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DESCRIPTION OF THE CURRICULUM GOALS IN EDUCATIONAL PROGRAMS FOR GIFTED CHILDREN IN MICHIGAN: 1971-1979

Michigan State University PH.D. 1980

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DESCRIPTION OF THE CURRICULUM GOALS IN EDUCATIONAL PROGRAMS FOR GIFTED CHILDREN IN MICHIGAN: 1971-1979

By

Marian Kludy Honsinger

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ABSTRACT

A DESCRIPTION OF THE CURRICULUM GOALS IN EDUCATIONAL PROGRAMS FOR GIFTED CHILDREN IN MICHIGAN: 1971-1979

By

Marian Kludy Honsinger

The purpose of this study was to obtain descriptive information about the curriculum goals and philosophies of programs for gifted children in Michigan schools. As many variables as possible were sought in order to ascertain the reasons why special educational programs were deemed necessary for gifted children. Instances of commonality in primary goal statements of proposed programs were examined.

The review of literature reveals that basic lack of normative goal agreement among educators causes what appear to be failures in economic and technical decisions. Economic and technical decisions, if made without concern for normative and ultimate goals, appear more likely to fail or to be short lived. Long term stability in curricular decisions seems to derive from careful consideration of ultimate and normative goals.

A wide range of reasons why school districts develop educational programs especially designed for gifted children is listed in this study. The goal statements were primarily technical and utilitarian, but some evidence was present that educators do speak to the question of ultimate and normative goals.

Eight variables were investigated, and each variable contained a number of categories. These variables evolved from a pilot study, from the literature, and from the author's training and experience. The variables were 1) ultimate goals, 2) normative goals, and the following technical and utilitarian goals: 3) methods of delivery, 4) talents to be developed, 5) agents to be served, 6) subjects to be taught, 7) underlying behaviors and skills, and 8) benefits from the programs. Two other categories, agent and audience, were considered independent variables.

The complete population of documents from 133 districts was used. These written communications all followed the same pattern of a complete request for funding from the Michigan Department of Education. Information from the documents was handwritten on file cards for each district. Included on the cards were the exact words, phrases, or paragraphs in which the district expressed its goals and philosophies.

Findings were reported by separate categories and variables. Ultimate goals and philosophies were reported by few districts. Among normative goals, the belief that children ought to be aided to develop to each person's potential was communicated by half of the districts in the study. Other normative goals were Social Development, Vocational/Economic Training, Political Participation, Moral/Ethical Values, and Equal Educational Opportunity. One quarter of the districts indicated that gifted children had been the most neglected group in their schools. Among technical and utilitarian goals, the fact that gifted children learn differently from the normal child who makes satisfactory progress in the "regular" classroom was cited by more than half of the districts. Only 25 percent of the districts reported using some sort of research base for their decisions. The well-being of other children was a major expected

outcome. Improved behavior, development of high standards, independent research skills, and creative thinking skills were planned. Plans for joint programs between districts were found in 25 percent of the districts.

From these findings, it was concluded that more pilot programs in creative thinking, leadership training, and aid for the underachieving gifted are needed. Urgently needed are two kinds of information: the best methods of identifying gifted children, and the best methods of evaluating programs. Practicing administrators need to include ultimate and normative goals without slighting technical and utilitarian goals.

Gifted children do require special kinds of training in order to develop to their potential. Policy makers need to aid districts in articulating their own ultimate and normative goals before deciding upon technical and utilitarian goals. Areas of greatest need seem to be in program evaluation, pupil identification, and dissemination of presently available information. A careful balance of individual and societal goals seems to be at issue.

DEDICATION

To Audra, Christina, Darik, Seth, Patricia, Michael, Janet, Mike, Wendell, Olive, and Ray. They represent most of the gifts and talents included in this study.

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CHAPTER I

THE PROBLEM

Why do school districts in Michigan develop educational programs especially designed for gifted children? In this study, the researcher has attempted to find instances of commonality in primary goal statements communicated to the Michigan Department of Education, Programs for Gifted and Talented Division, by the school districts in the state.

Need for the Study

Among educators, equal opportunity and its counterpart, differentiated curriculum, are perennial and enduring issues. The standard for equal opportunity develops out of societal definitions of a norm, but this norm is a multiplicity of goal statements--a mixture of social, moral, and financial considerations.

In these inflationary times, limited funding and increasing debate over federal and state financed educational programs underscore the need for careful curriculum planning for exceptional children. Yet, little information exists regarding the predominant philosophical positions of educators toward the gifted, especially at the school district level. To date, little effort has been made to research the commonalities of various goal statements for programs for gifted children. Until the present practices and positions are known, evaluations and improvements are difficult.

The researcher's primary intent in this study was to discover the reasons given for offering differentiated programs for gifted children. Both primary and secondary philosophies and goals were compared among school districts who sought financial or other aid from the State of Michigan. It was felt that if the common purposes for education of gifted children could be discovered, educators would be better able to assess the effectiveness of their own programs for the gifted. Without a basis for comparison, any educational program may be likely to miss an important concept, the absence of which subsequently limits the program's growth.

Purpose of the Study

The author's purpose in this study was to obtain information about the curriculum goals and philosophies of programs for gifted children, and to make the information available to those educators who are charged with the responsibility of decision making about such programs. A growing need for such information is becoming more and more evident as educators express interest in answering the question of why as well as how differentiated programs are offered to gifted children.

Some educators have resisted treating gifted children as a separate group from the standpoint of some sort of end goal--perhaps fear of elitism; perhaps fear of asocial development. Other educators feel that giftedness deserves as much attention as any handicap from the standpoint of a means goal, or pedagogical strategy.

Consistency in philosophies about why gifted children should receive specialized education is in question. The task of this research centered upon a descriptive study of primary goal statements communicated by Michigan school district educators who presently offer or wish to offer programs of special aid to the gifted. Commonalities in these goal statements were sought. From the results of the study, it is hoped that educators will be able to arrive at basic philosophical positions more easily and more consistently with other educational programs.

Generalizability of the Study

The findings of this study may have impact beyond the limits of the study itself. First, the study was limited to Michigan, but many other states have interest in programs for gifted children. These other states may be able to use the information gathered. Second, the national government also has separate programs supporting education of gifted children through the Department of Health, Education, and Welfare.* That department might find the information from this study useful.

Finally, the concept of primary goal statements may extend to educational programs other than programs for gifted children. Certain of the categories discussed do apply to persons other than those identified as gifted and talented.

*now organized as the Department of Education

Research Questions of the Study

The instances of commonality in primary goal statements of proposed programs for gifted children were examined. As many variables as possible were sought in order to ascertain the reasons why special educational programs are deemed necessary for gifted children in Michigan school districts.

General research questions for this descriptive study were as follows:

1. What goals are evident in the written communications between school districts and the State of Michigan?
2. Into what categories do the goals fall?
3. How often do the same goals appear from district to district?
4. Which goals appear most often?
5. Is there a difference between the total percentages in each category and the total percentages in each category in the programs which were funded by the State?
6. Is there a difference between the goals appearing most often before and after July 1977 when certain changes in the Michigan programs were made?

Statement of the Problem

The problem was resolved by:

1. Identifying a written set of similar goal statement communications that could be compared.
2. Obtaining permission to compare these goal statements.
3. Conducting a pilot survey of the written communications to the State of Michigan from five school districts.
4. Identifying three broad areas of information, six sub areas, and 124 separate categories in six dependent variables.

5. Seeking guidance from knowledgable persons regarding the interpretation of any statements in question.
6. Defining the categories so that the study could be replicated.
7. Completing the collection of data.
8. Submitting a random sample of the raw data to another educator for replication and comparison of categories selected.
9. Determining that the data were indeed categorized correctly.
10. Analyzing the data to find the commonalities among statements for goals for educational programs for gifted children in Michigan school districts.

Basic Assumptions for the Study

To provide the basis for this study, the following assumptions were made:

1. That the documents housed in the Office of Gifted and Talented Programs, Michigan Department of Education, were adequate to elicit commonalities among goal statements about programs for gifted children in Michigan schools.
2. That the researcher's experience with and knowledge of gifted children's education was sufficient to provide a basis for categorization of the goal statements.
3. That the researcher's experience with and knowledge of curriculum theory were sufficient for completeness of categorization of the goal statements.
4. That in questions of interpretation of the written communications, a second or third party would be sufficient for consultation regarding the correct interpretation.

5. That in some cases, school districts would not communicate primary goals to the State of Michigan even though the goals were present and recognized within the district. However, the study was concerned with whether or not each district made an effort to include goals in the various categories.

Procedural Steps and Methods

It was necessary to determine if the information sought was housed in one location. Since the study was limited to the State of Michigan, aid was sought from the Michigan Consultant for Programs for Gifted and Talented. She was able to make available the following groups of information:

1. Pilot programs funded by the State of Michigan
2. Programs proposed for funding but not funded
3. Other district programs which were planned with the aid of State advisors.

A total of 133 districts were represented in the office archives. Approximately the same types of information were available from each district.

The research was limited to the printed words as communicated to the State by the school districts.

Rather than choose only a random sample of the districts represented, the proposals and programs of all school districts were surveyed. In that way, the possibility would be lessened of choosing proposals that did not contain primary goal statements while missing some proposals that did contain full primary goal statements.

By agreement with the Michigan Consultant, it was deemed ethically correct to treat the separate schools anonymously. District names were used until the collection of data was completed. The names were deleted from the data after all districts were surveyed and it was certain that no districts were surveyed twice.

A pilot survey was conducted in August, 1979, through the cooperation of the Consultant.

The purposes of the pilot survey were:

1. To determine the extent of the materials available in the archives.
2. To randomly select five school districts' proposals for examination.
3. To identify the categories of information which were available.
4. To make allowances for additional categories that might appear as the research progressed, since the study was descriptive in nature.

Data were collected by writing the exact words of pertinent statements on data cards. One 5x8" card was used for each district. Each data card was a modified version of the standard needle-sort file card. A total of 121 holes around the edges of each card were found adequate for the 118 categories designated by the end of the pilot survey. Complete definitions were written for each category after the pilot study was completed. Provisions for more categories allowed additions as the survey progressed. A total of 124 categories in eight dependent variables evolved by the end of the study. Definitions of all categories appear in Chapter III.

Overview

The data collected from information in the archives of the Michigan Department of Education provided adequate information for the author's purposes in this research. The variables and categories of goals and philosophies were developed from the literature which is reviewed in Chapter II. The design of the study is detailed in Chapter III. In Chapter IV the results of the survey are reported and analyzed. In Chapter V the entire study is summarized, conclusions are stated, and recommendations for further study are made.

CHAPTER II

REVIEW OF RELEVANT LITERATURE

Introduction

Pertinent information regarding curriculum goal statements of programs for gifted children is reviewed in this chapter in the following sequence: General curriculum theories; curriculum and equality; curriculum goals for the education of gifted children; and criteria for curriculum rationality of means and ends. Certain philosophical positions are reviewed. Goals for the education of gifted children are compared with goals for the education of certain other special groups of children. The major philosophical positions in the reviews have provided the basis for the research of this study.

General Curriculum Theories

Herbert Kliebard (1970) stated that curriculum has been plagued by, among other things, a lack of definition. He felt that educators' framework for curriculum as well as their intellectual horizons had become limited to technological rationales. He was referring especially to what became known as "production models" of curriculum which developed through the works of Bobbitt (1918) and Tyler (1949). Although they approach the work of planning curriculum from a technological rather than a philosophical and/or scientific base, their models have prevailed and have dominated curriculum construction to the present day.

Bobbitt was writing at a time when "scientific management" was being applied to the performances of workers on the job, and when vocational education was being introduced in the schools. During that same era, the familiar Cardinal Principles of Education--health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure, and ethical character--were guiding curricula. Bobbitt reported this prevailing attitude:

> The central theory is simple. Human life, however varied, consists in the performance of specific activities. Education that prepares for life is one that prepares definitely and adequately for these specific activities..This requires only that one go out into the world of affairs and discover the particulars of which these affairs consist. These will show the abilities, attitudes, habits, appreciations, and forms of knowledge that men need. These will be the objectives of the curriculum. They will be numerous, definite, and particularized. The curriculum will then be that series of experiences which children and youth must have by way of attaining those objectives. (1918, p.42)

Like the work of Bobbitt, Ralph Tyler's impact on the curriculum field began at a time when scientific management was a predominant method of curriculum planning. Tyler helped bring clarity and unity to the confusion in curriculum during a period of rapid growth. The growth was in more than population and economy, because research and development was just becoming a major industry in education. Tyler called his Rationale (1949) a production model of teaching and learning. He was not primarily concerned with <u>which</u> objectives and philosophies appeared in a particular curriculum because he felt that each community would decide its objectives, and the educational philosophy would be the community's as well.

Today, as the size of the community grows nearer and nearer toward Marshall McCluhan's "Global Village," educators are faced with training larger and larger groups of people using the same philosophy and objectives. Further, modern technology is producing an exponentially accumulating volume of knowledge. This huge body of information forces a choice of what can and cannot be fit into one lifetime. The learner is becoming the starting point (and the end) in the minds of many educators. Therefore, the theories of John Dewey have been receiving renewed interest. This is a retrospective move for the theorists, however, and is not a sufficient direction to satisfy Pinar. In 1975, he wrote:

> ...The production model and the utilitarian criterion, applied to all school subjects as they have evolved over the past half century, will constitute our fundamental frame of reference. The coming of modern technology, rather than freeing us from the earlier formulations, has served instead only to reinforce them or restrict them further. The task of the next fifty years in the curriculum field is essentially one of developing alternatives to the mode of thinking and the limited framework that has so clearly dominated our first fifty years. (p.49)

Pinar continued to write (1978):

> The state of the field is arrest. For movement to occur, we must shift our attention from the technical and the practical, and dwell on the notion of emancipation. (p.11)

The notion of emancipation incorporates some of Dewey's theories, but the term is from Jurgen Habermas, whose theories will be discussed later.

Goodlad and Richter (1966) and Frankema (1966) attempted to aid in the clarification of curricular theories. Goodlad and Richter looked horizontally; Frankema looked from a vertical perspective.

Frankema concluded that philosophies of education were either analytical or normative. He found that sets of statements will either describe and define (hence being analytical), or they will tell what should or should not be included, and what should or should not be done in the process (hence being normative).

Goodlad and Richter looked for levels of decision making. They found four: 1) social, 2) ideological, 3) institutional, and 4) instructional. They borrowed heavily from the ideas of Tyler, but they placed values at the beginning, while Tyler felt that values could be discerned after the subject matter, the learners, and the community were studied.

Pinar (1975), agreeing with Goodlad and Richter, placed values near the center of curricular decisions. However, he found Frankema's theories lacking in human dimension because of the multi-faceted nature of the human "being" who is doing the learning. Pinar considered that curriculum theorizing should be categorized three ways: 1) statements about knowledge, 2) statements about curriculum realities, and 3) statements about valued activity.

Statements about Knowledge

Among theorists concerned with statements about knowledge was Jerome Bruner (1961). He was a leader among a large group of persons who began to structure subject matter by disciplines during the 1960's and 1970's. Courses of study, packaged sets of knowledge, and in-service training proliferated as the result of knowledge theorists.

Statements of Reality

Among important theorists dealing with statements about reality was Joseph Schwab. In relation to this particular study, Schwab (1970) said:

> ...societies do not exist only for their own sakes but for the prosperity of their members as individuals as well. In the same way, learners are not only minds or knowers but bundles of affects, individuals, personalities, earners of livings. They are not only group interactors but possessors of private lives . . . the conditions of group behavior and the character of societies determine in some large part the personalities which their members develop, the way their minds work, and what they can learn and use by way of knowledge and competence. (p. 34)

Among other theorists who approached the realities of curriculum from various perspectives were Goodlad, Richter, Mann, Bruner, Dewey, and Huebner (Pinar 1975).

Huebner (1968) made a study of the language of theorists. He found six kinds of language: 1) descriptive, 2) explanatory, 3) controlling, 4) legitimizing, 5) prescriptive, and 6) affiliative. Since Frankema had already classified curricular philosophies as either analytical or normative (1966), Pinar's attention to Huebner and Habermas in the same address to the AERA Annual Meeting (1978) becomes worthy of note.

Pinar, in his "State of the Art Address" to the 1978 AERA, placed Huebner in the middle of three groups of theorists, and these groups seem to lead directly toward the subject of this dissertation.

Pinar classified the three groups of theorists as traditionalists, conceptual-empiricists, and reconceptualists. Traditionalists, to Pinar, included Tyler, Alexander, Taba, Tanner, and Zais, among others.

Conceptual-empiricists of note were Huebner and Schwab, and both pronounced the curriculum field "moribund" in the 1970's. To revive the field, Pinar suggested that the reconceptualists should step out of the narrow bounds of curriculum and consider what other social scientists were saying--Jurgen Habermas primarily.

Habermas' theories can be directly correlated to educational curriculum by using Frankema's two curricular theory classifications--analytical and normative--and Huebner's six kinds of curricular language. However, normative (value oriented) statements should be discussed first.

