. Carolyn M. Callahan, and Dr. Robert J. Sternberg. They are involved in several studies focusing on identification, program development, program evaluation, culturally diverse populations, classroom practices, curriculum modifications for gifted students, and cognition and learning.

**Collaborative School Districts.** Over 260 public and non-profit private elementary and secondary school districts representing various ethnic, demographic and socioeconomic groups throughout the country serve as the major research sites.

**Advisory Councils.** State and National Advisory Councils synthesize research needs assessment information from school

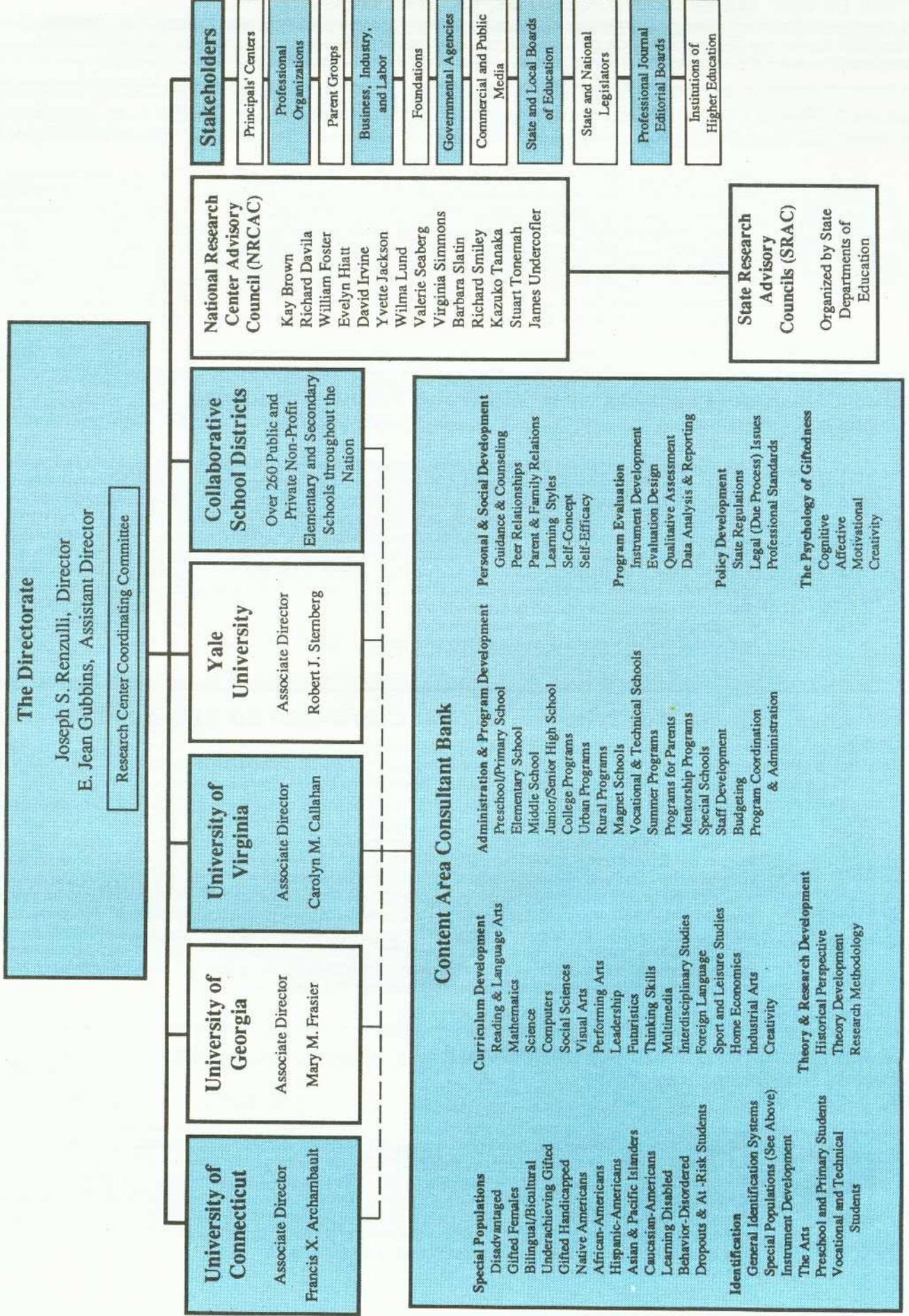
districts, state departments, the Collaborative School Districts and the Stakeholders. The major leadership in the advisory process is provided by state department of education consultants in the area of education for the gifted and talented.

**The Research Center Coordinating Committee.** The Directorate, Associate Directors, representatives from the Collaborative School Districts, and a representative from the National Advisory Council are members of the Research Center Coordinating Committee. The major function of this committee is to make recommendations for the Center's future research agenda.

**Stakeholders.** Representatives from professional organizations, parent groups, private sector groups, governmental agencies and policy makers who have an interest in the education of gifted and talented students provide input into the needs assessment, advise the Center on related issues such as restructuring and policy making data needs, and assist in dissemination through their publications and conferences.

**Content Area Consultant Bank.** Individuals with specialized backgrounds in all areas of psychology, education, and related disciplines serve as consultants, and they have the opportunity to participate in research projects.

**Figure 1. The National Research Center on the Gifted and Talented**



# What is the Research Agenda of the Center?

The Research Center has adopted a mission that demands the interaction of scholars and practitioners from various disciplines to plan and implement problem-driven research. The research studies for Year 1 are described below.

## Research Needs of the Gifted and Talented Through the Year 2000

*The University of Connecticut*

*Principal Investigators: Dr. Joseph S. Renzulli and Brian D. Reid*



This study deals with a comprehensive assessment of research needs in the 50 states and territories. Local and state level groups that are representative of the full range of educational personnel and representatives of parent groups, policy making groups, and members of the private sector have been asked to respond to a survey instrument organized around factors that define the field (e.g., Identification, Curriculum, Policy Development). In order to ensure representativeness of subgroups within the population such as ethnic minorities, non-public schools, vocational/technical schools, and the arts, a stratified random sample was used to gather and analyze needs assessment data. The results will be reported by various sub-populations, demographic characteristics, and the 10 factors around which the survey instrument was developed. The needs assessment results will become the basis for creating future research projects for the Center.

## Regular Classroom Practices with Gifted and Talented Students

*The University of Connecticut*

*Principal Investigator: Dr. Francis X. Archambault*



This study inquires into the nature of regular classroom practices used with gifted and talented students through an extensive national survey of 7,000 teachers and intensive observation of 50 classrooms. The national survey will provide information on the frequency with which certain instructional practices are used with traditionally identified gifted students as well as less frequently identified students who are economically disadvantaged, have limited English proficiency, represent certain ethnic groups, or have particular handicapping conditions. The survey will also provide data on the extent to which practices used with gifted students differ from those used with other students located in the same classroom, and whether these differences relate to characteristics of the district, the classroom, or the teacher providing the instruction. The classroom observation portion of the study replicates some of the data acquired through the survey, thereby providing a validity check. It will also provide more detailed information on classroom dynamics, teacher/student interactions and teaching modifications than is permitted by the survey.

## A Theoretical Plan for Modifying the Regular Curriculum for Gifted and Talented Students

*The University of Connecticut*

*Principal Investigator: Dr. Sally M. Reis*



Since research indicates that the challenge level of textbooks is declining and that teachers often use whole-class instructional techniques, curriculum modification is necessary to meet the needs of gifted and talented students in regular classroom settings. One technique that has been designed to accomplish this goal is entitled curriculum compacting (Renzulli, Reis, & Smith, 1981) which involves elimination of skills students have already mastered and replacement of more challenging work that is often selected by the students. The research study concerning curriculum compacting uses three experimental groups of classroom teachers involved with different methods of training in the compacting technique (i.e., handbook, videotape, inservice training, simulations, and peer coaching) and a control group of classroom teachers that continues with their normal teaching practices. The effects of personal variables, professional variables and participation in training sessions on teachers' use of curriculum compacting will be examined. Other variables to be studied include student achievement, attitude toward learning and subject area preference.