Statements about Valued Activity

Pinar (1975) states flatly that curriculum designs are value-oriented statements. In addition, he feels that "The intention of designs is clearly to prescribe, legitimize, and win advocates rather than simply describe, explain, and/or control." (p. 11) He lists several kinds of designs--subject-centered, core curriculum, and the child-centered approach to mention three--and suggests that there may be as many as six current designs in the schools. But "there is still the problem of the basic unit around which designs are built; and the value commitment, perhaps at a different level, is central to design." (p. 12)

> ...Designers have generally opted for priority on subject matter, social phenomena, or people (learners). As arguable as this either-or position appears on a philosophical level it is extremely difficult to avoid on a practical design level since the nature of rational thought is linear and it does make a difference which one of the three one begins with. This is frequently so because the

> choice of priority often implies a value position about a referent that makes the definition of this referent different from what its definition would be if it came later in the set of priorities. (Pinar 1975, p. 12)

The difficulty of the either-or position (subject matter, social phenomena, or people) in a practical design can be illustrated using The Common Goals of Michigan Education (1978). Michigan's goals promote experiences for students to enable them to achieve "optimum personal growth." But then the goals state that as a result of these experiences, each student should be able to do/develop/acquire social behaviors in thirteen groupings. Therefore, several different perspectives of educational goals appear to be held simultaneously and in contradiction to each other. (The goal of developing citizenship might be a social one; the goal of developing the child's unlimited potential could be termed asocial if members of the community chose to define it that way.) The chart below (Longstreet 1973, p. 23) illustrates various philosophical positions on the goals of education.

PERSPECTIVES OF MAN	SOCIETY'S CLAIMS ON EDUCATION				
	Vocational/ Economic Development	Political Development	Social Development	Moral/ Ethical Development	Self-Development
Man above all preparing for an afterlife; his essential qualities are predetermined but he may have free will to use them for good or evil.					
Man above all preparing to fit into the super-organic structures of society; his essential qualities are predetermined but his happiness depends upon his being able to fit into the structures of this world.					
Man above all a contractual participant of society--a change agent of society; he is innately social with a broad but not unlimited range of powers--understanding humanness is essential.					
Man innately social but of unlimited potential and in control of his destiny in this universe; flexible societal organization is vital to the true fulfillment of man's potential.					
Man a being of unlimited potential but not necessarily social--individual expression is more important than society.					

Figure 2.1. Perspectives of Man (Source: Longstreet 1973, p. 23)

Examples of philosophical positions among educators include these: Broudy (1972) considers the goals of education to be occupational competence, citizenship, and a quality of life which is tolerable even within a technological society. On the other hand, Illich (1970) accepts only political and vocational development as the dominant goals, and Jensen (Longstreet 1973) chooses to limit the functions of the schools to the development of the intellect, matching the views of Hirst (1974). Jencks (Longstreet 1973) defines the goals of education as income, cognitive skills, occupational status, educational attainment, and job satisfaction; but he limits the major goal to achieving equality as measured by adult incomes. Herndon (1968) concentrates on social and self-development, but cannot decide if man is social or asocial.

The Three Cognitive Interests of Habermas

Considering the widely varied philosophical positions of well-known educators, Pinar's "State of the Field" assessment is understandable:

> ...The state of the field today is fragmented and arrested. Reconceptualized notions of curriculum are not widely understood. These notions aspire to be intellectually independent of the so-called cognate fields, and aspire to produce emancipatory knowledge...(1978, p. 9)

The word "emancipatory" is one of three "cognitive interests" identified by Jurgen Habermas (1971). His second cognitive interest is "technical" and the third is called "practical." Habermas' complete theories are complicated, and they have aroused an enormous amount of discussion. One of the more important recognized interpreters of the

theories of Habermas is R.J. Bernstein (1976). It was to Bernstein that Pinar turned in an effort to explain Habermas' work with relation to education, and it was Habermas' three cognitive interests to which Pinar referred in the context of the need for reviving the curriculum field. To the 1978 AERA group, Pinar said:

> ...For movement to occur, we must shift our attention from the technical and the practical, and dwell on the notion of emancipation. (p. 11)

Habermas suggests a retrospective look--a self-reflection into an awareness of and then liberation from the past. This liberation from the past is what Pinar seeks and on which he is presently working, using Habermas' three cognitive areas for reference. Bernstein defines these areas thus (1976):

> Technical interest is associated with work.
>
> Practical interest is associated with interaction, and it guides the historical-hermeneutical disciplines.
>
> Emancipatory interest is associated with power, and it guides the critical disciplines (social sciences).

But the important point is that Habermas does not accept any one's claim that one of the three interests provides the most fundamental understanding of the world. However, Habermas does consider the emancipatory interest as the most basic one. (Pinar 1978, p. 8)

A problem arises, then, when Pinar says "Above all else, the traditional function of curriculum theory is to guide practice: curriculum development, design, and evalution. This guidance... is technical." (1978, p. 8)

If the traditionalists have been primarily concerned with the technical interests (hence static to the point of being moribund), then the most basic Habermasian interest--emancipatory--has been allowed to become less important than the other two.

If the conceptual-empiricists have been primarily concerned with emancipatory interests, then the technical concerns of the real world of the schools, as well as the practical interests which answer the hermeneutical questions, have become less important than the emancipatory interests. Thus, the conceptual-empiricists have unbalanced curriculum in a different direction, according to Habermas' theories.

Decision Making

Technical and economic (practical) decision making have been studied much more than social decision making, reports Watters (1979) because they are much more discrete. "What appear to be failures in economic and technical decisions--vacillating behavior or simply indecision--may well be the effect of a basic lack of goal agreement among group members," she reports..."It is likely that an exploration of the underlying social decision principles could account for what appear to be irrational economic or technical decisions." (pp. 6-7)

> While goal setting, that is, social decision making, leads to group integration, and while achievement of the goals leads to satisfaction, neither the setting nor the achievement accounts for the motivation to initiate activity in the first place... The motivation to transform our environment to our own ends is innate, and the rationality of the means used is dependent upon the identification of the ultimate end and whether or not the means chosen are appropriate to it. (Watters 1979, p. 8)

According to Edmonds (1978), school goals usually go unchallenged until there is a loud cry that an injustice has been done to a specific group. If a group voice grows loud enough, it may articulate interest in abstracts such as efficiency, well-being of students, or equality. Schools can accept these interests, says Edmonds, and respond to them without ever having to deliver any evidence that they have done anything to meet them: no test scores or annual audits can measure them.

When Americans launch an investigation into their school system, they tend to "couch their language in maximums" and to use "abstract and grandiloquent descriptions," according to Edmonds, which make assessment of efficiency nearly impossible.

Governmental response to community outcries about declining scores and skills has been two-fold: 1) looking for groups of students who did not receive equal opportunity, and 2) looking for better methodology. Millions of dollars on behalf of equality have been spent on programs such as Head Start, Upward Bound, Vista, and Special Education. (Feinberg 1978)

As the dollar amounts grow, more and more voices demanding "equal opportunity" are heard. Aside from emotional or traditional reasons, very little empirical data exists to show that a particular kind of differentiated program produces better learning opportunities for exceptional children. No research base has preceded most of the national and state laws. When a school district is found to be paying for special programs, the data may reflect the district's ability to pay or to receive grant money or to plan programs or to react to community pressures. The actual number of needy students might not be indicated at all. (Feinberg 1978)

The Real World of Goals

Societal decisions on educational purpose need to be related to the range of behaviors actually occurring in the schools, according to Longstreet (1973). She offers the following chart as a method of analyzing a school system:

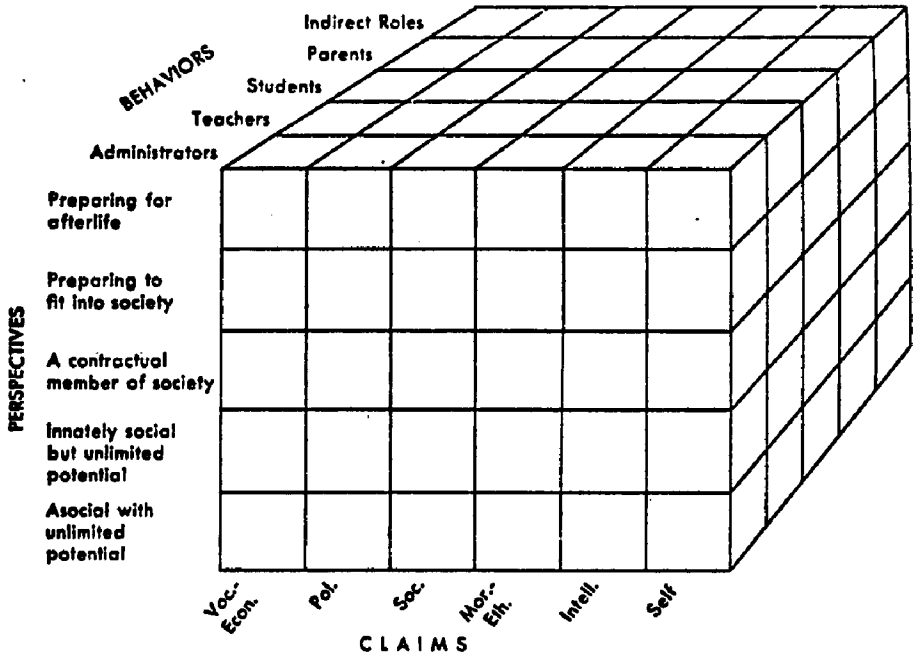

Figure 2.2. Real World of Goals (Source: Longstreet 1973, p. 24)

Actual behaviors in the schools may be contradictory to the general goals held by the community and/or society. These behaviors are labeled "the hidden curriculum." A theorist may be able to discern more about the actual goals of an educational organization by looking at the ways the staff acts toward the students, toward each other, and toward the community; the ways students and community act toward the staff; and the materials, tests, and subjects stressed. At other times, the

hidden curriculum may be the same as the actual goals of the society, but contradictory to the stated goals in curriculum policy manuals. (Longstreet 1973).

Are the students being educated in a strongly vocational program? Do the parents encourage absences? Do administrators encourage active participation in a democratic student government? Are all students expected to do the same exercises in the same length of time? These are local matters. Money may or may not be the key to quality in education, says Broudy (1972), but lack of it is one key to inequality. Monetary support is also tied up with school control, and school control becomes a local matter of what should and should not be taught.

Meeting Differentiated Needs

In the 1970's, clarifications of needs and the needy have expanded to include not only bilingual and learning disabled but also those who suffered reverse discrimination. Backlashes to changes have occurred in the areas of racial and economic equal opportunity, and in areas of spending for sports versus other talent areas. The Detroit Free Press (March 5, 1978) reported an incident where a certain Principal Palcuzzi made a presentation to his PTA group. The PTA listened to what they thought was a proposal for a special program for gifted children. He proposed that 1) children should be grouped by ability, 2) part of the school day should be given over to special instruction, 3) talented students would be sharing their talents with students from other schools --transportation furnished by the school, 4) a child would be advanced according to his talents rather than his age, and 5) the talented would have special teachers, specially trained and highly salaried. At first,

the PTA voiced all its objections to the new program. Then Principal Palcuzzi revealed that he had been describing the long-established basketball program at his school all along. Longstreet's hidden curriculum, and Broudy's money=equality=local control were firmly demonstrated.

Curriculum and Equality

Walter Feinberg (1978) points out that the Civil Rights Act of 1964 said in effect that no individual was to be labeled as part of a particular group. Yet the act arose from concern for the status of one group: Negroes. The whole point of special privilege has been aimed toward more black professional people plus a higher ratio of Hispanics and American Indians, says Feinberg. He feels that equality of opportunity is "largely a procedural matter so as to eliminate any discriminatory practices in selection of individuals and groups to certain positions," i.e., black medical students. He feels that the compensatory programs of the 1960's reflect the belief that historical inequities developed in social, political, and economic life can be corrected through an emphasis on education.

Problems of racial equality reach from pre-kindergarten through college. But so do other equality problems: sex bias, bilingual bias, middle income scholarship bias (not to mention the general categories of special needs of the handicapped). There is one category described by Dr. Harold C. Lyon of the U.S. Office of Education (Boyd, 1976, p.4)

> There is another minority denoted not by race, socio-economic background, ethnic origin, or impaired faculties, but by their exceptional ability. They come from all levels of society, from all races and national origins, and are equally distributed between the sexes. (the gifted and talented)

State and national grants are supporting pilot programs for gifted children (Trezise 1976), but as yet the debate waxes hot as to whether or not promotion of separate programs for gifted children amounts to elitism and also to emotional maladjustment of the students. Approaches to the teaching of gifted children range from continuing to ignore their unique qualities, to offering certain special programs in particular subjects, or offering a complete program for the gifted.

Gamson (1979) explains inequality and elitism this way: Societies in different stages of development produce different levels of educated citizens. In the early stages, large numbers of people educated at the highest levels are not necessary. As more people complete secondary schools and they realize the benefits possible from a college education, they begin to demand access to such training. Societies in the industrialization process need more people with more education. As a result a mass sector and an elite sector become significant entities. The mass sector comes from elementary and secondary schools; the elite sector comes from secondary schools and universities. Especially in the early stages of industrial development, higher education does not treat people equally, so some method must be devised for locating the students most likely to learn. Some students can pass the tests; some cannot. Some students who can pass the tests are from low income groups. So societies which promote equality may find themselves with a conflict between mass and elite aims in education.

In the United States there exists a continuing conflict and a misunderstanding of the aims of educators who promote differentiated treatment of gifted children. Through state and national offices, and through

the courts, exceptional students have been described thus:

> No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving Federal financial assistance." (from Title VI of the Civil Rights Act of 1964)

> A child who, because of temporary or more permanent adjustment difficulties or attributes arising from intellectual, sensory, emotional, or physical factors, cerebral dysfunctions, perceptual factors, or other specific learning disabilities, or any combination thereof, is unable to progress effectively in a regular education program is an exceptional child, or a child with special needs." (Council for Exceptional Children, 1972)

> Gifted and talented children are those identified by professionally qualified persons, who by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society. (Report to the Congress of the United States by the U.S. Commissioner of Education, 1971)

Regardless of these descriptions, many schools continue to offer what they conceive to be the norm. However, norm has come to mean C average, or minimum competencies, or whatever the middle class has, or whatever it takes to allow every student the chance to go to college. Longstreet (1973) concludes that equality does not mean equal education. Equality never means exactly the same in education. Equal opportunity may exist politically and not socially, or vice versa. It may typify the economic/vocational view of a social order but be considered an undesirable quality intellectually. In fact, adds Longstreet, equal opportunity intellectually might be the right to diversity. If that be true, then equality means equal opportunity to be educated according to each person's capabilities.

Therefore, equal educational opportunity means creating an environment which provides services to meet each student's needs. Herein lies the perennial issue: What does the school do for the 15 to 20 percent of its population which is recognized to need differentiated programs not ordinarily possible in the regular classroom? This segment of the population is called "exceptional." The chart below illustrates most of the types of exceptions presently recognized in the schools even if no special services are offered to combat the effects of the differences. Several of the individual differences might be combined in the problems of one person. Conceivably, several of the problems could appear in a single classroom.

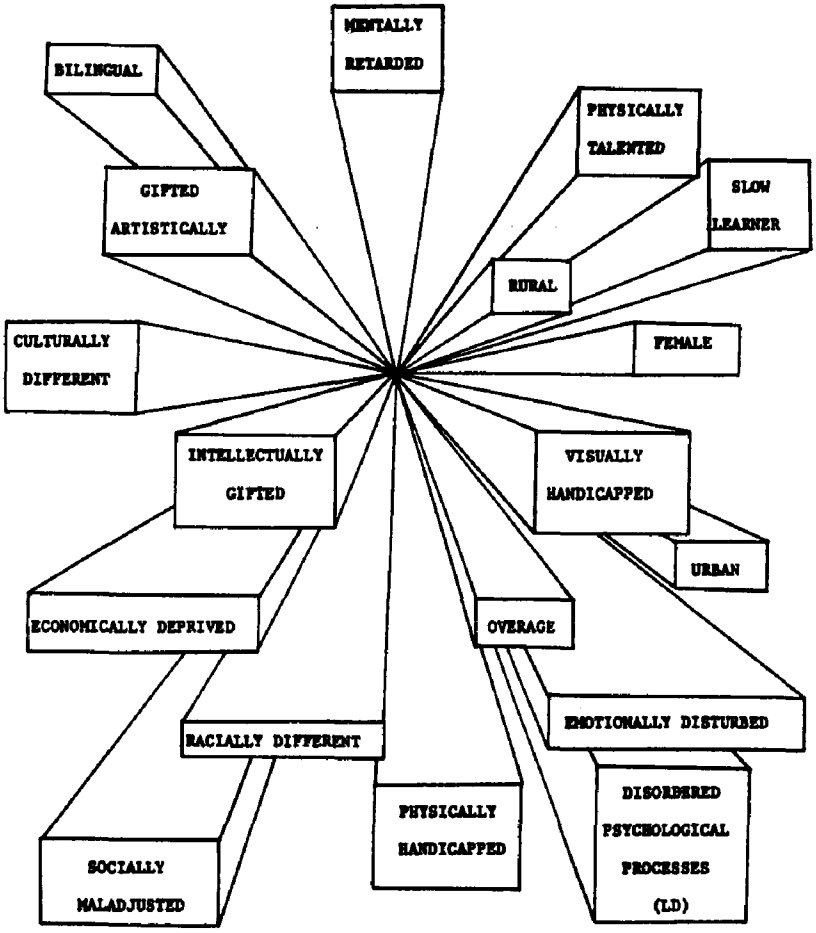

Figure 2.3. Individual Differences

Curriculum Goals for the Education of Gifted Children

Progress in some instances has been slow regarding implementation of good differentiated programs (or equal programs) for several reasons. First, schools generally resist federally imposed mandates. (People do not like to be told what to do by the federal government. More paper work and record keeping is involved. Programs are hard to monitor and costly to implement.) Second, educators question whether schools are supposed to perpetuate society or supposed to be agents or change. Finally, some programs are felt to be encroachments on basic religious tenets. (Feinberg 1978)

Finding the Exceptional Students

Many of the state level identification projects have not been successful. Usually, the only children who are identified are those who have filtered through the system, beginning with a list the teacher is asked to make of the problem children in the classroom. No centralized collection of data has been developed; no efficient method of screening has emerged. Rights of privacy have not been easy to circumvent in order to aid the needy. Giftedness is often hidden.

Part of the problem science has in helping gifted young people has to do with their heterogeneity. High IQ does not represent aptitude in any one field, and it can represent aptitude in several areas at once. Some gifted people are extroverts; some are introverts. Some study; some don't like to. Some are vastly better at mechanical comprehension or spatial relationships than others. Some cry out against the pace of the normal school; some don't mind. In trying to plan programs for these diverse students, educators flounder.

Many of the bright are still going through schools getting a "free ride." Some teachers feel that if the bright child is shown the library, he or she will learn without aid. Taylor (1976) feels that all students are gifted. He insists that if one breaks a class of thirty students into categories and takes a random sampling of the thirty, all will score high in one of the areas. But Renzulli (1976) feels that if there were no such thing as a gifted grown-up, one would not be looking for gifted children.

Curriculum Rationality of Means and Ends

Normative, expeditious, and utilitarian reasons ebb and flow throughout the history of attention paid to gifted young people. Plato wrote that a group of future leaders should be selected from among those children who are tenacious of memory and hard to deceive. The New York City schools in 1899 instituted a system by which the bright child would receive training according to his brightness and the slow child according to his slowness. The French government in 1904 became interested in Alfred Binet's testing procedures because there appeared to be students in French schools who were under-achievers rather than simply mentally defectives. Terman's studies (1926 and 1975) of a group of gifted students sought to dispel the myth of the "mad scientist." Douglas in 1958 and Torrance in 1969 were looking for untapped talent (Ward 1968). Hunt in 1961 and Bloom in 1964 were looking at the significant role environment plays in shaping intellectual talent (Ward 1968). In 1950, Hollingworth

charged that since Terman's work, scientists have a poor record for actually helping the intellectually gifted (Renzulli 1976).

The efficiency movement in American education (approximately 1910-1930) was modeled after a plan to eliminate waste and promote efficiency in the factory. Testers began to think of their role as identifying specific levels of talents, and administrators began to think of themselves as training each person by placing the person in a "track" toward some sort of vocational goal. The efficiency movement was revived in the 1960's, and caused part of the reconsideration of the plight of the gifted child.

Were the programs "practical?" the administrators wanted to know. But "practical" has come to mean expeditious and efficient. The ancient philosophers thought of "practical" as "reasoned judgment." The ancient Greeks equated "practical" with "just and fair" --moral and ethical. However, Watters (1979) reports that the change in meaning reflects the depoliticization--to use a word from Habermas--of humanity. Man who was a participant in society has become a part of technology. Social goals have become pragmatic and technical. (If man is seen as a natural part of the environment, then freeways are part of nature just as rabbit trails are, says Watters.)

With the advent of administrators' return to interest in developing practical means rather than good ends came the first debates about training gifted children as fast as possible. Many educators felt that promotion--sidestepping the traditional age/grade segregation--was the answer. Acceleration was defined as any procedure which

enabled a student to complete his work in a shorter-than-usual period of time. On the other side of the debate was a demand for enrichment. Enrichment was a term "educators hide behind when they don't want anyone to know they're not doing anything for the gifted," according to Gold (1977).

In the matter of curriculum philosophies for gifted children, Joseph Renzulli and Virgil Ward have been prominent figures. Ward (1968) listed the following essential elements in any program for gifted children:

1. A statement of philosophy and objectives
2. A plan for student identification and placement
3. A considerable amount of attention to selection and training the teacher
4. Some built-in device for evaluation

Renzulli has published numerous articles in which he advocates that gifted programs must begin with a basic statement of philosophy. Boyd (1976) limits the objective of a school system to the intellectual development and says that philosophies are already implied in the mind's processes. Ward's suggested theoretical rationale (1968) lists a complete gamut of objectives:

1. Actualized experiential and behavioral potentiality
2. Mature, healthy personality actualized self with constructive and gratifying involvement of productive or creative disposition
3. Understanding and skill of every nature and in whatever degree required by the actualized self for satisfying experience
4. Optimally developed potentiality for general intellective operations: reflective, critical, creative
5. Extraordinary understanding and skill, localized, actualized talent
6. Optimally developed, continually becoming person, free and responsible universalized human mind and character, educated for social and cultural interaction.

The simple, straightforward approach of Renzulli contrasts sharply with the grand plans of Ward. Boyd would limit Ward to item number four. Unfortunately, none of the three men emphasize normative goals which deal with why gifted children should be treated as a separate group.

Senator Jacob Javits has been championing the cause of gifted children since 1976, the same year a national lobby for them was formed. He claims that it is unfair to spend so much money on students who are under par while neglecting the "great national resource (of the) gifted and talented children who can grow up to be geniuses, or, certainly, extremely productive citizens" (Gold 1977). Javits points out that giftedness is labeled a handicap by the U.S. Office of Education.

In reality, since pedagogical research has isolated gifted youth as having special learning needs, the United States appears to be at a point in its history where giftedness is treated specially not because of a need for a special kind of citizen, not because the gifted demand equality, but because they learn differently from the "norm."

Figure 2.3, page 25, shows most of the presently identified deviations from the norm among children. Figure 2.4, page 31, shows means goals as applied to program decisions for gifted youth. That chart may be applied to other curriculum plans as well as gifted plans. Some educators have hesitated to treat gifted children as a separate group from the standpoint of some sort of end goal. Actually, giftedness deserves as much attention as any other handicap from the

APPROACHES / EVALUATION FACTORS	INDIVIDUALIZED INSTRUCTION	ENRICHMENT	ACCELERATION	SEPARATE CLASSES	SEPARATE SCHOOLS
ACADEMIC EFFECTIVENESS	Theoretically, very effective, but practically limited, because of demands on teacher's time		Satisfactory for some gifted students but not all; Benefit may be negated if student advanced more than one year	Very effective if for single school if full time (all day); Only partially effective on part time basis	Most effective for entire system; Benefits all students; Allows subject aptitude grouping as well as general intellect grouping
ADMINISTRATIVE PRACTICABILITY	Difficult to administer system-wide; Possible for individual teachers, principals to "implement" in name only (lip service)		Uniform system-wide policy required, but uniform application may be difficult to insure	Some schools may have insufficient numbers of gifted to justify classes; Implementation on part time basis likely to cause class scheduling problems	Justified on basis of total number of gifted in system; Academic departmentalization possible; More efficient program administration, evaluation
POLITICAL ACCEPTABILITY	No impact (approach is largely "invisible")		Little or no impact, depending on uniformity of implementation	Mixed	Potential adverse public reaction
ECONOMIC FEASIBILITY	Cost of special materials high (must be available throughout the system; Similarly for cost of preparing teachers		Little fiscal impact; No additional materials required	Teachers who are interested/qualified in gifted education may not be available in each school	Economies of scale; Use of already available resources possible; Permits hiring of teachers trained in gifted education

Figure 2.4. Delivery System Plans (Source: Boyd 1976, p. 11)

standpoint of a means goal. When Senator Javits called the gifted child a "great natural resource" and a potential "extremely productive citizen," his goals appear to be slightly more 'ends' than 'means'.

Compare Javits' approach to giftedness with the motives of some other federally funded programs:

From a Minnesota program: "The Institute is based on the ideal that students will find the simple, though profound, satisfaction and pleasure which is found in the intellectual and aesthetic immersion of one's total being in creative study." From a Washington, D.C, mathematics program: "In a sense, (mathematics) is probably the most generally useful subject...we deliberately chose to specialize in this area where great precocity often occurs because one can be splendid in mathematics without yet having had many of the usual life experiences of an adolescent or adult. Also, because of this precocity, many students in school are horribly bored." Again from the Minnesota program: "from the school administrator's standpoint, students were recommended with the hope that those who showed superior academic and/or creative abilities would receive supplemental knowledge, gain confidence in pursuing further study and bring back ideas to stimulate and motivate classmates."

A further report from Kurtz (1977) explained that by using the Tenth Rule of Three Cubed[1] "the greatest minds in our country can

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1. Tenth Rule of Three Cubed - Take 1/10th of the student's IQ, subtract it from 27, and get the reasonable age for graduation from high school. Kurtz claims that this rule holds true between 115 and 157 IQ.

develop their talents to whatever extent they wish." At the same conference on gifted children, Jackson (1977) reported that the United States would gain $15.4 million if it allowed bright children to enter college early so that they are paying income tax earlier, and that the gains to individuals would exceed $140 million annually. Goal statements such as the six above illustrate a diversity of thinking about American education of the gifted. They apppear to reflect several aspects of the types of goals listed by Frankema, Goodlad, Richter, and Pinar. Most of all, they reflect the types of goals and the different criteria for rationality used by decision makers as presented in Watters' Theory of Rationality and Social Decision Making (1979).

If one compares the goal statements of the programs offered to gifted children across the nation with Watters' theory (see Figure 2.5, page 48), one begins to see that types of decisions made in Minnesota may have had to do with "how it ought to be" while the report of millions of dollars saved for the nation may have had to do with "what gives the best return." At the same time, the Tenth Rule of Three Cubed may be a concern for the "most efficient way." Watters contends that few educators weigh normative reasons for decisions as heavily as they weigh expeditious and utilitarian reasons. She also contends that few educators bother to match means goals to a true end goal, or ultimate goal, except as the ultimate goal is understood within the individual making the decision. In other words, the ultimate goal is probably personal rather than a goal of consensus among the educators who plan programs. Since the advent of Bobbitt and Tyler,

SUMMARY DIAGRAM

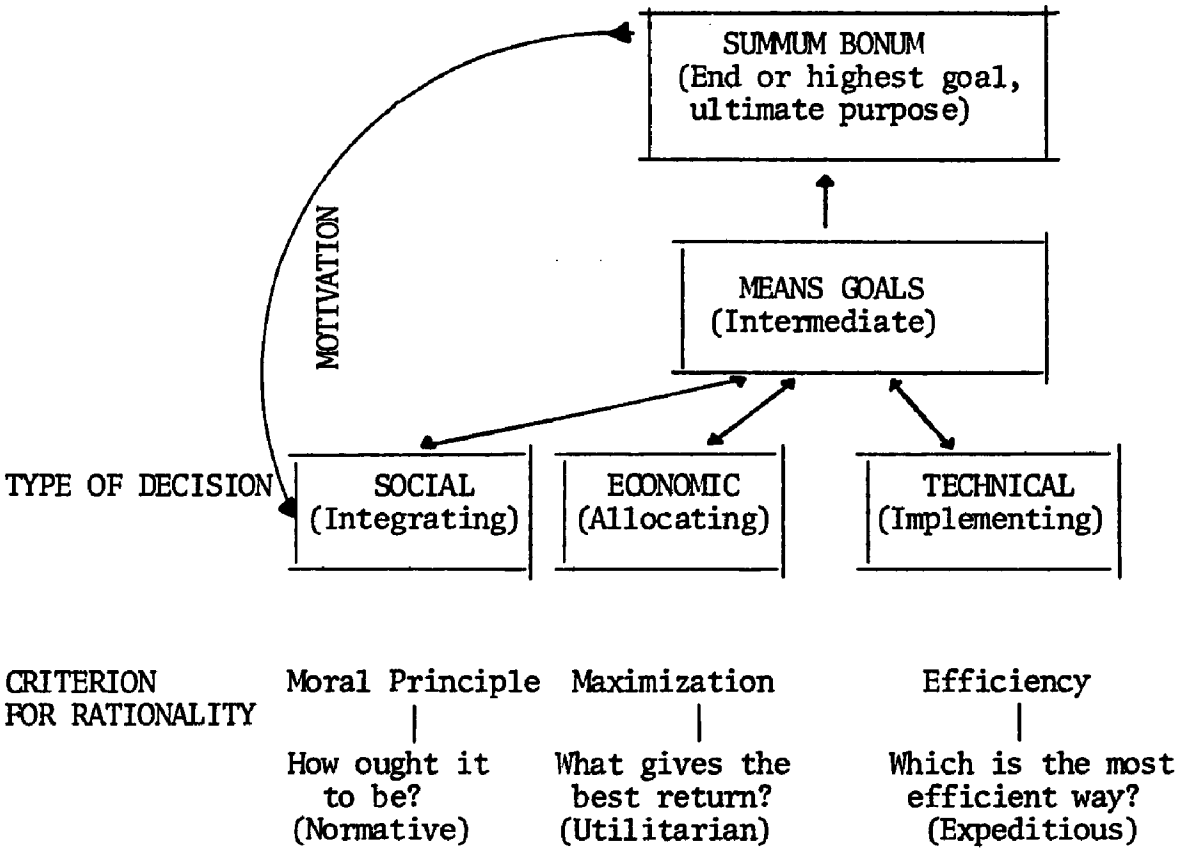


Figure 2.5. Theory of Rationality and Social Decision Making (Source: Watters 1979, p. 6)

expeditious and utilitarian reasons for curricular decisions have been the accepted standards for many of the new programs developed in recent years. Pinar would call this sort of decision-making the traditional function of curriculum theory--technical guidance. Habermas would consider the technical and practical interest to be as important as the emancipatory interest, but Habermas would seem to recommend that emancipatory interests are the most basic. Watters would seem to consider normative goals as similar to emancipatory interests. It appears that Watters' theory for social decision making is a careful analysis of several different, complicated philosophies. It also appears that Watters' theory is a better approach to educational decision making than Pinar's suggestion. Pinar (1978) wanted to shift the attention from the technical and the practical, and dwell on the notion of emancipation. His approach would seem to lead educators too far away from the basic three interests of Habermas. Watters cautions that the basic lack of normative goal agreement among group members causes what appear to be failures in economic and technical decisions.

Summary

Again, the question is asked: For what reasons do school districts in Michigan develop educational programs especially designed for gifted children?

Are the programs planned because educators want curriculum which is expeditious and efficient? Are the planned programs designed to promote a social integration of gifted children into their society?

Are the programs planned as part of a greater design for a strong nation? Are the programs based upon rational decision making processes? Since programs for gifted children in Michigan have returned to the forefront in the past decade, basic curriculum theory about those programs would seem an important consideration for the State of Michigan as it aids the educators in the field.

Chapter III will describe the design of the research conducted to ascertain the nature of the goal statements made about Michigan programs for gifted children. Chapter IV will report the results and analyses of the data collected. Chapter V will present conclusions and recommendations for continued improvements in the education of the gifted.

CHAPTER III

METHODS AND PROCEDURES

Introduction

The author's intent in Chapter III is to explain the techniques and procedures used in conducting the research for this study. Topics covered include selection of the archival documents of the population of the study, development of the data collection instrument, the data collection procedures, and the data treatment and analysis.

Selection of the Districts

It was first necessary to identify a body of information which could be considered relatively uniform over a large number of districts. Accordingly, the Michigan Consultant for Gifted and Talented Programs was contacted for advice. She made available three groups of correspondence from districts throughout the State. One group consisted of grant proposals for gifted programs which had not received funding. Another group of documents consisted of grant proposals for gifted programs which had been funded by the State. The third group was a mixture of documents about present programs and on-going plans.

Since a major concern in the study was the presence or absence of goal statements, all three groups were previewed to ascertain that they did, indeed, contain goal statements.

Data Collection Instrument

A separate file card (see Appendix B) was used for each district. Information was handwritten on the cards as the documents were read. Words, phrases, and sentences were written directly from the documents. If a special paragraph or page was deemed important enough for later review, the paragraph or page was photocopied and a notation was made on it regarding the district from which the copy came.

Although the districts remain anonymous, their names were written on the data cards for purposes of eliminating duplicate information if the district had correspondence in all three groups of documents.

Category groups (variables) originate with the researcher, although the authors reviewed in Chapter II provided much of the background information necessary to make decisions about how the information would be grouped. The categories which evolved on the data cards also originate with the researcher, although the authors reviewed in Chapter II provided most of the terms. The researcher's own experience in the field of education in Michigan provided an additional source of framework for the categories chosen. The pilot study conducted in August provided the final categorization of the basic data collection.

Collection of Data

During August, 1979, a pilot study of the correspondence from five districts was conducted. The pilot study allowed the variables to evolve naturally from the communications. At the end of the pilot

study, 118 categories were established. Space for more categories was still available on the data cards, and more categories did emerge before the data were completely collected.

Selection of the five school districts for the pilot survey was accomplished by dividing the data into five equal parts and then drawing one district from each of the five parts.

The chosen school districts in the pilot survey fell into four of the six demographic categories established by the Michigan Department of Education (see Appendix A). One was designated Rural, one Town, two City, and one Urban Fringe. One represented the Upper Peninsula, one represented the northeast quarter of Lower Michigan, and the others were from the southeast quarter of Lower Michigan. The areas of greatest population were represented most.

Information from the five school districts was recorded on data cards (sometimes called McB cards). Categories of information were then grouped into eight dependent variables:

1. Ultimate Goals
2. Normative Goals
(Technical and Utilitarian Goals)
3. Methods of Delivery
4. Talents to be Developed
5. Agents to be Served
6. Subjects to be Taught
7. Underlying Behaviors and Skills Expected
8. Benefits from the Programs

Two categories--agent and audience--were considered independent variables. The State of Michigan was the agent, and the audience was the group of persons in the Michigan Department of Education who would read the proposals and act upon the requests.