## An Investigation of Giftedness in Economically Disadvantaged and Limited English Proficient Students

*The University of Georgia*

*Principal Investigator: Dr. Mary M. Frasier*



The University of Georgia will investigate distinguishing characteristics of Economically Disadvantaged (ED) and Limited English Proficient (LEP) students who display various potentials but who are not identified for gifted programs. The purposes of this study are to: (a) approach the identification of gifted economically disadvantaged and limited English proficient students from an intensive investigation of gifted behaviors within and across cultural groups; (b) examine giftedness in target students by analyzing the development of intellectual processes and functioning within the cultural context; and (c) focus on the strengths in children from diverse cultures in order to understand their gifts and talents.

---

## Investigations into Instruments and Designs Used in the Identification of Gifted Students and the Evaluation of Gifted Programs

The University of Virginia

Principal Investigator: Dr. Carolyn M. Callahan



The University of Virginia will establish a National Repository for Instruments and Strategies used in the Identification of Gifted Students and the Evaluation of Gifted Programs. Existing instruments, systems and designs used in identification and evaluation will be collected through a nationwide survey. In addition, a paradigm will be created for evaluating the identification instruments in light of the wide variety of definitions and conceptions of giftedness. Non-traditional and product/performance instruments currently in use in evaluation of gifted programs will also be reviewed for their usefulness. Potentially useful instruments will be investigated through formal validation processes.

---

## Evaluation of the Effects of Programming Arrangements on Student Learning Outcomes

The University of Virginia

Principal Investigators: Dr. Dewey Cornell and Dr. Marcia A. B. Delcourt



This study represents the first major national attempt to assess the effects of gifted and talented programs on learning outcomes for elementary students. Academic and affective learning will be evaluated within four popular types of program grouping arrangements: within-classroom programs; pull-out classroom programs; separate classroom programs; and separate schools. The sample of students includes those from a variety of geographic locations as well as individuals representing minority and disadvantaged populations. Data collection sources include students, teachers, and parents, while results focus upon assessments of achievement, attitudes toward school, self-concept, intrinsic-extrinsic motivation, student activities, and behavioral adjustment.

---

## A Theory-Based Approach to Identification, Teaching, and Evaluation of the Gifted

Yale University

Principal Investigator: Dr. Robert J. Sternberg



Three major aspects of gifted education will be studied -- identification, teaching, and student evaluation -- within one integrated investigation. The study is based on Sternberg's Triarchic Theory (1985), which postulates three aspects of intellectual ability: analytic, synthetic-creative, and practical-contextual. Identification of students who are gifted in one of each of these areas (as well as those who are balanced among the three abilities, and a control group) will be followed by instruction tailored to the various abilities. In order to determine the effects of these interventions, equal numbers of students with each kind of giftedness will receive each kind of instruction, and all students will be evaluated through all assessment methods. First year activities include development of the alternative versions of introductory psychology materials, and establishing the construct validity of the Sternberg Triarchic Abilities Test for use with gifted populations.

---

## Basic Tenets of Our Research

*We believe we can develop empirically sound identification instruments and systems that will more effectively include students not identified by traditional assessment methods. Accordingly, one of our priorities will be to seek and create multiple assessment techniques, such as new tests, qualitative and performance-based assessment systems and tools, such as inventories and student profiles, and other non-traditional identification methods.*

*We believe that we can improve existing programs by conducting research that will assess the impact of various curriculum approaches, methods of grouping gifted and talented students within classrooms and schools, and various ways of meeting the affective needs of these students. We will gather evidence of what works best for the diverse group that constitutes our nation's gifted and talented students.*

*We believe that results of effective research should be used to guide policy development for the education for traditionally identified and underserved gifted and talented students. Sound, validated policy is needed at the local, state and national level to implement and maintain programs for this population. The research we conduct will be helpful in developing such policy.*

*Continued on page 12*

# The Collaborative School Districts: Sites for Our Research

The National Research Center on the Gifted and Talented is engaged in a "new brand" of educational research and dissemination with the needs of the practitioners guiding the studies. The multi-site, single year and longitudinal research studies are possible because of the cooperation of Collaborative School Districts. The Collaborative School Districts are the sites where the research will be conducted. Additional school districts may become involved in present or future research studies. The specific responsibilities of Collaborative School Districts follow:

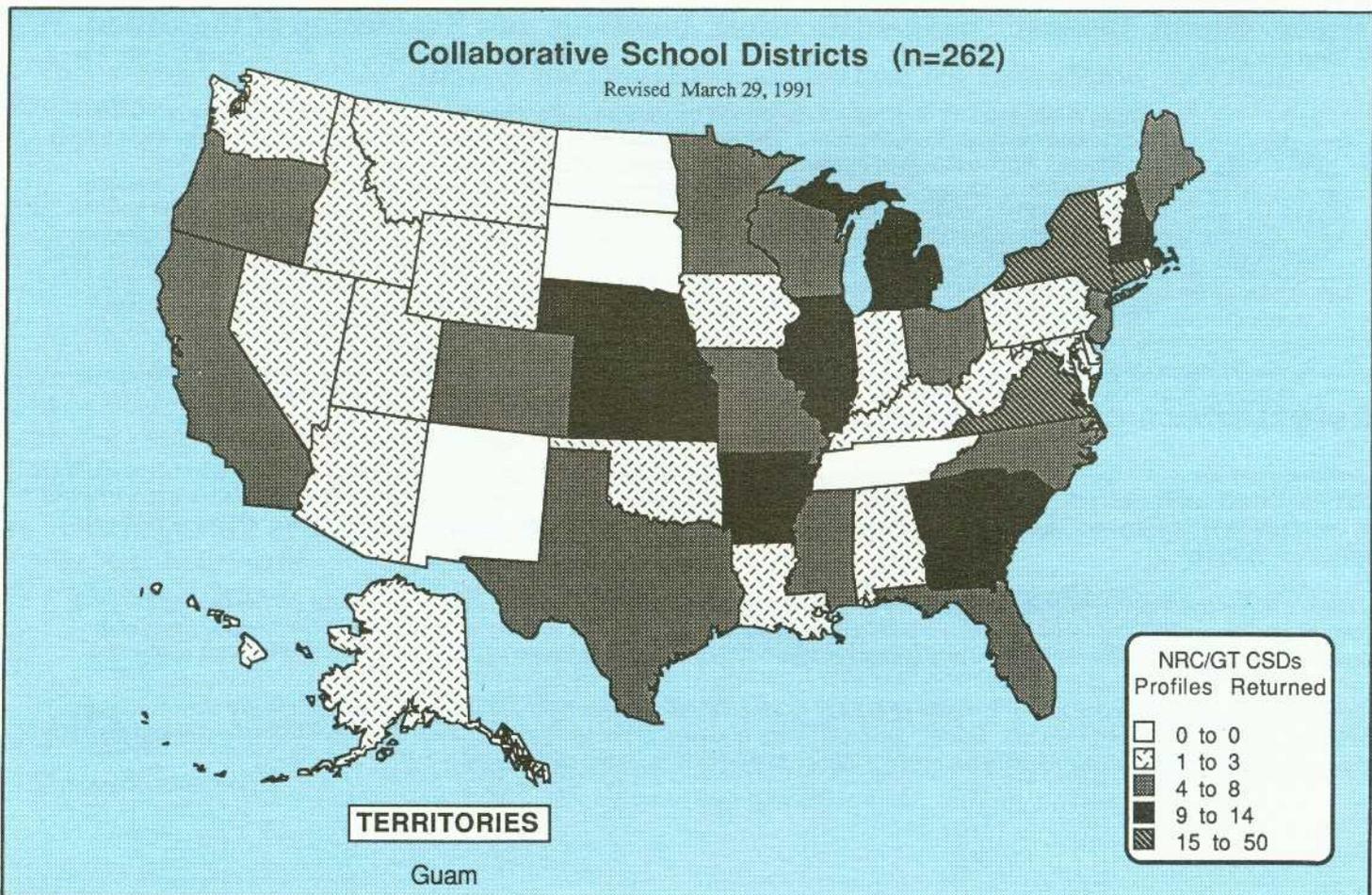
1. To serve as locations at which research data can be gathered.
2. To provide co-investigators who will participate in the design of research studies and who will serve as on-site managers of individual research projects.
3. To provide locations where visitations can be arranged to observe successful practices in operation, to participate in the preparation of consumer-oriented guidebooks and video training tapes, and to provide technical assistance to the school districts that express interest in replicating successful practices.
4. To assist in the documentation of biographical information about subjects so that contacts can be maintained for longitudinal follow-up studies.
5. To participate in the overall process of evaluating the effectiveness of the Center.

The Collaborative School Districts will be involved in state-of-the-art research studies emanating from the perceived needs of practitioners and research scholars. The type of and extent of involvement will vary from study to study. Collaborative School

Districts will benefit from the opportunity to:

1. Receive announcements of materials and staff development opportunities for teachers and students;
2. Participate in experimental curriculum;
3. Network with other school districts throughout the country;
4. Access an electronic bulletin board on the latest research information in the field;
5. Receive copies of the NRC/GT newsletter summarizing the latest research activities;
6. Provide guidance and direction for the establishment of state and national policies for gifted and talented education;
7. Receive copies of all products produced by the Center on a cost-recovery basis; and,
8. Access national databases for research purposes.

Some studies evaluate program outcomes, others experiment with different teaching techniques, and still others involve an assessment of classroom practices. Whatever the extent of involvement in a study, districts are making a contribution to the future directions of the field. As of March 1991, there are over 260 districts, representing 45 states and 1 territory, that have agreed to participate in the Center's activities. We would like to have every state and territory involved with some aspect of our work over the next four years. If you know of a contact in a school district from one of the following states or territories, please contact us: Delaware, North Dakota, New Mexico, South Dakota, Tennessee, Puerto Rico, Virgin Islands, American Samoa, and Trust Territory.



# Content Area Consultant Bank Members

As of March 1991, the following people have been invited to participate in the Content Area Consultant Bank based on their research and leadership in the field. The activities in which Consultant Bank members might participate include: research project consultation, consultation referrals, national research needs assessment, and principal investigators of special topics.

Dr. Willard Abraham Arizona State University	Dr. Linda Emerick University of St. Thomas	Dr. Janice Leroux University of Ottawa	Mr. Irving Sato NSLTI, California
Dr. William Asher Purdue University	Dr. Carolyn Falk Mattatuck Community College	Dr. Susan Linnemeyer University of Illinois	Dr. Gina Schack University of Louisville
Dr. Susan Assouline The University of Iowa	Dr. John Feldhusen Purdue University	Dr. Mary Meeker S.O.I. Systems, Oregon	Dr. Ellie Schatz WI Ctr. /Academically TalentedYouth
Dr. Susan Baum College of New Rochelle	Dr. David Feldman Tufts University	Dr. Bruce Mitchell Eastern Washington University	Dr. Carol Schlichter University of Alabama
Dr. Camilla Benbow Iowa State University	Dr. David Fetterman Stanford University	Dr. Sidney M. Moon Purdue University	Dr. Beverly Shaklee Kent State University, OH
Dr. John Borkowski University of Notre Dame	Dr. Marvin J. Fine University of Kansas	Dr. Alan D. Moore University of Wyoming	Dr. Linda Kreger Silverman University of Denver
Dr. James Borland Columbia Teachers College	Dr. Howard Gardner Harvard University	Ms. Nancy Moore Richmond, VA	Dr. W. Thomas Southern Bowling Green St. University
Dr. Janet Boyle Indiana University/Purdue Univ.	Dr. Ingrid Grossberg Counselling Assoc., Inc.	Dr. Kathleen Noble University of Washington	Dr. Alane Starko Eastern Michigan University
Dr. Paul Brandwein Unionville, NY	Dr. Patricia Haensley Texas A&M University	Dr. Frances Settle O'Tuel University of South Carolina	Dr. Morris Stein New York University
Dr. Norman Breyer Vernon, CT	Dr. Eleanor Hall Ann Arbor, MI	Dr. Richard Olenchak The University of Alabama	Dr. Emily Stewart Dallas Independent Schools
Ms. Ruthan Brodsky Roeper City & Country School	Dr. Myrless Hershey Friends University	Dr. Paula Olszewski-Kubilius Northwestern University	Dr. Carol Story Johnson St. College
Dr. Linda Brody Johns Hopkins University	Dr. Constance L. Hollinger Cleveland State University	Dr. Beverly Parke Wayne State University	Dr. Rena Subotnik Hunter College, CUNY
Dr. Nina Kay Buchanan University of HI at Hilo	Dr. Patricia Hollingsworth University of Tulsa	Dr. Jeannette Parker University SW Louisiana	Dr. Raymond Swassing Ohio State University
Dr. Kyle Carter University of Northern Colorado	Dr. Nancy Jackson University of Iowa	Dr. Harry Passow Columbia University	Dr. Carol Addison Takacs Cleveland State University
Dr. Raymond Cattell University of Hawaii	Dr. Paul Janos University of Washington	Dr. Philip Perrone University of Wisconsin-Madison	Dr. Abraham Tannenbaum Columbia University
Dr. Richard E. Chandler Math & Science Summer Inst., Texas	Dr. Reva Jenkins-Friedman University of Kansas	Dr. Michael Piechowski Northland College, WI	Dr. Terry Thomas California State University
Dr. Barbara Clark CA St. Univ. at Los Angeles	Dr. Lannie Kanevsky McGill University	Dr. Barbara Pilon Worcester State College	Dr. Ellis Paul Torrance GA Studies of Creative Behavior
Dr. LeoNora Cohen University of Oregon	Dr. Frances Karnes University of Southern Mississippi	Dr. Marion Porath University of British Columbia	Dr. Donald Treffinger Ctr. for Creative Learning, FL
Dr. Sanford Cohn Arizona State University	Dr. Cathy Kass Oklahoma City University	Dr. Michael Pyryt University of Calgary	Dr. Herbert Walberg University of Illinois at Chicago
Dr. Gary L. Confessore The University of Oklahoma	Dr. Felice Kaufmann Lexington, KY	Dr. Cecil Reynolds Texas A&M University	Dr. Joseph Walters Harvard University
Dr. Anne Borland Crabbe St. Andrew College	Dr. Sandra Kay Pine Tree School, NY	Dr. Susanne Richert Clearinghouse/Gifted, NJ	Dr. James Webb Wright State University
Dr. Rita Culross Louisiana State University	Dr. Dorothy Kennedy University of Wisconsin - Stevens Point	Dr. Sylvia Rimm Educational Assessment Service, Inc.	Dr. Shirley J. Weddel Cherry Creek Schools, CO
Dr. James Curry University of Southern Maine	Dr. Barbara Kerr Arizona State University	Dr. Ann Robinson University of Arkansas at Little Rock	Dr. Joan Wolf University of Utah
Dr. Gary Davis University of Wisconsin	Dr. Joe Khatena Mississippi State University	Dr. Nancy Robinson University of Washington	Dr. Enid Zimmerman Indiana University
Dr. James Delisle Kent State University	Dr. M. K. Kitano San Diego State University	Dr. Karen Rogers University of St. Thomas	
Dr. Peggy Dettmer Kansas State University	Dr. Penny Kolloff Cranbrook Schools, MI	Dr. Jonathan Rubin Boston Children's Hospital	
Dr. Margaret Ann Dirkes Indiana University/Purdue University	Dr. Karen Lee Boston University	Dr. Mark Runco California State University	

# National Research Needs Assessment Process

Brian D. Reid, University of Connecticut

The National Research Center on the Gifted and Talented (NRC/GT) was conceived as a vehicle to bring together all segments of the gifted education community to develop a consensus regarding research needs, and to work collaboratively to plan and conduct research deemed to have the greatest significance to the field. In accordance with this objective, a national research needs assessment process was developed to determine the research needs of practitioners in the field.