Exact words were copied on the data cards from the proposals and requests in the archives.

During August and September, 1979, the data were collected from the correspondence from 133 individual districts, groups of districts, consortiums, and intermediate school districts.

After data had been completely collected from all 133 districts, the cards were re-read for clarity and accuracy. Each phrase was then identified and marked by number with the 118 categories established in the pilot study until all handwriting was over-marked with a number. Additional categories were added as needed. The total number of categories was 124. They are grouped and defined as follows:

Definitions of the Categories

1-26. The school district was designated by the State of Michigan as the unit of responsibility which would communicate the needs of the gifted children to the State funding agent. An alphabetical list was used. (A was No.1: B was No.2 . . .)

27-31. An official Michigan State Highway Department map was consulted to determine dividing lines. The north-south halves of lower Michigan were designated as those districts lying primarily above or below a line from Shelby on the west side to Richmondville on the east side. Districts such as Shelby and Richmondville which lie on the dividing line were considered either north or south depending upon whether the majority of the district lay either north or south of the center of the town.

32-37. The Department of Education determined that funding for programs piloted through the State's auspices would be divided into demographically different districts. These divisions were clearly marked on the materials surveyed. (See Appendix A for full description of each dividsion.)

38-47. Eight grade level categories were used. K(kindergarten) through grade six can be broken into early and later elementary units (K-3 and 3-6). The terms "middle school" and "junior high school" are variously defined by districts. For purposes of this study, the terms are used interchangeably to mean "not elementary" and "not secondary" public education.

Secondary education is defined as the highest grade levels of the district, including grade 9 or not as designated by the district.

48. Ultimate goals may also be classified as highest goals. They articulate what ought to be in society, originating from studies of philosophers of curriculum and education, from official government statements, or from local groups or persons in charge of programs proposed for gifted students.

Perspectives of man as articulated by philosophers include the given base lines as follows: (Jencks 1973, p 23)

A. Man above all preparing for an afterlife; his essential qualities are predetermined but he may have free will to use them for good or evil.

-OR-

B. Man above all preparing to fit into the super-organic structures of society; his essential qualities are predetermined but his happiness depends upon his being able to fit into the structures of this world.

-OR-

C. Man above all a contractual participant of society--a change agent of society; he is innately social with a broad but not unlimited range of powers--understanding humanness is essential.

-OR-

D. Man innately social but of unlimited potential and in control of his destiny in this universe; flexible societal organization is vital to the true fulfillment of man's potential.

-OR-

E. Man a being of unlimited potential but not necessarily social--individual expression is more important than society.

The question each district has to answer deals with the attitude toward Nature. Is Nature something to subjugate? Is it possible to work in harmony with Nature? Does Nature have control of each person? Is Nature defined as a supreme being--the supernatural or religious foundation of man? Is Nature defined as the natural world of cause/effect?

It is not the task of this dissertation to argue the merits of a given philosophical position on the perspectives of man. It is the task of this dissertation to ascertain whether or not such philosophical articulation has occurred at school district level and has been communicated to the State.

49. U.S. goals for education would include any statements made in the form of reports, laws, acts, amendments, speeches, or Congressional Record writings, U.S. Commission on Education reports, and US DHEW reports which articulate the consensus of the goals of U.S. policy makers.

50. Michigan goals for gifted students would be found in the document called Common Goals of Education or in consensus reports of various official State educational policy making bodies.

51-52. School district goals would be found in the contents of a document designated by title as having to do with policy, or in the form of official minutes of School Board meetings. If those district goals are not articulated, it is possible that the persons in charge of the proposed program will articulate their own form of ultimate goals. If no goals are stated, it is possible that the persons communicating with the State were aware of the goals' existence, but did not deem them important to the request for funding.

53. Vocational/economic reasons mentioned in proposed programs for gifted children would include any statements made regarding the childrens' future occupations and/or ability to earn money.

54. Political goals would be limited to statements promoting knowledge and participation in the functions of government. (See Political Acceptability below as a separate category, No.61)

55. Social goals would include statements of the need for children to learn to communicate and relate to others. These goals have qualitative dimension.

56. Moral/ethical goals would include statements of the need for children to make decisions based on rightness of behavior for the good of themselves and society. Moral and ethical values are likely to differ at least slightly from district to district. They are altruistic and qualitative.
57. Self-development goal statements would include any plans regarding the child's own development toward greatest capacity for learning and contributing; i.e., development of unique talents and abilities, or attitude toward learning.
58. Equal educational opportunity has been variously defined by educators (See discussion, Chapter II). The researcher counted this category only if the words "equal educational opportunity" or "equal education" appeared in the communications to the State.
59. Academic effectiveness refers to any method proposed--individualized, tutorial, enrichment, acceleration, separate classes, separate schools--to enhance the efficiency of the instructional method and/or to promote the greatest possible development of the gifted child.
60. Administrative practicality would include those processes that make the operation of the district more efficient (i.e., bus schedules, building space, location of materials, proximity of student to learning center).
61. Political acceptability would include those statements having to do with reasons growing out of parent, taxpayer, and government consensus that special education for gifted children is necessary. Further evidence of political acceptability would be mention of a body of workers outside the official school

staff who have been campaigning for programs and/or working with programs for gifted children.

62. Economic feasibility would include mention of monetary reason for the program. Phrases about expense, cost savings, state and local fundings established for a specific purpose might be included.

63. Research base would mean that actual tests within the district or from national or state or local sources show that the suggested program is empirically justified.

64. Pedagogical sense has to do with statements of reasoned judgment that gifted children will learn better if treated in the manner proposed for the program. This reasoned judgment might include a research base, or a research base might not be mentioned.

65. Individualized instruction refers to any process or delivery system whereby the individual student has a prescribed program unique to that person. The program may be part of the regular classroom, but it is not limited to that definition.

66. Enrichment refers to any process or delivery system whereby the individual student receives additional educationl experiences at the same grade level as would be normal for his/her age.

67. Acceleration refers to any system which allows the gifted child to move ahead of the traditional age/grade promotion system, either for one subject or for more than one subject.

68. Separate classes for gifted students include all methods of grouping a given number of gifted students into a single body or class for purposes of instruction.

69. Separate schools refer to any grouping of gifted children into a single school building with separate staff and curriculum for gifted children only. A complete school complex is possible.

70-71. Combinations of 65 through 69 above might appear. Some proposed programs might not be directly involved in a specific delivery system and therefore would fall in an "unspecified" category.

72. Artistic giftedness refers to talent in design and use of materials and motion, except as specifically designated in musical, physical, or communication talent.

73. Musical talent refers to exceptional abilities involving production of sound to communicate by singing voice, by instruments designated "musical," or by notation designated as music notation or musical directions.

74. Physical talent refers to exceptional neuro-muscular coordination, cardio-vascular efficiency, kinesthetic awareness, body strength, speed, agility, endurance. Activities normally designated as "dance" are included here.

75. Communication talent is designated as expression using the language of words and pictures to convey meaning. Poetry and prose, dramatic scripts, essays, journalism techniques are included here. Dramatic acting except that which involves music and dance is included here. Speaking is included here.

76-77. Academic talent is limited to students having scored above approximately 130 on a standardized IQ test, or designated some other way as academically talented by the school district. If the talent is listed as being in one subject, that refers to such subjects as mathematics, for instance.

78. Creative and productive thinking is measured by tests in such areas as logic, problem solving, and ability to produce new strategies.

79. Leadership talent is measured by formal observations for specific leadership skills.

80. Combined talents might be appropriate to the proposed program. For instance, a program in Humanities might be a combination of 72, 73, 74, 75, and possibly 78 and 79 above. This category was also used and later sorted for unspecified talents.

81-84. Agents to whom funds are directed include the child, teacher, administrators and coordinators, and community as a whole. A parent might be a primary agent. "Primary agent" refers to the agent who receives direct benefit from the actual funding. More than one primary agent is possible in a single program.

"Benefit to the child" is accepted as a given element of any program. If the funding primarily goes to training the teacher or administration of the program, the benefit to the child is considered to be a secondary goal, while the primary agent is some person or group other than the child.

The teacher is considered a primary agent if the person doing the instructing has direct contact with gifted children in a learning activity while being funded.

The administration or coordination staff is considered to be a primary agent if the funds are to be used for philosophical development, planning, and evaluation of program rather than actual instructional contact with gifted children. Administrative concerns other than pedagogical activities are included here.

Community or school or school district as primary agent would mean that, while the children are actually being instructed in some form for gifted students, the method of instruction is for the benefit of the functions of the society. Examples of this might include specific instruction in participation in government, as well as those items listed in categories 109 through 116. A further example would be if funds had been introduced to combat poverty or racial imbalance.

85. Art (so designated as a class in the course of study of the district).

86. Business and practical arts (so designated by course of study such as typing, filing, accounting, office management, construction, machine work, home economics).

87. Computer Science is now categorized separately from mathematics and science.

88. English (writing, literature, journalism, speech, dramatics, reading).

89. Mathematics (except accounting).

90. Physical education and dance.

91. Science (natural science).

92. Social Studies

93. Unspecified, although child was primary agent, may be appropriate to the proposal.

94. General study skills include those skills such as taking notes, outlining, and library research.

95. Particular study skills include those skills needed for a specific discipline such as lighting a Bunson Burner in science class, or operating a calculator.

96. Attitude toward learning includes increased curiosity, more enthusiasm, longer attention span, independence, and other similar terms.

97. Improved behavior would be mentioned if a goal of the proposed program were to change some of the particular behavior patterns which some gifted children manifest due to their giftedness. (Some gifted children do not complete their assigned work. Some create noise and distraction. Some react to differentiated treatment by either asocial, aggressive, or withdrawn responses. Some need to be trained to fill up their spare time with meaningful activities while the rest of the class is completing the same work in a longer period of time.)

98. Other or unspecified subjects or areas, or combinations thereof, may be appropriate to the proposal.

99. A change in attitude toward giftedness on the part of the teacher may indicate that the proposed program will involve working toward district consensus or staff consensus.

100. Pedagogical skills are those skills such as identifying the

levels of abstraction in cognition, developing better ways of challenging the thought processes, developing better vertical coordination of skills to be mastered by the students, giving positive feedback. Testing for achievement is included here.

101. Efficiency of the teaching process refers to activities which make teaching the gifted children easier, less expensive, or faster.

102-103. Other or unspecified changes may be appropriate for the proposed program.

104. A philosophy of programs for gifted children is developed out of activities designed to answer questions of the ultimate goals of education and of education of gifted children. These goals may differ from one district to another.

105. Pedagogical strategies are activities of the act of teaching and the act of learning.

106. An administrative system exists outside the pedagogical activities of the school. See definition of No. 60.

107. Increased funding from supplemental sources outside the district may be deemed necessary to a proposed program.

108. Development of a program evaluation system should specify bonified research methods using empirical data or other recognized social science research methods.

109. Other children may be the beneficiaries of programs for gifted children which cause the normal child to be interrupted less, pressured less, and given more attention. Behavior problems

in the classroom are sometimes more severe because the disrupter is a gifted child with a wide variety of methods of disruption at the child's disposal.

Other children appear to be beneficiaries of programs for gifted children in three ways: 1) behavior problems are lessened if the gifted student is misbehaving due to the giftedness and is removed from the class; 2) gifted students who might be taken out of a classroom temporarily for enrichment are seen as returning to the classroom with ideas and resources not previously enjoyed by the class; 3) gifted students are seen as possible tutors for less able students.

110. Esprit de Corps is sometimes defined as "school spirit," or positive attitude toward and willingness to participate in the workings of the school. Apathy and aggression are signs of lack of esprit de corps.

111. Other or unspecified needs may be appropriate to the proposed program.

112. Indicants of increased civic pride might include evidence such as increased population, participation in community activities, more articulation of positive attitudes toward the community, more articulation of positive attitudes of citizenry toward themselves, and articulation of consensus of philosophies, mottoes, or community image.

113-116. Contributions to be made by better-trained gifted children include problem solving, creation of new ideas, additional information generated from research, identification of

problems and issues, additions to the community of art works, musical works, communication works, physical accomplishments, and responsible leadership.

117. Monetary support from the State of Michigan was clearly marked "funded."

118. This number was used to record two types of information which were later separated for purposes of data analysis. One group of districts was found to be communicating that they were too small to be able to furnish the necessary environment to aid gifted children in growing to their full potential. A second group of districts was discovered that had banded together to counteract limited resources in their individual districts. They were reporting that their gifted children were afforded opportunities to interact with a wider variety of learning resources, including people, and that the gifted children were able to see each other and challenge each others' thinking. Intermediate School Districts were included here if they planned the same program to serve children as primary agents in several districts at once.

119. Many districts planned direct parent training and involvement, especially to promote positive parent attitude and aid for their gifted children.

120. Screening for giftedness was already accomplished if this category was marked. This category was later abandoned because the communications from the districts were unclear as

to whether or not all the screening had been completed. Screening was included as part of the research base described in item 63 by many districts.

121. Certain proposals and programs were titled--for instance, "Gateway." Certain districts also included children on their advisory committees. Both categories came under No.121 and were later separated for analysis.

122. A group of districts was found who communicated that as a goal of the program, they would promote positive attitude toward the program and measure this attitude as a measure of the success of the program.

123. Several districts specifically omitted psycho-motor skills as a talent, and specifically gave the reasons why.

124. Both neglect of gifted children and caution against elitism were given as reasons for the types of programs promoted. Occasionally, a district would communicate a special plan to teach children in a certain way so that there would be no possibility of promoting an elite group or making the children feel odd. On the other hand, a large number of districts expressed regret that their gifted children had been neglected.

The above definitions were the bases of criteria for categorizing the 124 items on the file cards.

Validity of the Data

Upon completion of the recording of the data from the five school districts in the pilot survey, seven other educators, including Margaret Watters, developer of the goal statement theory of this study, were consulted with regard to accuracy of definitions and completeness of the categories.

Certain questions arose regarding the assignment of phrases to particular categories. At that point, advice of the Michigan Consultant was sought. In each instance, agreement was reached as to the placement of the phrase in a category. For further purposes of validity, the data cards were submitted to another educator who chose ten cards from the group and scrutinized them for errors in categorizing. No errors were detected.

Reliability

To answer the question of whether or not another researcher would have seen the same information in the same way, the copies of the full-page goal statements or other documents were submitted to another educator who was knowledgeable in goals and philosophies. The copies were not marked as to category possibilities, but a second copy had been marked for purposes of comparison. Without knowing the researcher's decisions, the second educator marked the copies as to category. No discrepancies were found in the goals that were marked by both persons. However, the second person marked fewer phrases than the researcher. After discussion of the differences between the two copies as

marked by two individuals, agreement was reached that the collection of information and the subsequent assignment to categories could be considered reliable.

Analysis of Data

As the phrases and category numbers were matched, certain correlations were noted and recorded. For instance, Numbers 54 and 79 both dealt with leadership; Numbers 61 and 116 both dealt with community acceptance, although in different ways. Twenty-five possible correlated categories were recorded for later comparisons.

The file cards were notched after every phrase had been overmarked with a number. Then the cards were sorted by needle-sort system. Each category was examined separately. Each phrase of a specific number was typed on a working paper for comparison of 1) possible error in categorizing, and 2) possible new category.

A map seemed appropriate to represent the geographical locations of the districts in the study as compared to the general population patterns in the State.

Comparisons and correlations were made by counting actual totals in each category. Percentages were computed for the totals, and also for pre- and post-July 1977 correspondence. Graphs were generated from the percentage tables.

Further correlations were made between similar categories, between related categories, and between districts that seemed to be grouped by having articulated two or more of the same categories. Finally, information about districts that received State

funding for their programs for gifted children was compared with information about districts that did not receive funding.

Geographical Locations of the Districts in the Study

The locations of the districts are considered to be a close image of the distribution of the general population in the State. This distribution of districts was accidental and is believed fortunate for the study.

Figure 3.1 shows the approximate geographical divisions of the Upper Peninsula and each quarter of the Lower Peninsula. Each dot represents a district in the study. As divided, the sections of Lower Michigan further represent known traffic patterns and general population interaction. Industrial areas, tourist areas, university attendance patterns, and natural geological divisions were taken into account.

Figure 3.2 represents the geographical distribution of the districts in the study, using percentages of the total number of proposals included in the data collection. The total number of districts in the study was 133. From 1973 to 1977, the correspondence came from 104 districts. From July 1977 to August 1979 when the data were collected, 29 additional districts corresponded with requests for assistance. During the month of September when re-checking for reliability purposes was completed, the number of new districts requesting assistance had reached 38. However, these additional districts were not included because the data for the study had been completed prior to the appearance of the new communications. Correspondence from 142 school districts showing interest in gifted programs was evident.

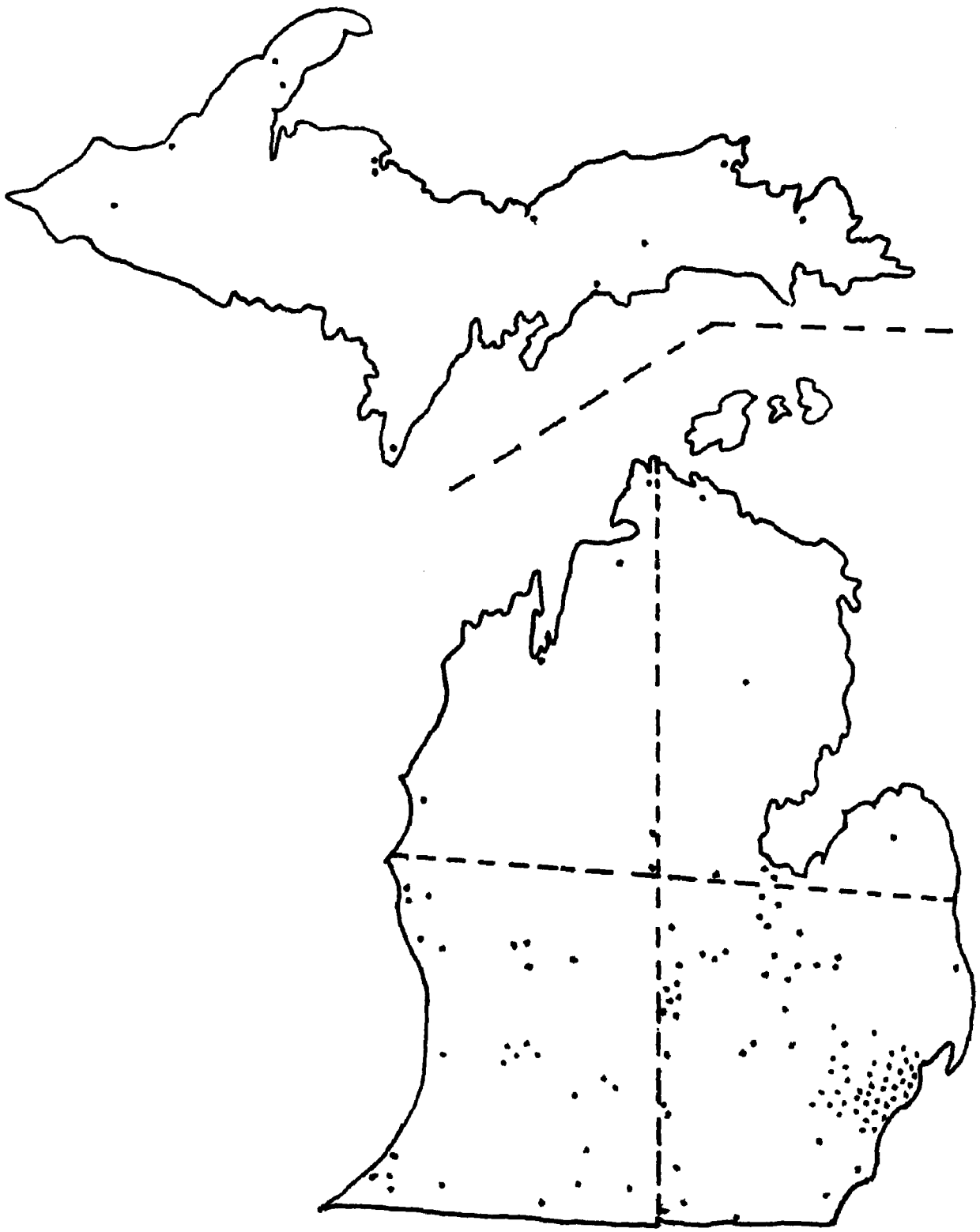


Figure 3.1. Locations of Districts in the Study

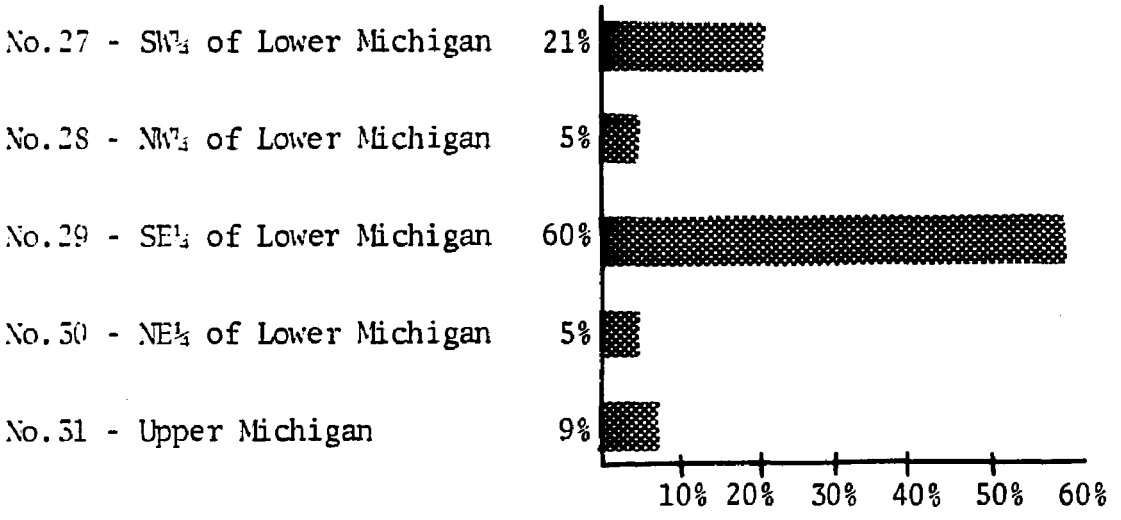


Figure 3.2. Geographical Locations of the Districts in the Study

Demographic Designations of the Districts in the Study

For purposes of funding distribution, six divisions were defined by the Michigan Department of Education. (See Appendix A for definitions.) Figure 3.3 shows the percentages in each of the divisions.

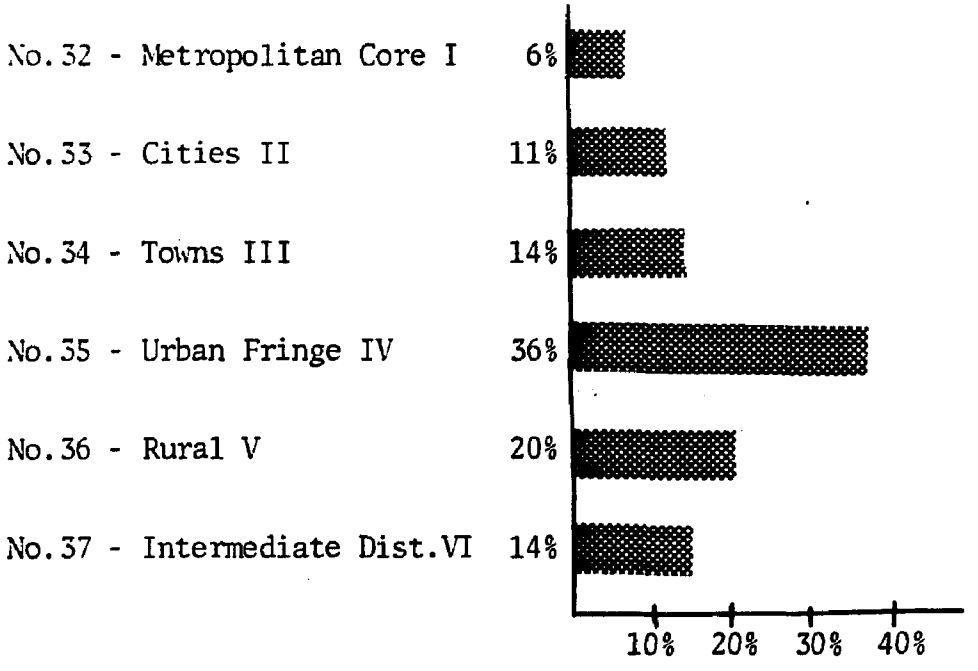


Figure 3.3. Demographic Designations of the Districts in the Study

Grade Levels to be Served

Although no districts were found to be planning a program for children in grades kindergarten through 3, the other nine categories were represented thus:

Table 3.1. Grade Levels to be Served

	% of Total Districts
No.39 - Grades 3-6	14%
No.40 - K-6	19%
No.41 - Middle School	7%
No.42 - K-Middle School	7%
No.43 - Middle School-H.S.	7%
No.44 - High School	2%
No.45 - K-H.S.	24%
No.46 - Single Grade(s)	3%
No.47 - Ungraded or Unspecified	18%

In category 47, the following notes were made:

13 schools just beginning, no report of grade level planned
4 schools, child not primary agent
1 cross-age group tutoring and grouping
1 "de-emphasis on grade level - one school ungraded elementary"
1 consortium, separate school building for gifted children
1 "non-graded, non-credit, with university faculty"
3 unspecified, although child was primary agent

24 out of 133 schools

Summary

The research methods and procedures have been explained in Chapter III. The research involved a selection of the correspondence from certain districts in Michigan; the development of a data collection instrument; the data collection procedures; and the data analysis procedures.

Chapter IV includes the presentation and analysis of the data. Chapter V concludes with recommendations for continued improvements in programs for gifted children.

CHAPTER IV.

PRESENTATION AND ANALYSIS OF DATA

Introduction

Information is given which was obtained from written correspondence to the Michigan Department of Education, Programs for Gifted Children, at Lansing, Michigan, from local and intermediate school districts in the State. This correspondence generated information indicating the goals and philosophies of Michigan programs for gifted children from 1973 to 1979. Because certain State in-service programs appeared after 1977, the information has been further broken into three segments: 1) the percentage totals of district proposals and/or programs that articulated each goal, and 2) the percentages of districts before and after July 1977 that articulated those goals. Chapter IV will describe each goal in order, according to the definitional list in Chapter III. Graphs are used to demonstrate relationships between goals within variables. Examples of statements from the districts are included.

Design Implications

For purposes of control, all collected information was limited to the written words in requests for funding and assistance from the State of Michigan. All the information was chosen from selected

files which contained a large number of documents requesting the same pattern of responses from all districts (see Appendix C). These responses included statements of district goals and program goals. Once the files were chosen, a random sample from five districts served to generate categories of responses. One hundred eighteen categories resulted. Following the random sampling, every available district proposal or request was analyzed. The number of categories was not limited by the collection instrument, since the information was recorded in handwriting on file sort cards, and provision could be made for more than 120 categories. Six categories were added after the pilot study, bringing the total to 124.

After all the information was gathered, each word, phrase, sentence, or paragraph was assigned to one of the categories.

The districts remain anonymous in this study. However, an alphabetical listing of the districts was kept on the data collection cards for purposes of analysis and to prevent duplications.

Graphs, tables, and representative samples of the information appear on the following pages to report the findings.

Ultimate Goals and Philosophies

The ultimate goal, or Summum Bonum, was articulated by only 11% of the districts in the study. Examples of district statements are included here from two districts:

> The people of this nation, state, and community have traditionally and historically declared their belief in the importance of the individual and his fulfillment. Individual fulfillment can occur only in a society which is designed to cherish the individual, has the strength to protect him, and the richness and diversity to stimulate and develop him. As a free man, the American citizen lives for himself and for his society. The goal of the American society is the dignity and fulfillment of the individual. Recognizing these principles and that a democratic society depends on an educated populace, the people of the nation, through their individual states, have established systems of public education...

> Recognizing the unique role of education in the improvement of the individual and the improvement and enrichment of life in the community, we subscribe to the objectives listed below as those essential endeavors in meeting the challenge of educating the youth of today's world...

Goals of the United States were mentioned by 1 district. Michigan goals were mentioned by 7 districts, all before 1977. Local district goals were articulated by 34% of the districts in the study.

Because ultimate goals were of major concern in this study, a further analysis was made to see if certain correlations with other goals would appear. Following is a breakdown of certain other categories also mentioned by the 13 districts who stated ultimate goals and philosophies. (Table 4.1)

Table 4.1. Number of Districts Mentioning Certain Other Categories Along With Ultimate Goals

Area of the State

SW¼ - 4 districts
NW¼ - 1
SE¼ - 8
NE¼ - 0
U.P. - 0

Demographic Types

Metro Core	- 2
Cities	- 2
Towns	- 2
Urban Fringe	- 6
Rural	- 1
Intermediate Dist.	- 0

Other Ultimate Goals

U.S. Goals	- 1
Michigan Goals	- 2
Local Goals	-10

Normative Goals

Vocational/Econ.	- 5
Political	- 5
Social	- 4
Moral/Ethical	- 5
Self-Development	- 9
Equal Ed.Opp.	- 4
G/T Neglected	- 5

Technical and Utilitarian Goals

Acad.Effectiveness	- 3
Adm.Practicality	- 5
Political Accep.	- 4
Econ.Feasibility	- 3
Research Base	- 4
G/T Learn Dif.	- 8
Indiv.Instr.	- 9
Enrichment	- 7
Acceleration	- 1
Other delivery	- 0

Types of Giftedness

Artistic	- 2 districts
Musical,Phys.,Comm.	- 0
General Acad.	- 7
Acad.,1 Subject	- 2
Creative Thinking	- 7
Leadership	- 3

Primary Receiver of Funds

Child	- 12
Teacher	- 5
Administrators	- 2
Community,School	- 0

Subject Area Proposed

Art	- 4
Business	- 0
Computer Science	- 0
English/Speech	- 5
Mathematics	- 3
Physical Education	- 0
Science	- 3
Social Studies	- 2
Foreign Lang.,Music, Drama, Unspecified	4

Behavioral Changes Planned

Gen.Study Skills	- 2
Particular Study Sk.	- 3
Improved Att.	- 3
Improved Behavior	- 7
Apprec.of Excellence	- 1

Community and School Change

Well Being Other Children	- 1
Small Comm,limited resources	- 1
Parenting Skills	- 3

Local goals (category No. 51) were mentioned by 41 of 133 school districts. These goals were requested by the State if the communication was a bonafide proposal for a funded program. In 34% of the 41 districts, the space which should have contained local goals actually contained a statement that it was "all right with the board" for the proposal to be requested.

Figure 4.1 represents the percentages of ultimate goals in each of four categories.

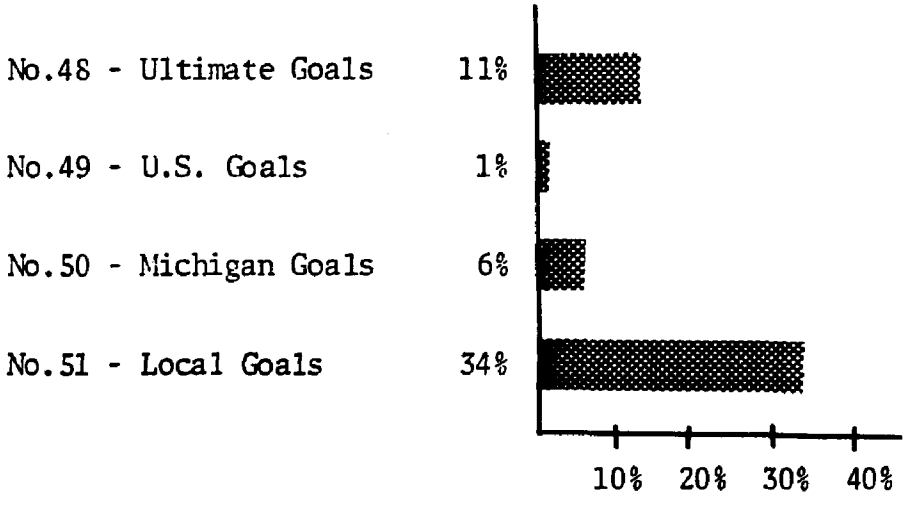


Figure 4.1. Ultimate Goals and Philosophies

Other correlations were tabulated from the 41 districts that articulated local goals:

Table 4.2. Categories also mentioned with local goals

	Number of Districts	Total Number of Districts in the Category
No.48 Ultimate Goals	- 9	-
No.49 U.S. Goals	- 0	-
No.50 Michigan Goals	- 4	-
No.53 Vocational/Economic reasons	- 16	27
No.54 Political reasons	- 13	22
No.55 Social reasons	- 12	37
No.56 Moral/Ethical reasons	- 15	21*
No.57 Self-Development	- 29	59
No.60 Adm. Practicality	- 10	38
No.61 Political Acceptability	- 10	31
No.62 Economic Feasibility	- 16	31
No.63 Research Base	- 10	29
No.64 G/T Learn Differently	- 26	55
No.65 Individualized Instr.	- 17	45
No.66 Enrichment	- 24	66
No.67 Acceleration	- 9	24
No.68 Separate Classes	- 1	5
No.81 Child Primary Agent	- 40	-
No.82 Teacher Primary Agent	- 10	28
No.83 Administrator Primary Agent	- 7	16
No.84 School, Community Prim.Agt	- 1	4
No.96 Attitude Toward Learning	- 13	23
No.97 Improved Behavior	- 21	41
No.98 Excellence of Work	- 1	12

*Thirteen of the 21 also mentioned creative thinking and self-development.

Normative Goals

Six types of statements that pointed out "what ought to be done" were considered to be normative goals. They were defined as goals of vocational, political, social, moral/ethical, self-development, and equal educational opportunity.

A special category was added to accomodate the number of statements regarding the neglect of the gifted. A few statements were recorded which made provision against possible elitism. Category 58 was used for statements of equal education opportunity. Category 124 was used for statements of neglect or its opposite, elitism.

Among vocational goals would be statements such as the following:

"career education program"
"exploring possible careers"
"career exploration"
"vocational interest"
"work experience"
"provide for themselves and their families"
"career planning"
"career planning skills"

Among political goals would be statements such as the following:

"preserve free institutions and personal liberty"
"citizenship"
"responsible citizens in the areas of health, safety, leisure, environment, and respect for property"
"contributions to American society"
"in a democratic society"
"full potential as citizens"
"within the context of his own heritage and our total society"
"positive contribution as citizens"
"continuance of democracy by participation"

Among moral/ethical goals would be statements such as the following:

"identify and clarify beliefs and values"
"moral, ethical, and esthetic values"
"ethnic and religious understanding"
"create respect and appreciation for the sacred..."