Research in the field of gifted education, and educational research in general, has been initiated by the interests of individual researchers and graduate students rather than practitioners in the field (Renzulli, et al, 1989). According to Weaver & Shonkoff (1978), however, little thought has been given to whether educational research has addressed the immediate concerns or needs of practitioners. If the research carried out by the NRC/GT is going to have an impact on the field, it had to be viewed as relevant by the consumers of research in education. In order to pursue this goal of greater impact through the enhancement of consumer relevance, it was important to allow practitioners to have a part in determining the most important research to be conducted within the field (Kagan, 1989; Husén, 1984). As Moore (1987) has pointed out, "Planning for organizational change should involve those who are likely to be affected by the change" (p. 30).

If educational practice is to be changed or modified by research, practitioners must become partners in making decisions about important areas of research needs as well as in the planning and conducting of research directed toward the improvement of school and classroom practices. However, a history of poor relationships between schools and universities has created a rift that has made collaborative research difficult. Researchers build theories and seemingly lack empathy for the problems encountered by teachers. Teachers tend to discount educational research because of the researcher's unwillingness to provide practical solutions to problems (Renzulli, in press). The rationale for collaboration was plainly evident. Teachers possess important knowledge about the classroom milieu that researchers often do not understand, and researchers are better able to provide a systematic approach that practitioners are usually not aware of through their own experiences (Floden & Klinzing, 1990). A process that melds these two disparate perspectives should provide better research and better implementation of the research. Moore (1987) describes several reasons for using groups in conducting research. Most importantly, he believes that a group was more likely to accept research findings if they have participated in the process, especially if the research has political implications. "If you want to effect policy, it was wise to include those responsible for acting on the policy" (p. 16).

The plan of operation of the NRC/GT was to use the results of the needs assessment as a starting point to provide input for local, state, and national groups of practitioners that are directly and indirectly involved in programming for the gifted and talented. The NRC/GT intends to create a network of stakeholders and practitioners who, having participated in the research process, are better able to use the information provided.

The intent of the needs assessment study was to include as many people as possible in the process. According to McKillip (1987), the use of multiple methods of assessing needs in the human services and education is essential. This requirement dictates the use of a multilevel and multitechnique assessment. The needs assessment process was a departure from previous needs assessments and was made up of several different stages. As a result of the decision to include very large numbers, a mailed questionnaire was used to gather data. The data were collected from the survey and "filtered" through the

State Research Advisory Council (SRACs) to the National Research Center Advisory Council (NRCAC) (see Figure 1). The final product was a list of recommendations prepared by the NRCAC.

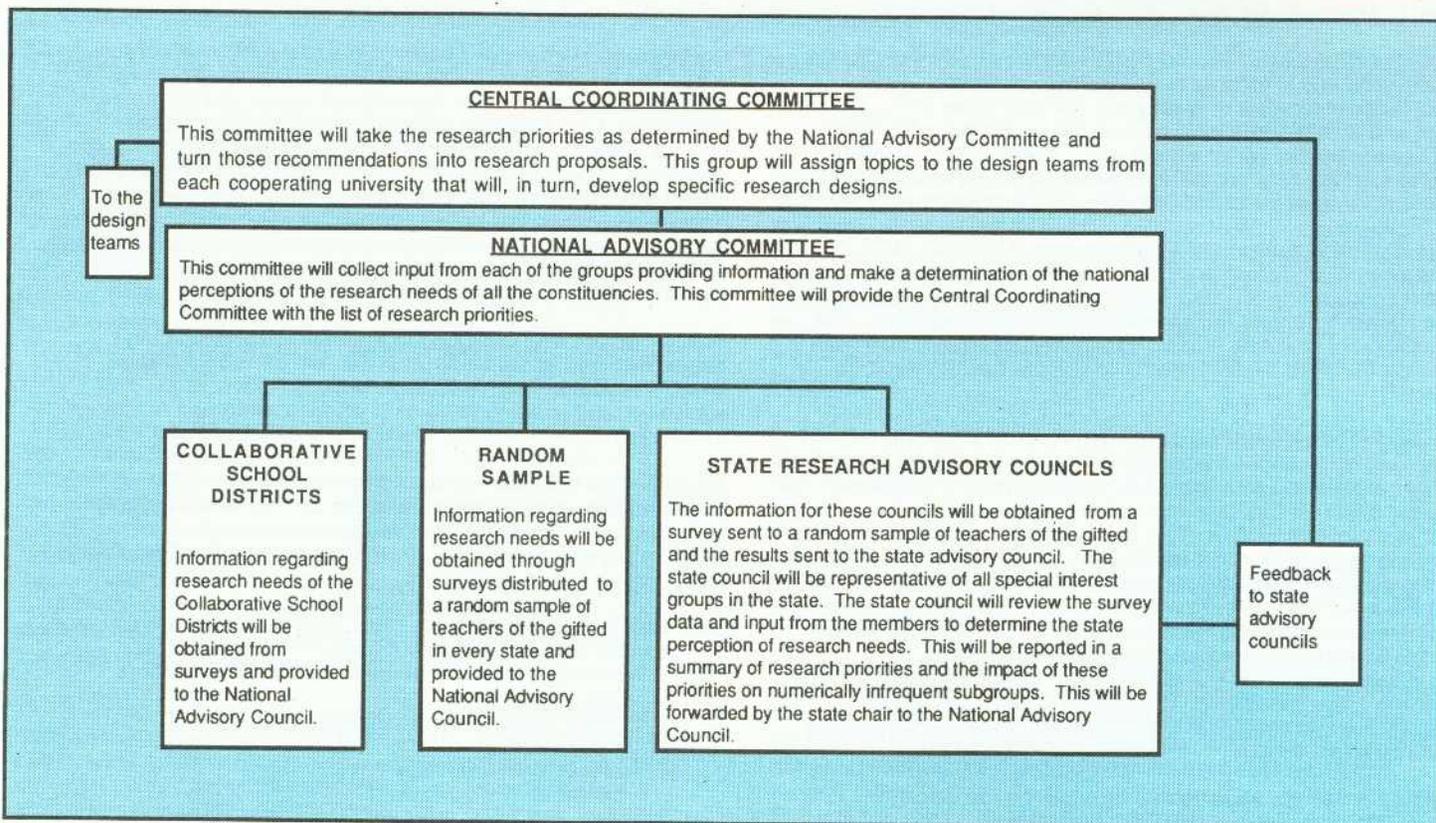
The first step in the process of developing research recommendations through this advisory process was to identify key groups that should respond to the research needs assessment survey. This survey was designed for teachers of the gifted, classroom teachers, school administrators, parents, school board members, and others active in the delivery of services to bright students. The next step was the dissemination of surveys to the targeted groups. Surveys were mailed to the Collaborative School Districts (CSD), and distributed in a systematic manner to teachers of the gifted, classroom teachers, administrators, parents, and others involved in the gifted program. Surveys were also mailed to a random sample of teachers of the gifted stratified by state as well as national parent groups, state department of education personnel and SRACs, national educational organizations, and others as located.

The second step in the needs assessment process was to use the data from the surveys to create a list of state research needs. After the surveys were returned, a summary of the responses was distributed to State Research Advisory Councils. The members of these councils represent the arts, vocational and technical education, private schools, urban and rural programs, gifted females, ethnic minorities, handicapped gifted, preschool and primary students, at-risk students and any other population present in the state. These councils were charged with the responsibility of clarifying the research priorities within the state based on the surveys. Each SRAC generated a list of research topics that were of the highest importance in their respective states.