Social values often dealt with personal social interaction between gifted children and others. Goal statements about social values would be those such as the following:

"social interaction"
"act in responsible ways towards others"
"interpersonal relationship"
"present system doesn't allow them to get together"
"work in groups effectively"
"relating to others"
"right to both intellectual and social development" (often stated in board policy)
"social interaction patterns"
"group training"
"social and academic growth"
"social experiences"
"meet the special social needs of the gifted"

To be considered as a separate goal, the words "equal educational opportunity" or "equal education" (though not a requirement of the State) had to appear in the communication. Certain statements were rejected which mentioned "equality" but did not specify equality of education. Equality was sometimes used in terms of helping gifted children adjust socially to an awareness that other children with lesser talent also had equal rights. This study was concerned with whether or not the planned program had the intention of correcting a condition in which gifted children were not receiving fair treatment, and so only those statements which directly concerned the equal opportunities for gifted children were used.

Figure 4.2 shows the percentages of districts who communicated normative goals.

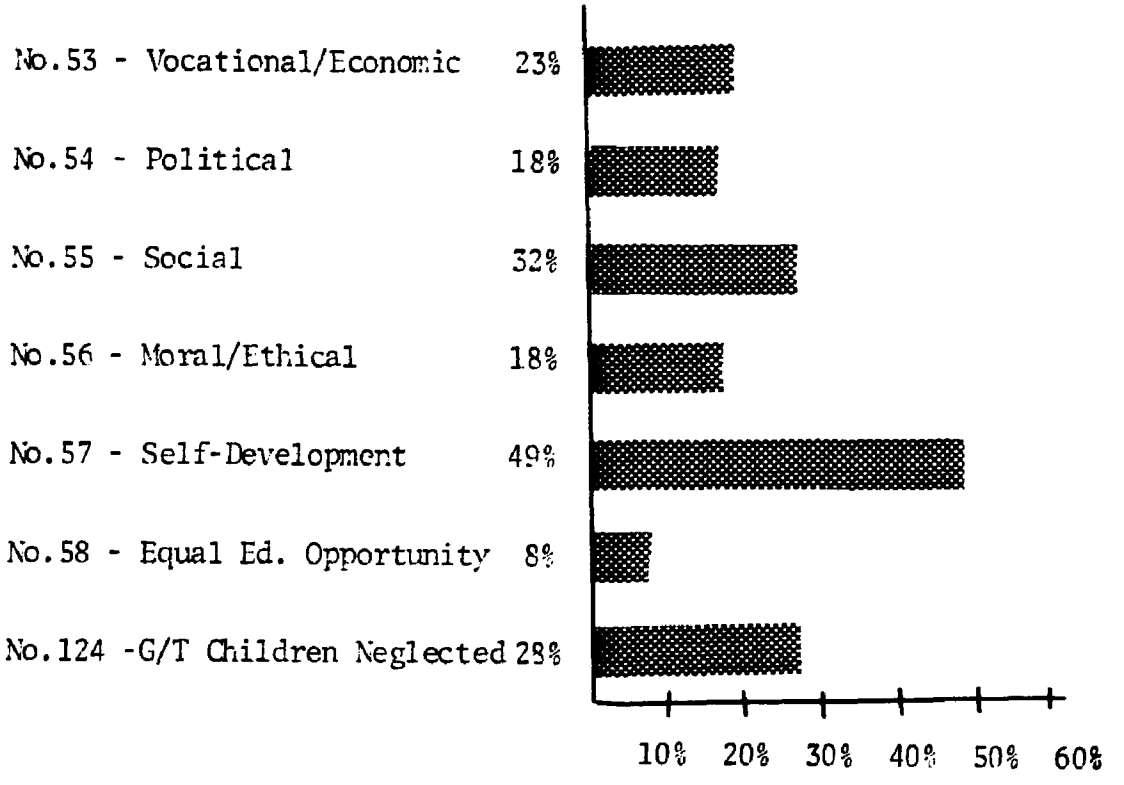


Figure 4.2. Normative Goals

For the area of concern for equality, statements such as the following were recorded:

"talented students are presently the most neglected students in our educational system" - superintendent (three districts)
"administrators agree that the academic needs of the gifted are not being met..."
"since we have so many children who are deficient in reading and mathematics, we must make special efforts to reach the gifted who have been left to fend for themselves"
"the Socratic dictum goes, 'Nothing is more unequal than the equal treatment of unequals'."
"the children with the unusual talents and gifts are still the ones most likely to be slighted in the classroom"
"their special needs have been neglected"
"gifted children are probably the most overlooked of all"
"our present delivery system assumes that the gifted will succeed without special attention from educators. Current literature syas otherwise"
"local tradition tends to see gifted education as elitist grouping once a week"
"..that segment of our student population that has been neglected thus far due to funds"
"intellectual and creative talent cannot survive educational neglect and apathy and a grave individual and social loss occurs when extraordinary talents and capabilities are not indentified and matured"
"correct the comfortable notion that a bright mind will make its own way"
"remain members of regular school classes so they will not be labeled 'different' by classmates; yet association with other gifted children is important"
"no institutionalized oppression of any group"
"we must be willing to say that people, even very young people, are unequal, that they are different in talents.."
"much has been done for the impaired, which is fine, but probably as many students who are gifted or talented need special attention"
"the district has admired success, but guarded against superiority; demanded performance, but not if it offended equality"
"they bother the conscience of the teacher"
"a comprehensive program without producing 'odd ducks' "

Eight school districts reported approximately the same idea that giftedness should receive as much attention as impairment. They

made statements such as the following:

> "Through Title I, students below grade level are receiving assistance in meeting their diagnosed needs. Our teachers now feel a real need for assistance in helping our gifted students meet their diagnosed needs as well as challenge them to explore and create."
>
> "While _____ district is supplying services for students at the lower 20 percentiles, nothing but sporadic programs have been implemented for the underachieving students at the top 20 percentiles."
>
> "educational discrimination of the gifted student when compared to students indentified as "slow" learners...In our school system special education students are provided 14 full-time teachers and approximately $200,000 in funding or about 6.7% of the general fund budget. No special funding or staffing is provided for the gifted...intelligent youth have been overlooked."

Statements about equality and neglect usually were more than one sentence in length.

Technical and Utilitarian Goals

Statements about "what gives the best return" and "what is the most efficient way" were grouped according to area(s) of talent or giftedness, the subject area, the type of behavioral change expected, and the primary persons who would benefit from the funding.

Academic effectiveness goals would include statements such as the following:

> "we fear we are teaching children to do the minimal with our traditional approach. Our goal is to take these gifted out of the textbook approach..."
> "academically talented students have special needs which are not fully met by the regular academic program" (variations appeared in most of the goals marked 'academic effectiveness')
> "these students must be challenged and programs implemented for them"

In the area of administrative practicality, the following statements were recorded:

"scheduling to accomodate"
"provide for continuing in secondary school"
"hold school with gifted children as models" (3 districts)
"to identify" "haven't done enough to identify" (13 districts)
"to implement using the steps suggested by Roger Taylor"
"to set up a delivery system"
"flow chart"
"eliminate some of the glaring problems from the pilot study"
"to define the role of the new support person"

In the area of political acceptability, the following statements were recorded:

"high priority with the total school community"
"parent instigated"
"Congressman _____ helped us"
"local districts have expressed interest and concern" (I.S.D.)
"sustaining proven programs is something with which the Board feels more at ease"
"a clear message conveyed by parents' response"
"parents have been working since 1975"
"considerable parent interest"
"individual members of the Board spoke warmly of their support"

From one intermediate school district: "a group of parents in Michigan and across the nation have in the past few years begun to launch a concern that schools provide for the special needs of the children who possess a special gift or talent. They are proceeding in much the same manner as those parents who fought for programs in special education a number of years ago. To some degree they are producing results in terms of state and federal funding and are becoming more vocal in their local school districts..."

In the area of economic feasibility, many statements were recorded which explained the districts' needs for outside funding. Several districts reported program cuts due to declining enrollments. Other districts reported unemployment which deprived gifted children of care.

A research base for decision making was requested by the State if available. To explain why they planned the programs as they did, districts made statements such as the following:

"it is evidenced by the test results for college entrance requirements on a nationwide basis."
"pre-screening was done in creative thinking"
"careful screening completed"
"scores over 130 on the Wechsler"
"data already looked at to find 150 students"
"IQ data indicates need"
"by survey, interview, observation"
"research tells us young people benefit from (mentors)"
"SRA to identify"
"basic skills measured on C.A.T."
"especial need for underachievers already identified and not responding to present programs"
"literature suggests that K-3 is the place to identify"
"recent needs assessment (for district) shows . . . lack of adequate means to challenge. ...a major weakness in elementary and junior high"

Twenty-five of the schools who communicated goals marked in category 63 (research base) also communicated goals in category 66. Fifteen of those schools also communicated goals in category 97. (enrichment and improved behavior)

The category about the way gifted children learn yielded a long list of reasons why special programs for them are needed, i.e.

"career education experience before normal children are ready"
"present system doesn't allow them to meet each other"
"they don't like the plain menu"
"experience appropriate to every student's level of development"
"differ markedly from their age peers"
"usually has to work independently for fullest development of skills and talents"
"they learn faster and remember more, and they tend to think at a higher level with and about what they learn, necessitating special programs"
"whose needs require an expertise not possessed by the classroom teacher"

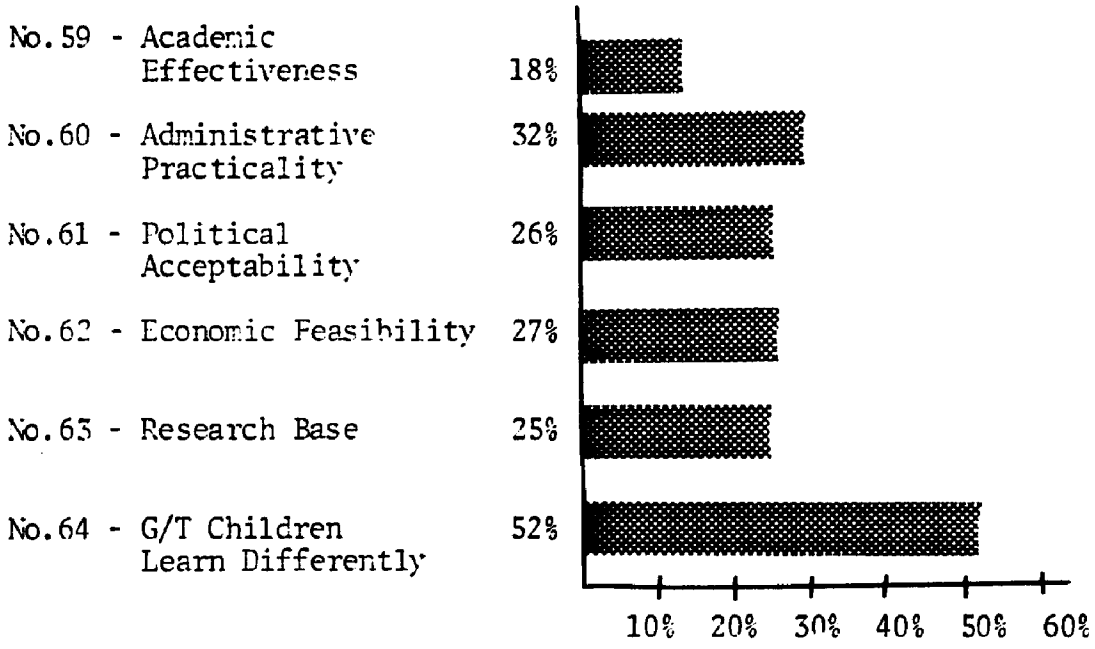


Figure 4.3. Bases for Decisions

Delivery Systems

Methods of delivery fell into seven categories. Individualized instruction was usually proposed in conjunction with the regular classroom work. Enrichment was usually proposed as a pull-out to the regular classroom. Acceleration was proposed for children who were being held back by staying with their age peers the whole day. Separate classes and separate schools were also proposed, as well as certain kinds of ungraded groupings.

Individualized instruction proposals included the following:

"individualized instruction in the classroom" (35 districts)
"individualized prescription" (5 districts)
"do what he's ready for"
"individually pursue special interests" (3 districts)
"wants the responsibility on regular teacher, not the specialist down the hall"
"against segregating"
"many teachers experience frustration in attempting to meet each child's needs, especially the need of the gifted and talented child on a daily basis"

Enrichment programs proposed a combination of many activities:

field trips
mentors
more materials
parent help
tutoring, including university
cross-district interaction
cross-grade interaction
pull-out
separate classes to challenge
exhibitions
etc.

Some correlations were noted with category 66 (enrichment)

No.57 - self-development - 40 districts
No.60 - administrative practicality - 23 districts
No.61 - political acceptability - 17 districts
No.62 - economic feasibility - 21 districts
No.64 - G/T learn better this way - 25 districts
No.76 - general academic talent - 9 districts
No.78 - creative thinking - 43 districts
No.79 - leadership - 15 districts

Proposals for acceleration of gifted children included several variations in plans. Some districts were considering allowing the children to spend part of the day in a classroom of a higher grade. Some districts were using a modified ungraded system. Some districts planned to allow children to leave the school for part of the day so that they could study with university professors. Advanced high school students often had this option.

Some correlations were noted with category 67 (acceleration:

No.57 - self-development 14 districts as compared to 40 who were planning enrichment programs
No.59 - academic effectiveness 5 districts
No.60 - administrative practicality 8 districts
No.61 - political acceptability 8 districts
No.62 - economic feasibility 11 districts
No.64 - G/T learn better this way - 9 districts
No.65 - individualized instruction 13 districts
No.66 - enrichment 18 districts
No.76 - general academic talent 9 districts
No.78 - creative thinking 16 districts
No.79 - leadership 4 districts as compared to 15 who were planning enrichment programs
No.97 - improved behavior 11 districts as compared to 18 who were planning enrichment programs

Separate classes of gifted children by themselves were planned by a small number of districts. Separate schools, which are too costly for most districts to operate, were planned or are presently operating primarily in consortiums or outside the public school systems.

A large number of districts planned combinations of enrichment, acceleration, and separate classes. An ungraded approach was also planned by some districts.

Percentages in each category of the delivery system variable are shown in Figure 4.4.

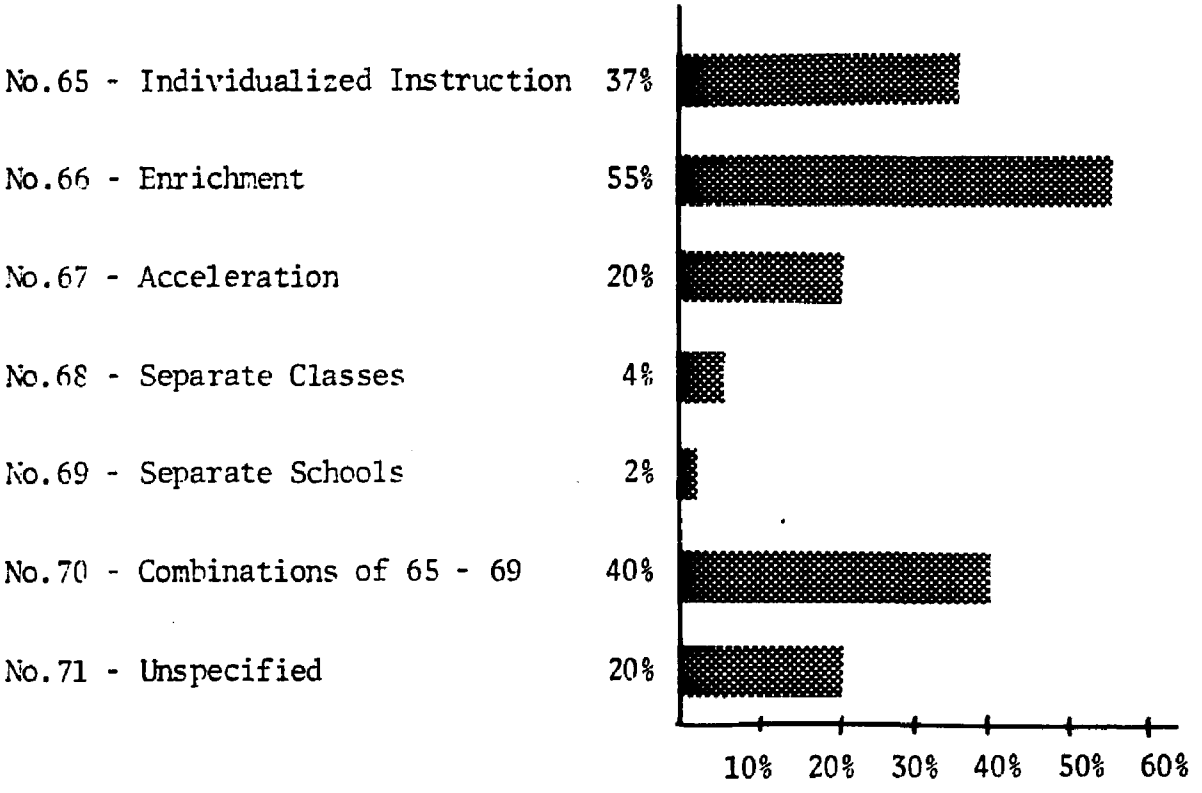


Figure 4.4. Delivery Systems

Talents to Develop

In the variable of types of giftedness and talents to be developed, the list is shown here in the order of most often to least often reported:

No.78 - Creative and Productive Thinking

No.76 - General Academic Skills

No.79 - Leadership

No.72 - Artistic

No.73 - Musical

No.77 - Academic, one subject only

No.74 - Physical (psycho-motor)

No.75 - Communications

Percentages of the different talents are represented in Figure 4.5.