The data from the SRACs were provided to the National Research Center Advisory Council. This group was composed of 12 persons who are recognized leaders in education. They represent minority populations, non-public schools, the arts, and vocational and technical students. Five members of this group are regionally elected representatives of the state departments of education. Representatives also participated from Collaborative School Districts, the Consultant Bank and the Office of Educational Research and Improvement. This group used the state research priorities and the actual data from the survey to develop a national list of research priorities.

The final NRCAC list of recommendations for research is included in Table 1. These topics were determined to be the most important topics for research in gifted education. These recommendations were used in planning the research for the second year of the National Research Center. In addition to the continuation of these first year projects: *Investigations into Instruments and Designs Used in the Identification of Gifted Students and the Evaluation of Gifted Programs*, and *Evaluation of the Effects of Programming Arrangements on Student Learning Outcomes* (University of Virginia); *A Theory-Based Approach to Identification, Teaching and Evaluation of the Gifted* (Yale University), several new studies were planned. These studies will be *A Study of Successful Classroom Practices*, *Longitudinal Study of Classroom Practices*, *Case Studies of Gifted Students with Learning Disabilities Who Have Achieved*, and *Cooperative Learning and the Gifted* (University of Connecticut Site); *A Research-Based Assessment Plan (RAP) for Assessing Giftedness in Economically Disadvantaged Students* (University of Georgia Site); *Qualitative Extension of the Learning Outcomes Study* (University of Virginia Site); and *Motivation and Underachievement in Urban and Suburban Gifted Preadolescents* (Yale University Site).

# Figure 1. Needs Assessment Process NRC/GT



**Table 1**  
**NRCAC List of Prioritized Recommendations**

1. Impact of gifted programs on student outcomes (longitudinal)
2. Regular curriculum modifications
3. Teaching training/staff development necessary for curriculum modification or development
4. Grouping patterns and impact on learning outcomes
5. Individual vs curriculum approaches to education
6. Motivation
7. Effectiveness of differentiated programs for economically disadvantaged, underachieving and other special populations
- 8a. Self efficacy
- 8b. Cultural/community reinforcement
10. Policy implications
- 11a. Teachers as assessors
- 11b. Grouping by special populations
13. Program options in relation to student characteristics, settings, training, articulation
14. Process vs content
15. Use of research in assessment
16. Impact understanding of gifted/talented "differences"
17. Effects of grouping on all students when gifted are grouped
18. Assumptions/stereotypes of underachievement
19. Student characteristics associated with success
20. Cooperative learning
21. Relationship between community and program

## References

- Floden, R. E. & Klingzing, H. G. (1990). What can research on teacher thinking contribute to teacher preparation? A second opinion. *Educational Researcher*, 19(5), 15-20.
- Husén, T. (1984). Research and policymaking in education: An international perspective. *Educational Researcher*, 13(2), 5-11.
- Kagan, D. (1989). The cost of avoiding research. *Phi Delta Kappan*, 71(2), 220.
- Kalton, G. (1990). *Introduction to survey sampling*. Newbury Park, CA: Sage Publications.
- Kerlinger, F. N. (1977). The influence of research on educational practice. *Educational Researcher*, 6(8), 5-12.
- McKillip, J. (1987). *Need analysis: Tools for the human services and education*. Newbury Park, CA: Sage Publications, Inc.
- Moore, C. M. (1987). *Group techniques for idea building*. Newbury Park, CA: Sage Publications.
- Moore, K. D. & Hanley, P. E. (1982). An identification of elementary teacher needs. *American Educational Research Journal*, 19(1), 137-143.
- Renzulli, J. S. (1991). *The national research center on the gifted and talented: The dream, the design, and the destination*. Gifted Child Quarterly.
- Renzulli, J. S., Archambault, F. X., Frasier, M. M., Callahan, C. M., & Sternberg, R. J. (1989). *The national research center on the gifted and talented*. (CFDA No.:84.206R). Washington, D.C.: Office of Educational Research and Improvement.
- Weaver, P. & Shonkoff, F. (1978). *Research within reach: A research-guided response to the concerns of reading educators*. (Report No. CS 004 487). St. Ann, MO: Central Midwestern Regional Educational Lab. (ERIC Document Reproduction Service No. ED 162 283).

# Talented and Gifted Education in Rural Alaska: A Universal Model

Linda L. Manwill, Lower Kuskokwim School District, Bethel, Alaska

The Lower Kuskokwim School District covers an area of 44,000 square miles and is located in Southwestern Alaska. The school system consists of twenty-six schools; three in the City of Bethel and twenty-three located in outlying villages. All school sites are accessible by air except one. There are no highway systems and the only access to the area is by airplane year round and by boat for four months out of the year.

Of the student population of approximately 2,900 one-third attend schools in Bethel, a city of about 5,000 inhabitants. The student composition is: 75% Yup'ik Eskimo, 20% Caucasian, 5% is Native American Indian/Black/Hispanic/Asian/other. The composition of students in the villages which range in size from two to six hundred is: 95% Yup'ik or Chupik Eskimo and 5% other.

The majority of villagers depends on fishing and hunting (subsistence lifestyle) for survival. This type of lifestyle impacts directly on the education system in a cultural and a practical manner.

Therefore, during the 1988-89 school year the Plan of Service for Talented and Gifted Education was revised to more fully meet the needs of students who live in this area. The essential factor in the redesign was to cross over cultural boundaries and take the bias and horrendous stress which can be a monumental inhibitor to the identification process out of the Plan of Service. The new design is a radical departure from a standardized system typically used to identify those possessing outstanding abilities.

Six ability areas are investigated through the identification criteria. These areas are Intellectual, Academic, Task

Commitment, Creativity, Leadership and Artistic or Performing Arts. The Characteristic Checklists (Renzulli, et. al.) were modified in order to reflect the cultural values and language differences by a Revision Committee of primarily Alaskan Natives. They have been previewed in all twenty-six schools within this District and were found to be an effective part of the identification criteria which works as well with the non-Native population as with the Native population. The adopted process for identifying students with outstanding abilities for a Talented and Gifted Program has increased the numbers of students identified for inclusion by fifty (50%).

The document was designed to address cultural/language differences and is meant to be used...not stored on a shelf. It is broad based and flexible enough to be inclusive rather than exclusive and is being used as a working reference and model in this district and in school districts throughout Alaska.

Because this is a growing changing document that will accommodate new aspects of culture as they are manifested, indications are that, with slight modifications, this model can be used for identification for programming which will reflect cultural variance anywhere in the world.

I am very pleased that the plan has been so well received. Anyone interested in finding out more should write or call:  
Linda L. Manwill, Talented and Gifted Education  
Coordinator  
Lower Kuskokwim School District  
P.O. Box 305  
Bethel, Alaska 99559  
(907) 543-4871

## From Afghanistan to Zimbabwe: Gifted Education in the World Community (Epilogue)

Dr. Bruce Mitchell, Eastern Washington University

Looking at educational development in the world community over the past century, it is obvious that one of the major forces in almost all countries has been the move to a more egalitarian society. As has been previously shown, the expansion of educational opportunity to all social and economic classes has been an integral part of this movement. Capitalist or socialist, communist or democratic, developed or developing, equality of educational opportunity has been an ideal for which all countries have reached.

In such an egalitarian climate and with such a history of social and educational elitism and privilege, it is understandable that most countries of the world have approached gifted/talented education with hesitancy and skepticism. Yet, gifted/talented programs exist world-wide and they continue to develop. Why? We conclude there are five major reasons why this has occurred.

First, countries with a major internal or external threat have turned to gifted/talented education as a way to aid the state in developing the necessary resources for survival. It is no accident that countries such as Israel, South Africa, and Taiwan, nations facing immediate internal or external threat, have some of the most highly developed gifted/talented programs in the world.

Closely aligned with the concern for survival is the interest many countries have in economic and technological development. International political and economic competition have caused many countries to see their welfare tied to the development of their scientific and technological potential. Gifted/talented

education is seen as a necessary component of this drive for modernization. The efforts in establishing gifted/talented programs in the Soviet Union, the United States, West Germany, the People's Republic of China and indeed most of the developing countries can be seen as a major outgrowth of this concern.

A third factor contributing to the development of gifted/talented programs is the realization that mass education has in many cases become mediocre education and that many of the brightest students are disinterested and bored in an educational process that teaches to the average. Both laymen and professional educators in many developed countries have come to this conclusion. This realization has caused countries such as the United Kingdom, Australia, Canada and the United States to attempt individualized, enrichment models which provide special attention to the gifted/talented student while still maintaining the egalitarian nature of the educational system. Many countries, as they have expanded their secondary systems to include all, have retained or developed special curricula for students with advanced intellectual, artistic or athletic abilities. West Germany, Japan, the Soviet Union, the People's Republic of China, France, and even the Scandinavian countries have made some special provisions at the secondary level for those who exhibit special gifts or talents.

The fourth factor contributing to the growth and development of gifted/talented education has been the efforts of the private sector. Private schools, youth organizations, and

*Continued on page 14*

## Rembrandt to Rembrandt: A Case Study of a Memorable Painting Teacher of Artistically Talented Students *Abstract*

Enid Zimmerman, Indiana University

The purpose of this study was to describe and analyze characteristics of a memorable teacher of 20 artistically talented 13 to 16 year old students in a two-week painting course at the Indiana University Summer Arts Institute. In this on-site case study, classroom observation, interviews with students and their teacher, time sampling, and analysis of student application forms and two observer journals, were used to collect data. These data were analyzed by content, comparative, and time sampling analyses.

The objective of the teacher, who was the subject of this study, was to have the students in his painting class learn about themselves and their art work. His emphasis on both cognitive and affective skills was evident throughout all phases of his teaching. He wanted his students to understand what it is like to be an artist and to paint adequate self-portraits. His belief that painting is a skill that can be taught was a pervasive factor in all his teaching practices. He was able to recognize when students were bored and frustrated and not performing adequately and he helped them reach their potential.

This painting teacher's success due to his planned teaching strategies, individual attention to all students, positive attitude in public and private contexts, knowledge about art, and ability to make art class challenging and interesting through humor and storytelling contrasts with the popular misconception that if art teachers provide talented students with art materials they will create art.

Students were unanimous in their approval of this painting teacher. Compared to instruction from their regular art teachers, students felt they learned a lot more in this teacher's class. Most students mentioned his stories as informative, serving to introduce history, humor, and facts into the painting class, thus keeping the students alert and reducing tension. The students also felt that when they were bored this teacher was able to help them continue working and complete their art projects.

In this study, the importance of having artistically talented students study art in an accelerated program was evident. It was suggested that as artistically talented students progress at higher levels of achievement in the visual arts, they might be encouraged to attend college level-type classes and study with a mentor so that their knowledge, skills, and values are developed beyond what is normally possible at the junior high and high school levels.

This case study provides one model of successful teaching of artistically talented young adolescents. Information about other case studies of art teachers of talented students, undertaken at different sites with different populations, are requested so that generalizations from this study can be accepted or refuted.

To be published in *Roeper Review* (Winter 1991).

### The Scientific Hypothesis Formulation Ability of Gifted Ninth-Grade Students

#### Abstract

Steven M. Hoover  
Department of  
Applied Psychology  
St. Cloud State University

John F. Feldhusen  
Department of  
Educational Psychology  
Purdue University

An exploratory study was conducted to compare selected cognitive and noncognitive variables' relationships with highly intelligent ninth-grade students' ability to formulate hypotheses about realistic, ill-defined situations. Three hypotheses were tested in this study: Whether boys' and girls' abilities to formulate hypotheses differed; whether significant relationships existed between hypothesis formulation ability and cognitive and noncognitive factors; and the extent to which there was a relationship between the quality and the quantity of students' responses. Results indicated that there were no differences between male and female subjects' abilities to formulate hypotheses. The results of a principal-component analysis indicated that the ability to formulate hypotheses may be independent of intelligence for high-ability students. Finally, a positive relationship was found between the quality and the quantity of subjects' responses.

*Journal of Educational Psychology*  
1990, 82(4), 838-848

### Predictive Significance of Early Giftedness: The Case of Precocious Reading

#### Abstract

Joseph R. Mills  
University of Washington

Nancy Ewald Jackson  
The University of Iowa

Results of a longitudinal study of 59 10-12 year olds who had been precocious readers when first tested at 5-6 years of age suggest that extraordinary early achievement in reading predicts above-average, but not necessarily extraordinary, ability in reading and related skill areas during the middle elementary school years, as measured by performance on Level 18 of the California Achievement Test (CAT). Median CAT subtest scores were between 1 and 2 SDs above age-appropriate norms. Verbal Ability at 5-6 years of age predicted individual differences in precocious readers' later reading comprehension accuracy as well or better than initial reading skills did. General Reading Ability, reading Speed, and letter naming speed at 5-6 years were associated with speed to compete the reading comprehension subtest of the CAT. This study illustrates theoretical and methodological issues that must be addressed in other investigations of early development of giftedness.

*Journal of Educational Psychology*  
1990, 82(3), 410-419

# Are Early Readers Gifted?

Nancy Ewald Jackson, Ph.D., Educational Psychology, The University of Iowa

Whenever we counsel parents, identify children for special programs, or try to understand the nature of giftedness in children, we need to deal with the issue of the developmental continuity of giftedness. If a child performs in a way that we would define as gifted at the age of five or six years, what is the likelihood that the child will continue to be a gifted performer in future years? If the child does maintain a pattern of superior achievement, will the accomplishments be predictable in content? The study of children who begin to read at unusually early ages highlights these issues.

Children who are reading fluently before beginning first grade are likely to be perceived by both parents and teachers as intellectually gifted. This precocious mastery of a complex skill certainly merits the label "gifted" and calls for differentiated programming. A six year old who has worked her way independently through *Charlotte's Web* does not need to spend many hours each week being instructed in basic word identification skills. On the other hand, we cannot be certain that precocious readers will continue to demonstrate gifted performances through and beyond their elementary school years.

A comprehensive prospective study of the later accomplishments of precocious readers has not been done. Recent research deals only with the narrower question of the extent to which precocious readers continue to be exceptionally good, i.e., gifted, readers. The answer to this question depends on the standard one sets for defining continued giftedness. The results of several longitudinal studies have confirmed that precocious readers continue to be good readers. By the fifth or sixth grade, the typical precocious reader has continued to achieve in reading at a level well above the national norms, and precocious readers who are cognitively normal virtually never turn into below-average readers. However, many precocious readers do not continue to read at levels that would be considered gifted according to most program guidelines.

Given what we know about the development of reading skill, the finding that an early start in reading does not guarantee continued exceptional performance is plausible. One important factor is the shift in the skills required to be a good reader as word identification becomes more automatic, text comprehension rather than word identification becomes central to the definition of good reading, and books begin to challenge the reader's general vocabulary and world knowledge to a greater extent. Some children may begin reading at an exceptionally early age because they are especially adept at breaking the code of print. These same children are not always especially well endowed with the aspects of verbal intelligence that underlie comprehension of sophisticated texts. A second factor that keeps precocious beginning readers from continuing to stand out as distinctly exceptional readers is simply that, with time and instructional support, many later bloomers catch up.

There may be some ways in which an early start in reading does give a child a lasting advantage. Precocious readers seem to be especially well able to read text rapidly, which facilitates comprehension. Children who achieve well despite coming from the disadvantaged backgrounds often associated with reading failure are likely to have started reading early. However, the nature of giftedness changes as skills and children mature. We need to balance the need to celebrate and support each child's current accomplishments against recognition that new challenges are encountered as development progresses; the same children may not always meet those challenges most successfully.