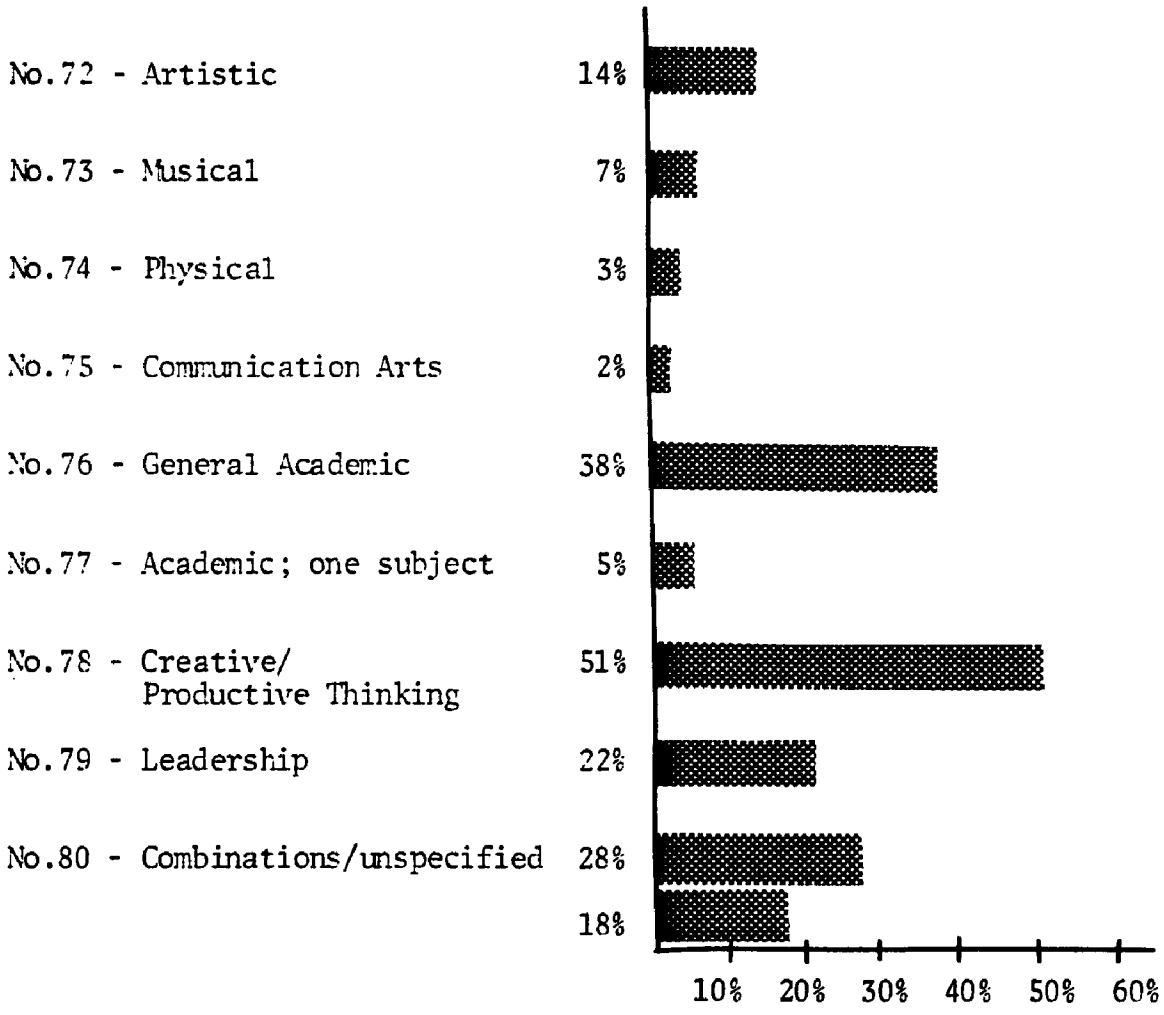


Figure 4.5. Talents to Develop

In the matter of psycho-motor development, one district said:

> The psycho-motor area has been eliminated due to the greater number of opportunities already available in this area.

Primary Agent to be Served

The definition in Chapter III of the categories in the variable of primary agent explains that, while the child is always considered to benefit from efforts at program improvement, sometimes the teacher, the administration, or the community is the agent that will receive direct benefit of the funds. Parents were also found to be direct beneficiaries of the funding in some districts. Table 4.3 represents the percentages planned for the first year of a given program. Eleven schools did not plan direct benefit to the children the first year. Two schools planned to use gifted children as models in a basic laboratory school for other teachers to visit.

Table 4.3. Primary Agent

	Total Districts
No. 81 - Child a primary agent	82%
No. 82 - Teacher a primary agent	23%
No. 83 - Administrator or Curr. Person	3%
No. 84 - Community or School	13%

Subjects to be Taught

The actual subject area, if the child were the primary agent, or a primary agent, is listed here in descending order of importance:

No.89 - Mathematics

No.88 - English/Speech

No.91 - Science

No.92 - Social Studies

No.85 - Art

No.87 - Computer Science

No.86 - Business and Practical Arts

No.93 - Music and Foreign Language (equal)
Drama

No.90 - Physical Education (one against it; no programs planned)

The category of "unspecified'was used when phrases were found to be cross-disciplinary such as:

"expressive arts"
"academic proficiency" - "academic growth"
"fine arts"
"humanities"
"creative and fine arts"
"cross-disciplinary approach to basic subject matter"

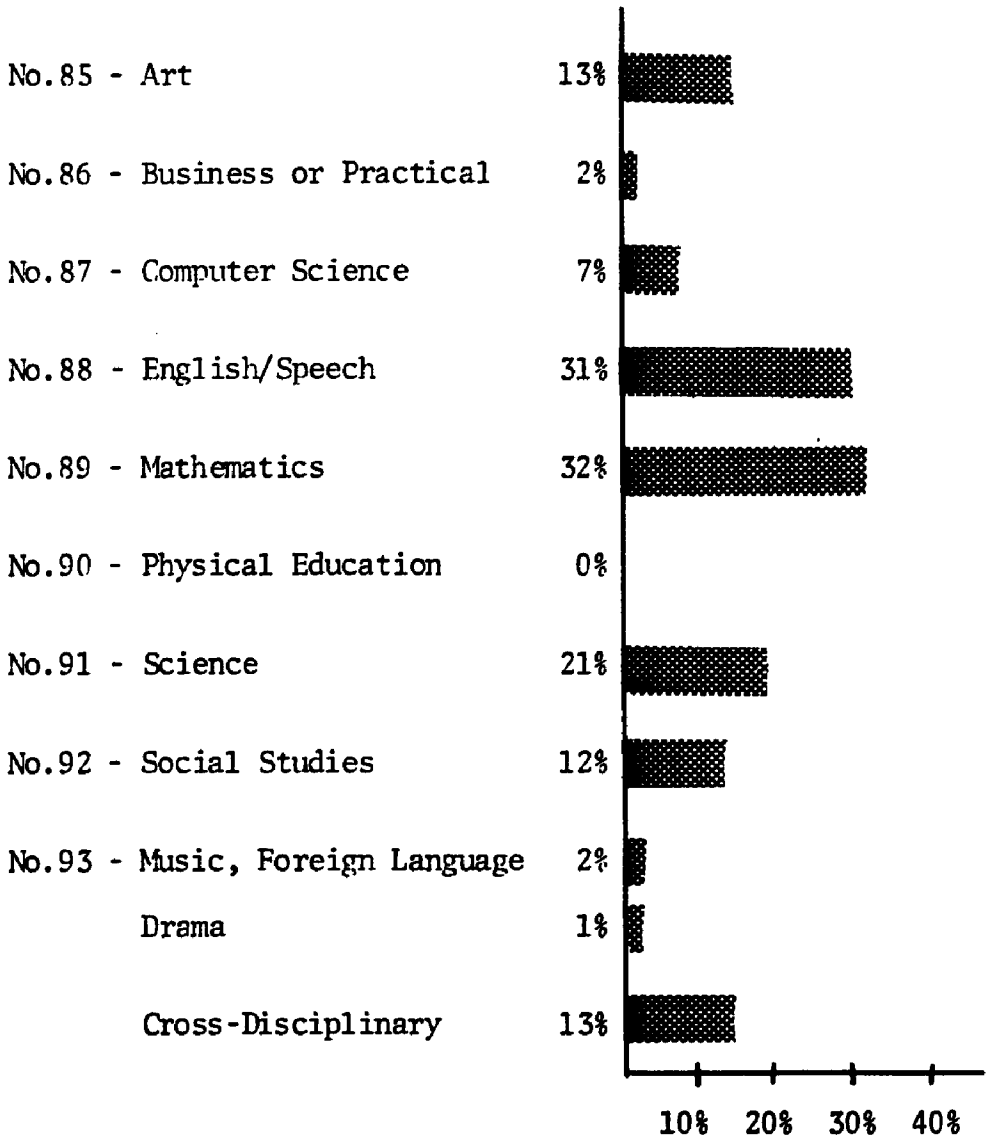


Figure 4.6. Subjects to be Taught

Underlying Skills and Behaviors

Changes in behavior were expected in four categories, ranging from the way the children approach a specific learning task to the way they interact with others in the classroom.

In the area of general study skills, the skills most often mentioned were research skills--ways of finding out independently what the children want to know. Districts who planned to enhance general study skills made statements such as the following:

"study skills"
"organization skills"
"data accumulation methods"
"produce and disseminate information"
"independent planning"
"using research techniques" - "research skills"
"conducting lab and field studies"
"creative research"
"experimental process"
"general study skills"

A comparison between skills being planned and grade levels to be served showed that no particular grade level could be singled out as correlating with this category. All grade levels were represented.

In the area of special study skills, districts made statements such as the following:

"writing"
"skill using all kinds of science equipment"
"correct application of grammatical skills"
"present/demonstrate"
"set up an exhibit"
"brush stroke techniques"

Improved behavior in the classroom was planned by 35% of the districts in the study. This behavior included the following:

"time management" - "judgment of wise use of time"
"maximize his full learning potential"
"the child completes his assignments early. Then what?"
"set their own goals"
"discipline themselves"
"self-directed work"
"improved self esteem and lessened negative behavior"
"thinking for selves"
"acceptance of all racial and ethnic groups"
"management of time and resources"

Forty-two districts specifically noted the need for coping with the underachieving gifted child:

"completing work early, may be bored or working below ability"
"withdrawal, hyperaggressiveness, or underachievement noted"
"especial need to work with underachievers already identified"
"realistic and positive self concept needed"
"foster a positive attitude toward self, school, and others"
"large number of academically gifted underachieving"
"we fear we are teaching children to do the minimal--not challenging them to the maximum--with out traditional approach"
"to make students aware of their own potential"
"seminars for underachievers"
"to challenge and stimulate"

Higher quality of completed work was a goal of 10% of the districts:

"criterion of excellence will be established"
"feeling a lack of purpose and challenge allows some of those youngsters to form poor work habits and develop improper values relative to society's norms"
"students will develop excellent products"
"tell them of their talents and expect excellence"
"worth and dignity of the individual and the dignity of all essential work"
"to appreciate excellence"

Accomplishing changes in behavior, especially by making the gifted aware of their potential and by challenging them through developing curiosity, correlated with certain other categories:

No.57 - self-development, 21 districts
No.65 - individualized instruction, 15 districts
No.66 - enrichment, 14 districts
No.67 - acceleration, 7 districts
No.78 - creative thinking, 21 districts
No.94 - general study skills, 12 districts

Figure 4.7 represents percentages in each of the five categories in the variable of underlying skills and behaviors.

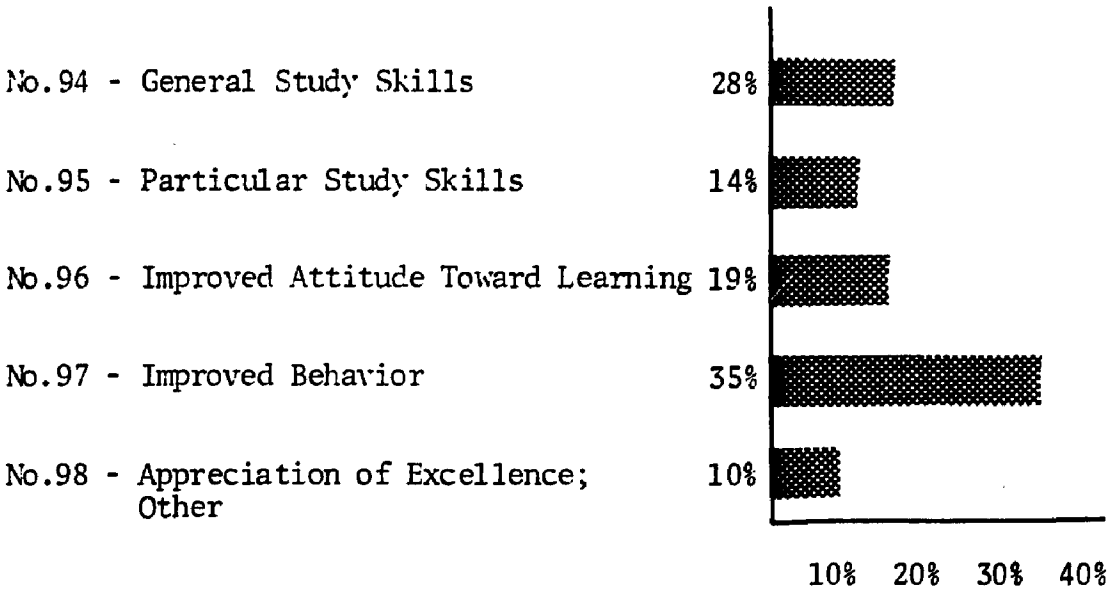


Figure 4.7. Child Skills and Behaviors

Teachers were to be primary receivers of funding benefits in the plans of 25% of the districts. The largest proportion of these districts communicated plans to improve actual teaching skills, citing the need as follows:

"develop staff skills to help critical thinking"
"develop new teaching skills and strategies"
"to inservice instructional staff to identify gifted children"
"many staff willingly express the frustration of not successfully working with the academically talented child"
"aid teachers in developing units for"

Staff understanding and positive attitude toward gifted and talented children were in the plans of a group of districts, as evidenced in statements such as these:

"we hope to identify the G/T child so that the teachers will treat them better"
"to create a nurturing environment"
"develop in teachers the attitudes as well as skills..."
"help teachers by support of their efforts"
"develop staff understanding"

One district planned to improve the attitudes of teachers who were not directly involved in teaching the gifted children, but who would nevertheless have an effect on the environmental attitudes.

Teacher efficiency was to be enhanced primarily by furnishing teacher aides, and by improving individualization techniques.

Plans to improve parenting skills and attitudes toward gifted children were noted in 19% of the districts in the study.

Figure 4.8 represents percentages in teacher and parent variables.

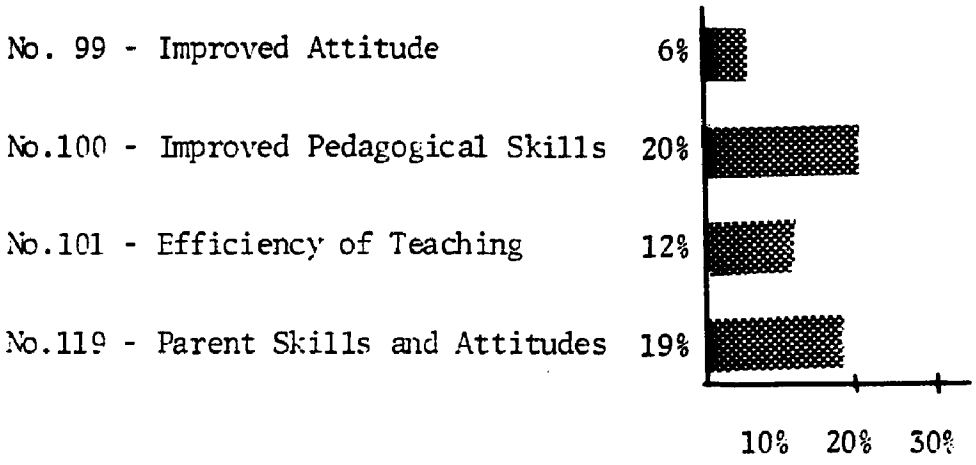


Figure 4.8. Teacher and Parent Changes

Administrative strategies toward programs for gifted children were planned by 25% of the districts. Eighteen of those thirty-three districts planned teacher inservice as well. Of the districts that planned to work on pedagogical strategies, 100% of them also planned to develop creative thinking skills in children.

One intermediate district reported differing philosophies toward gifted programs among its member schools. One district was working on a statement of philosophy which would permanently justify a gifted program in that district. That same district also had identified a large group of academically talented children and was planning a comprehensive program evaluation.

Measurements of program effectiveness did not show consistency:

"as measured by student attitude questionnaire"
"as measured by judges using Excellence Rating Scale (ERS)"
"interim evaluation and post evaluation" (unspecified)
"t-test between groups"
"attendance will improve"
"evaluated by improved MAT and CTBS scores"

"formative and summative evaluation is planned" (unspecified)
"will check the ten years of data for program progress"
"three judges using Creative Process Scale (CPS)"

Communication of plans for program evaluation dropped from 29% before July 1977 to 7% after July 1977. In that same time, communications of plans for pedagogical strategies rose from 21% to 28%.