This report is based primarily on the article referenced below, in which other relevant studies also are cited.

Mills, J. R. & Jackson, N. E. (1990). Predictive significance of early giftedness: The case of precocious reading. *Journal of Educational Psychology*, 82, 410-419.

## Soviet Exchange of Information

David M. Fetterman

Stanford University and Sierra Nevada College

Professors Yuri Tarantov and Vladimir Trusov from Leningrad State University were recently guests of David Fetterman for a series of meetings and discussions at Stanford University. George and Louise Spindler also participated in some of the meetings. The focus of the meetings was on gifted and talented education. There is a rekindled interest in the field in the Soviet Union. The Soviet Consulate delivered a copy of David Fetterman's book *Excellence and Equality: A Qualitatively Different Perspective on Gifted and Talented Education* to President Gorbachev during his visit to Stanford. This official interest in the field helped facilitate the Stanford meeting. Information was exchanged about the current economic and political upheaval in the U.S.S.R., including the resurgence of anti-Semitism and ethnic tensions. The role of democratic reforms and a market economy were also discussed. The discussions concluded with a variety of plans for the future, including the development of exchange programs - for students and academic colleagues. Please contact David Fetterman, School of Education, Stanford University, for additional information about the meetings and proposed exchange programs.

## Basic Tenets of Our Research

From page 5

*We believe that evaluation can contribute to the improvement of identification practices and program effectiveness. By developing improvement oriented and useful techniques and instruments for evaluating identification and program practices, we will provide instruments, strategies, and supporting documentation for the modification of existing practices.*

*We believe that future research efforts should be responsive to the needs of a diverse group of consumers. To enable us to respond to these needs, a practitioner-responsive advisory network that provides for systematic input about a future research agenda has been developed. This network will encourage the cooperative efforts and participation of state and local education agencies, institutions of higher education, and other public and private agencies and corporations, including business, industry and labor groups.*

## Longitudinal Study of PACE

**Abstract**

Sidney M. Moon, John F. Feldhusen, Purdue University

What are the long range effects of participation in an elementary, enrichment, pullout program on gifted students? In order to investigate this question we are beginning an ongoing longitudinal study of gifted students who participated in the Program for Academic and Creative Enrichment (PACE) (Feldhusen & Kolloff, 1979, 1986; Kolloff & Feldhusen, 1981).

In the first phase of our research, twenty-three twelfth graders who had participated in the PACE program for at least three years during elementary school were asked to complete a follow-up questionnaire. Parents of these students completed a parallel form of the questionnaire. In addition, ten of the twenty-three families were selected by criterion-based sampling procedures for in-depth family interviews. Using constant comparative data analysis methods (Glaser & Strauss, 1976; Goetz & LeCompte, 1984), several categories of program benefits (cognitive, affective, and social) and one category of program hindrances (pullout format) were derived inductively from the data. In addition, grounded theory was developed about the role of PACE in developing academic talent and about interactions between the PACE program and the family systems of participating students.

The findings suggest that (1) both students and parents perceived that the PACE pullout program had a moderately positive impact on participating students, (2) the PACE program was moderately effective in achieving program goals, (3) PACE was an effective "early years" talent development experience for most participating students, and (4) PACE created subtle changes in the family systems of most participating students.

The next phase of our research will be directed toward the development of a standardized questionnaire that can be administered to subsequent cohorts of twelfth graders who participated in PACE while in elementary school. We would be interested in sharing information with other investigators who are conducting longitudinal studies of gifted programs in school settings. We would also be interested in hearing from school corporations that have implemented the PACE program and would be interested in participating in our research.

### References

- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. New York: Aldine.
- Goetz, J. P., & LeCompte, M. D. (1984). *Ethnography and qualitative design in educational research*. San Diego: Academic Press.
- Feldhusen, J. F., & Kolloff, M. B. (1979). A three-stage model for gifted education. *Gifted Child Today*, 4, 3-5, 53-57.
- Feldhusen, J. F., & Kolloff, M. B. (1986). The Purdue three-stage model for gifted education at the elementary level. In J. S. Renzulli (Ed.), *Systems and models for developing programs for the gifted and talented* (pp. 126-153). CT: Creative Learning Press.
- Kolloff, M. B., & Feldhusen, J. F. (1981). PACE (Program for Academic and Creative Enrichment): An application of the three-stage model. *Gifted Child Today*, 18, 47-50.

## Early Assessment for Exceptional Potential and Cooperative Alliance in Gifted Education

**Abstract**

Dr. Beverly D. Shaklee, Kent State University

Two major research projects in gifted child education are underway at Kent State University. Funded through the auspices of the Office of Educational Research Improvement, U.S. Department of Education, the Early Assessment for Exceptional Potential project and Cooperative Alliance in Gifted Education are providing unique opportunities for study to graduate students, university and school-based faculty.

The Early Assessment for Exceptional Potential in Young Minority and/or Economically Disadvantaged Students (Shaklee, 1989) was funded by the Jacob Javits Gifted and Talented Students Education Act. This three year project is using computer-assisted analysis of videotaped samples of representative behaviors as the basis for identification of exceptional intellectual potential. Currently videotaping in five classrooms representing K-3, the videographic data is analyzed using VIDATA and DA\*TA (Zuckerman, 1986). These computer programs allow research analysts to determine examples of key identifiers of intellectual potential as evidenced by young minority and/or economically disadvantaged children while engaged in challenging lessons in science and social studies. Additional analysis permit the user to examine the videographic data for frequency, duration, patterns of occurrence and/or cycles of occurrence. Phases II and III of the project are designed to prepare regular primary classroom teachers to: employ observational analysis to identify exceptional potential; modify and individualize instruction appropriately; and, create a cohort group of primary classroom teachers who are able to instruct others in the use of this model.

The Cooperative Alliance in Gifted Education (Shaklee, 1990) was funded through the Educational Partnerships Act. This four year project, designed in collaboration with IBM and Cleveland Public Schools Kennedy-Marshall Cluster, has targeted: the creation of a cooperative alliance among public schools, higher education and the private sector; the expansion of the Early Assessment non-traditional assessment model to grades 4-8; the creation of a computer network between gifted education and regular education classrooms with further links to community agencies; the creation of joint inquiry oriented classroom curriculum which is delivered through the use of technology; and, the thorough examination and evaluation of all components including the impact of collaborative efforts between business, public schools and institutions of higher education. Major research questions being examined for this project include: attitudinal development and change for all stakeholders; reliability and validity of the non-traditional assessment methodology; curriculum development from both student and teacher perspectives; and, technological assessment of student progress.

For further information on either project please contact:

Dr. Beverly D. Shaklee, Project Director  
Early Assessment/CAGE  
308 White Hall  
Kent State University  
Kent, OH 44242  
(216) 672-3695  
FAX (216) 672-3407

# National Center for Research on Cultural Diversity and Second Language Learning

*Eugene Garcia, Barry McLaughlin, University of California, Santa Cruz*

The National Center for Research on Cultural Diversity and Second Language Learning has been funded by the Office of Educational Research and Improvement, U.S. Department of Education, effective January 1, 1991. The University of California, Santa Cruz (UCSC), through the university's statewide Linguistic Minority Research Project, received the award to coordinate this Center and will collaborate with the Center for Applied Linguistics (CAL) in Washington, DC and other institutions to conduct the research and provide dissemination activities.

This new national research center is designed to promote the intellectual development, literacy, and thoughtful citizenship of language minority students, and an appreciation of the multicultural and linguistic diversity of the American people. The Center will initiate new projects as well as build on and expand to the national level ongoing research, dissemination, and teaching efforts. The Center's work will involve researchers from a variety of disciplines, include participants from throughout the country, and address the needs of students from a variety of language minority groups in pre-K to grade 12 classrooms.

Several of the research projects deal with the relationship between first and second language learning, and between cultural and linguistic factors in the achievement of literacy. Other projects focus on teaching strategies to assist children from diverse cultural backgrounds in gaining access to content material. Studies that develop alternate models of assessment for these students are also included as are studies that examine

various instructional programs for language minority children, and how modifications in the social organization of schools affect their academic performance.

Dissemination will be a key feature for the Center as a whole as well as for each project. The dissemination efforts will be directed to the parents and teachers of language minority students, and to the resource centers, policymakers, advocacy groups, researchers, and professional organizations concerned with their needs.

The new Research Center on Cultural Diversity and Second Language Learning will undertake a dynamic, process-oriented research program that places language learning within a broader social and cultural context. Because it is inherently applied and contextual, this approach should produce lasting practical consequences, assisting parents, practitioners, and policymakers in better educating our nation's culturally diverse children.

For more information about the individual research projects and/or to join the mailing list, please contact the Center at this address:

National Center for Research on Cultural Diversity and Second Language Learning  
Dr. Eugene Garcia or Dr. Barry McLaughlin  
Kerr Hall  
University of California, Santa Cruz, CA 95064  
Phone: (408)459-3501  
Fax: (408)459-3502

## From Afghanistan to Zimbabwe: Gifted Education in the World Community (Epilogue)

*From page 10*

entrepreneurial endeavors all exist which serve gifted/talented youth. Private schools, as centers of excellence, have had a long history in a number of countries. Also a host of countries such as Canada, the United States, Australia, West Germany, and the Philippines has a number of private organizations which cater to the gifted/talented. Parents and other interested individuals have banded together in organizations which sponsor a variety of enrichment activities for gifted and talented youth.

Finally the focus on egalitarianism and fear of elitism has caused many countries to design gifted/talented programs for disadvantaged youth. Individuals regardless of background are given special attention if they reveal special talent. By providing these programs, governments cannot be accused of perpetuating a social or economic elite. This concern for the disadvantaged gifted has caused countries such as Israel to

create special schools for them, the United States to begin organizations dedicated to advancing the talents of this group, and the Soviet Union to search the rural hinterlands in hopes of locating gifted/talented youth. From Australia to Brazil, fledgling programs have been designed specifically for the disadvantaged gifted.

Thus, although many of the problems related to gifted education, such as difficulties with identification, and lack of money and qualified teachers, seem universal, what also seems universal is the interest all nations display in providing special programs of some sort for their gifted/talented young people. Perhaps what is most heartening is that many nations not only see their own survival tied to gifted/talented education but also the survival of the planet. Such enlightened thinking is to be applauded for indeed the welfare of all humanity may in large measure be dependent on the careful nurturing of its best young minds.

# A Statewide Model Bridging Research, Theory, and Practice

Sidney M. Moon, Purdue University

The Indiana Association for The Gifted (IAG) is currently sponsoring a new initiative -- the creation of a statewide model for research that would complement existing statewide models for training and service sponsored by the Indiana Department of Education.

In January, 1990, Sidney Moon was appointed the first Chair for Research on the executive board of the Indiana Association for the Gifted. Sidney was asked to form a committee that would encourage research on the nature and nurture of gifted children that would be relevant to the needs of practitioners -- research in the schools, action research, research into the special needs and characteristics of highly gifted students, research that will help parents understand and guide their gifted children.

In the spring of 1990, the IAG Research Committee developed the following vision statement, purpose statement, and goals:

## Vision Statement

One of the goals of the Indiana Association for the Gifted is:  
...to encourage scholarly research and the dissemination of information pertaining to gifted children in school and society.

The Indiana Association for the Gifted (IAG) believes that educational progress for gifted/talented students is contingent upon the effective blending of research, theory, and practice. The IAG Research Committee will encourage excellence in research by and for practitioners and will model statewide coordination of cooperative research efforts.

## Purpose Statement

The IAG Research Committee will develop a model for bridging research, theory, and practice in gifted/talented education at the state level.

## Goals

1. To encourage research into the nature and nurture of gifted/talented children in the state of Indiana
2. To encourage the dissemination of research information
3. To develop linkages among researchers, educators, counselors, and parents of gifted/talented children
4. To facilitate training of educators, counselors, parents, and students in the interpretation and application of the research literature on the nature and nurture of gifted/talented youth
5. To promote increased funding for research on the gifted and talented in the state of Indiana

Next, the Committee wrote measurable, pragmatic, one-year objectives for 1990-91. These objectives are listed below in order of priority.

## Objectives for 1990-91

1. To develop a three year plan for accomplishing the goals of the IAG research committee
2. To sponsor regular columns in IMAGES and IDE's GT newsletter
3. To develop a research strand for the 1991 annual IAG convention
4. To create a linkage between the IAG Research Committee and the IAG Coordinator's Network
5. To develop guidelines for an IAG research award and introduce the new award at the convention
6. To explore the possibility of creating an IAG research foundation
7. To initiate planning for a mini-grant program with the aid of a special projects grant from IDE

Readers interested in developing a similar initiative in other states can call or write Sidney for more information:

Dr. Sidney M. Moon  
Purdue University  
Department of Child Development and Family Studies  
MFT Building  
523 Russell Street  
West Lafayette, IN 47907  
Office phone: (317)494-8448

## Information About Tests

Approximately 200 annotated test bibliographies in specific subject areas are available from Educational Testing Service. An extensive library of 16,000 tests and other measurement devices includes descriptions of each test, title, author, publication date, target population, publisher or source, and an annotated description that includes the purpose of each instrument. A brochure describing the categories and procedures for obtaining specific bibliographies may be obtained by writing to:

Test Collection, Educational Testing Service,  
Princeton, New Jersey 08541 or calling (609) 734-5686.  
Each categorical bibliography costs \$11.00, and a catalog describing all 200 bibliographies can be obtained for no cost.

## NRC/GT Research-Based Decision Making Series

### Forthcoming Publications

*details in future newsletters*

Dr. Karen Rogers, The University of St. Thomas, *The Relationship of Grouping Practices to the Education of the Gifted and Talented Learner: Research-Based Decision Making*

Dr. Ann Robinson, The University of Arkansas at Little Rock, *Cooperative Learning and the Academically Talented Student: Research-Based Decision Making*

Dr. Robert D. Hoge, Carleton University, *Research on the Self-Concept of Gifted Students: Implications for Teachers and Students*

Dr. James A. Kulik, University of Michigan, *Effects of Ability Grouping on Bright Students*

Dr. Gilbert Clark and Dr. Enid Zimmerman, Indiana University, *Programming Opportunities and Alternatives for Talented Arts Students*

Dr. Gilbert Clark and Dr. Enid Zimmerman, Indiana University, *Identification of Talented Students in the Arts*

# NRC/GT N·E·W·S·L·E·T·T·E·R

## Newsletter Staff

**Editor:**

E. Jean Gubbins

**Editorial Board:**

Joseph S. Renzulli

Sally Dobyns

**Production Assistant:**

Dawn Guenther

The NRC/GT Newsletter is published by The National Research Center on the Gifted and Talented, The University of Connecticut. The Research Center is funded by the Office of Educational Research and Improvement, U.S. Department of Education. The opinions expressed in this publication do not necessarily reflect the position, policy, or endorsement of the Office or Department.

## OERI Project Liaisons:

Ivor Pritchard

Margaret Chávez

Patricia O'Connell Ross

Please send change of address notification to NRC/GT Mailing List, The University of Connecticut, 362 Fairfield Road, U-7, Storrs, CT 06269-2007. Please include the address label from this issue. Phone (203-486-4826) FAX (203-486-2900)

**The National Research Center on the Gifted and Talented**

The University of Connecticut

362 Fairfield Road, U-7

Storrs, CT 06269-2007