Figure 4.9 represents percentages of categories in the variable of administration changes.

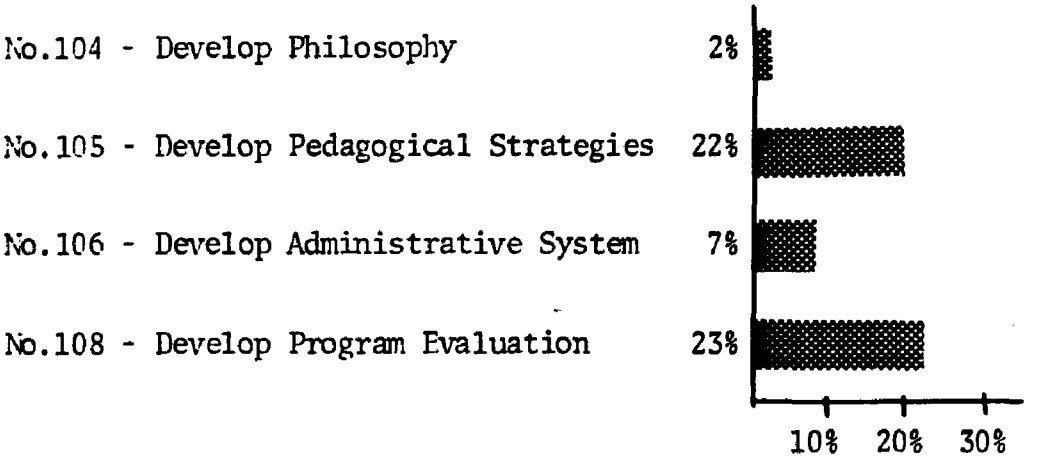


Figure 4.9. Administration Changes

Benefits to Community and School

Planned benefits were either expected to be far-reaching (country, world, and future self), or they were expected to be felt locally. Benefits to the community were usually planned in the form of some kind of contribution which could be made only by someone with carefully nurtured high qualifications:

"small impact on the district as a whole, but a tremendous impact on the lives of the students involved"
"it is a growth experience, not only for the students, but for the teachers and the parents"

"gifted and talented students do not make it on their own. In fact, we have lost many potential leaders of our community, state and country because our schools did not find the talent that was in each child and treat that talent as a special gift and guide, and encourage it to grow to its fullest."
"develop an awareness of and promote the recognition of academic excellence in the community"
"help us identify and solve the problems and issues in our community"
"responsible leadership is needed in the nation"
"will take the unexplored ideas and create new solutions"
"art works, musical works, and physical accomplishments must not be lost to the nation"
"need responsible adults who have the ability to research the major issues of our times and create new solutions"

One benefit to the school, communicated by 24% of the districts, was the spin-off effect that a gifted program would have on other children:

"help other children by tutoring them" - "cross-age tutoring"
"student will provide a significant contribution to the regular classroom"
"by expanding areas of self interest, group interests will be expanded"
"the benefits will spill over to the regular classroom"
"can display their projects in other districts"
"reinforce peers' learning processes"
"other children will benefit because the behavior problems in the classroom will be fewer"
"the learning center can be used by all children"
"other students will benefit because the materials and activities will be available and interesting"
"upgrading effect on the rest of the curriculum"
"other students will benefit because the teachers will be able to identify their strengths and weaknesses more readily"

In planning ways to allow the benefits to happen, 25% of the local districts were found to be cooperating with others in joint programs. These cooperative efforts were in addition to programs offered by intermediate districts. A comparison was made with geographical categories to see if the proximity to cultural resources was a factor.

Listed below in order of prominence, information is given about where the cooperating districts were located:

No.31 - Upper Michigan	33%
No.28 - NW¼ of Lower Michigan	29%
No.27 - SW¼ of Lower Michigan	26%
No.29 - SE¼ of Lower Michigan	19%
No.30 - NE¼ of Lower Michigan	17%

One district summarized this concept as follows:

> Since, in our area, school districts are small and generally without funds to support small groups of students in special projects it occurred to us that a consortium of likeminded schools might be able to generate enough students to provide a full time job for a teacher consultant of the gifted.
>
> Because we already have the administrative structure through a six school district conglomerate, it appears that there is the possibility for efficient manpower use, established lines of communication and effective administrative leadership.
>
> Many areas of Michigan have entered into the regional concept of special education programming and therefore other special education regions within Michigan could replicate this program model in an efficient and meaningful manner. They are generally rural in nature and are contiguous to a large urban center..."

The plight of the small community with limited resources was also communicated by several districts planning their own programs. In one instance, the small community was felt to be burdened with negative leadership, and the school wished to expose their gifted children to positive leadership in surrounding areas. In one instance, the small community reported that the burden of special services for the slower children had made them lose sight of the problems of the quiet gifted children, but that the hyperactive children were putting pressure on

the teachers for more variety of resources, and the behavior problems could not be ignored. Figure 4.10 represents percentages in each of the categories of benefits planned.

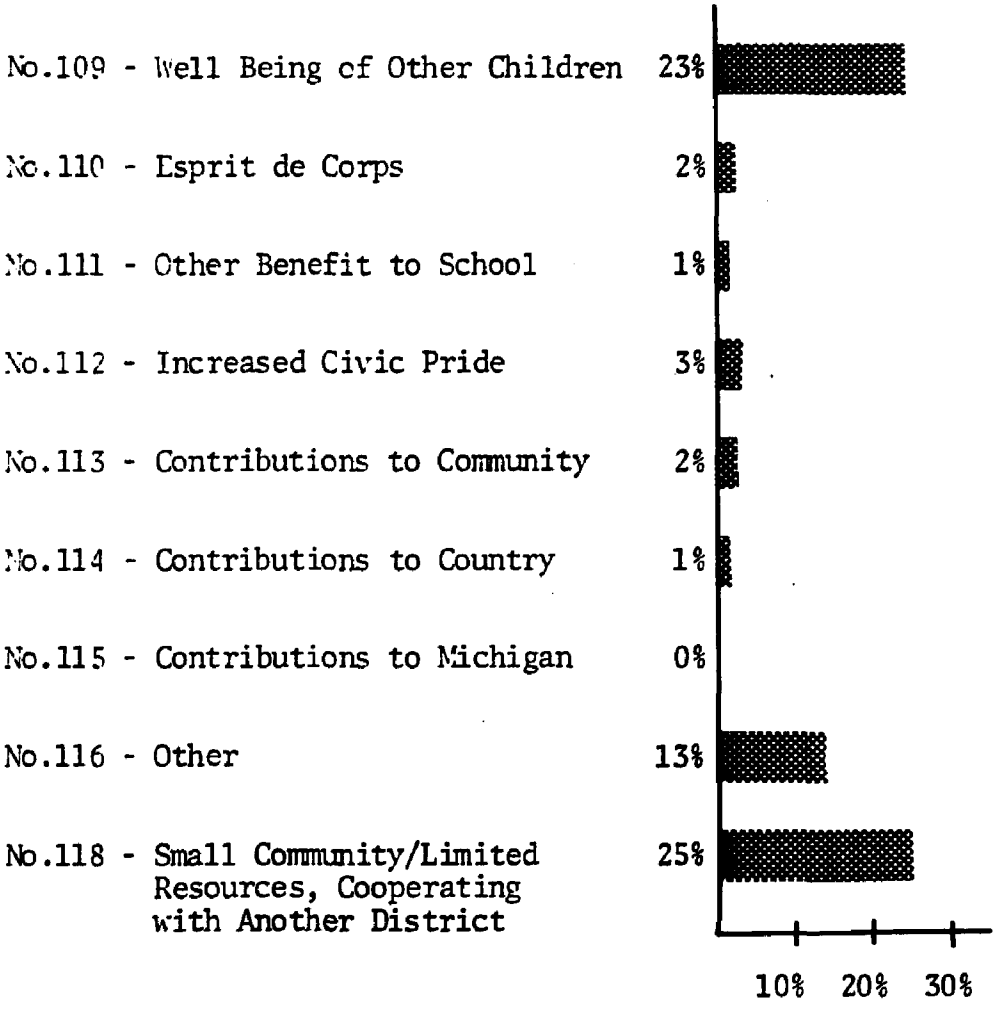


Figure 4.10. School and Community Benefits

Programs Funded by the State of Michigan

Eighteen of the district programs funded by the State of Michigan between 1973 and 1979 were available for comparison with the total number of programs in each variable and each category. A comparison was made between the plans of the funded programs and the over-all communications of goals of gifted programs across the State to see if commonalities were evident. The results are listed below.

Table 4.4 Funded Programs Compared to the Total

	Total	% of Funded Districts in the Category
Geographical Location		
27 - SW¼ of Lower Michigan	21%	22%
28 - NW¼ of Lower Michigan	5%	1%
29 - SE¼ of Lower Michigan	60%	50%
30 - NE¼ of Lower Michigan	5%	17%
31 - Upper Michigan	9%	1%
Demographic Designation		
32 - Metropolitan Core I	6%	11%
33 - Cities II	11%	1%
34 - Towns III	14%	28%
35 - Urban Fringe IV	36%	33%
36 - Rural V	20%	11%
37 - Intermediate District VI	14%	11%
Grade Levels to be Served		
39 - 3-6	14%	33%
40 - K-6	19%	28%

Table 4.4 (cont'd).

Grade Levels to be Served (cont')	Total	Funded
41 - Middle School	7%	11%
42 - K-Middle School	7%	0%
43 - Middle School - H.S.	7%	1%
44 - High School	2%	0%
45 - K - H.S.	24%	22%
46 - Single Grade	3%	1%
47 - Ungraded/Unspecified	18%	11%
Ultimate Goals and Philsophies		
48 - Ultimate Goals	11%	11%
49 - United States Goals	2%	0%
50 - Michigan Goals	2%	1%
51 - Local Goals	34%	28%
Normative Goals		
53 - Vocational/Economic	23%	17%
54 - Political	18%	1%
55 - Social	32%	67%
56 - Moral/Ethical	18%	17%
57 - Self-Development	49%	72%
58 - Equal Educational Opportunity	8%	0%
124 - Gifted Child Neglected	28%	0%
Technical and Utilitarian Goals		
59 - Academic Effectiveness	18%	28%
60 - Administrative Practicality	32%	22%
61 - Political Acceptability	26%	28%
62 - Economic Feasibility	27%	61%

Table 4.4 (cont'd).

Technical and Utilitarian Goals (cont')	Total	Funded
63 - Research Base	25%	33%
64 - G/T Children Learn Differently	52%	33%
65 - Individualized Instruction	37%	44%
66 - Enrichment	55%	78%
67 - Acceleration	20%	39%
68 - Separate Classes	4%	1%
69 - Separate Schools	2%	1%
70 - Combinations of 65-69	40%	56%
Talents to Develop		
72 - Artistic	14%	11%
73 - Musical	7%	1%
74 - Physical	3%	1%
75 - Communication Arts	2%	0%
76 - General Academic	38%	39%
77 - Academic - one subject	5%	0%
78 - Creative/Productive Thinking	51%	72%
79 - Leadership	22%	17%
80 - Combinations of 72-79	28%	39%
Primary Agent to be Served by Funding		
81 - Child	82%	100%
82 - Teacher	23%	28%
83 - Administration	3%	1%
84 - School and Community	13%	1%

Table 4.4 (cont'd).

Subjects to be Taught	Total	Funded
85 - Art	13%	17%
86 - Business	2%	1%
87 - Computer	7%	11%
88 - English/Speech	31%	39%
89 - Mathematics	32%	28%
90 - Physical Ed (psycho-motor)	0%	0%
91 - Science	21%	39%
92 - Social Studies	12%	22%
93 - Music, Foreign Language, Drama, Unspecified	23%	39%
Behavioral Improvements Expected - Child		
94 - General Study Skills	28%	56%
95 - Particular Skills	14%	17%
96 - Attitude Toward Learning	19%	33%
97 - Improved Behavior	35%	44%
98 - Appreciation of Excellence	10%	11%
Behavioral Improvements Expected - Teacher		
99 - Attitude Toward the Gifted	6%	1%
100 - Pedagogical Skills	20%	11%
101 - Efficiency of Teaching	12%	17%
Behavioral Improvements - Administrative		
103 - Philosophies Developed	2%	1%
104 - Adm. Pedagogical Skills	22%	17%
105 - Delivery System Changes	7%	1%
108 - Evaluation System Developed	23%	22%

Table 4.4 (cont'd).

Benefits from the Programs	Total	Funded
109 - Well-Being of Other Children	24%	50%
110 - Esprit de Corps	2%	0%
112 - Civic Pride	3%	1%
113 - Contributions to Community	2%	11%
116 - Other Benefits (minorities, etc.)	16%	11%
118 - Small Community Cooperating	25%	11%
119 - Parenting Skills	19%	17%

Notes on the Data Collection

Categories not reported separately have been incorporated into other variables or categories. Percentages will not usually add up to 100%, since each category was considered separately, and plans in several areas do overlap.

A group of six districts was found in which a major goal was to promote a good attitude toward the program itself. This goal is reported here, but with qualifications that what was meant might be different from what was written. If the words are taken literally, the goal would be one of making the program acceptable to the persons involved in it, no matter whether the program is successful or not. If the goal is not taken literally, then it could mean "to improve attitude toward the process of learning" as it is happening in the program.

Summary

The major research questions of this descriptive study were answered from the data made available by the Michigan Consultant for Gifted and Talented Programs. The questions were:

1. What goals are evident in the written communications between school districts and the State of Michigan?
2. Into what categories do the goals fall?
3. How often do the same goals appear from district to district?
4. Which goals appear most often?
5. Is there a difference between the total percentages in each category and the total percentages in each category in the programs funded by the State?
6. Is there a difference between the goals appearing most often before and after July 1977 when certain changes in the Michigan program were made?

Goals were evident as follows:

A. Ultimate Goals

B. Normative Goals

C. Technical and Utilitarian Goals

   1. Methods of Delivery
   2. Talents to be Developed
   3. Agents to be Served
   4. Subjects to be Taught
   5. Underlying Behaviors and Skills Expected
   6. Benefits from the Programs

From district to district, the same goals appeared from 1% to 92% of the time. In each of the three groups of goals, separate variables and categories were enumerated. The total number of categories was 124.

Graphs and tables in Chapter IV show the variations in percentages of appearance of the 124 categories. Charts in Appendix F also show the results of comparisons of plans communicated before and after July 1, 1977. Finally, comparisons were made between funded proposals and other proposals. (Total N=133, N=104 before July 1, 1977, N=29 after July 1977, N=18 State funded programs out of a possible 30)

In descending order of appearance, the categories appeared as follows, from the total percentages in the districts in the study:

Table 4.5 Frequency of Communicated Goals

Child will be primary agent of funding	82%
Enrichment planned	55%
Gifted children learn differently/programs needed	52%
Creative/Productive Thinking to be developed	51%
Self-Development is important	49%
Combinations of enrichment/acceleration/individualization	40%
General Academic Skills will be developed	38%
Individualized Instruction planned	37%
Improved Behavior necessary, esp in underachieving gifted	35%
Local Goals used	34%
Social Goals must be met	32%
Administrative Practicality makes program necessary	32%
Mathematics will be taught	32%
English/Communication Skills will be taught	31%
General Study Skills will be taught	28%
Gifted Children have been neglected	28%

Table 4.5 (cont'd).

Combinations of Talents will be developed	28%
Economic Feasibility makes program necessary	27%
Political Acceptability justifies program	26%
Small Community/Limited Resources needs aid	25%
Decisions based upon a form of research	25%
Well-Being of Other Children a spin-off	24%
Kindergarten - High School levels will be served	24%
Teacher will be a primary agent of funding	23%
Vocational/Economic need must be met	23%
Evaluation System will be developed	23%
Leadership will be developed	22%
Administrator Pedagogical Skills will be developed	22%
Science will be taught	21%
Pedagogical Skills of teachers will be developed	20%
Acceleration is planned	20%
Attitude toward learning must be improved	19%
K-6 will be served	19%
Ungraded delivery is planned	18%
Political goals must be met	18%
Moral/Ethical goals must be met	18%
Academic Effectiveness makes program necessary	18%
Community will benefit from nurtured talents	16%
Grades 3-6 will be served	14%
Artistic Talents will be developed	14%
Particular Study Skills will be developed	14%
School and Community will be primary agents of funding	13%

Table 4.5 (cont'd).

Art will be taught	13%
Efficiency of teaching will be developed	12%
Social Studies will be taught	12%
Ultimate Goals are communicated	11%
Appreciation of excellent work must be developed	10%
Equal Educational Opportunity justifies program	8%
Musical talent will be developed	7%
Middle School - H.S. will be served	7%
Computer will be taught	7%
Administrative system will be developed	7%
Middle School will be the level served	7%
K-Middle School will be the levels served	7%
Teacher attitude toward giftedness will be improved	6%
Academic talents in one subject will be developed	5%
Separate classes for G/T will be used	4%
Administrators/Curriculum persons will be primary agents	3%
Physical talents will be developed	3%
Civic Pride will be a result	3%
Business will be taught	2%
Music will be taught	2%
Foreign Language will be taught	2%
Communication Arts will be taught	2%
Separate Schools for G/T will be used	2%
Contributions to Community will result	2%
Administrators will develop a philosophy	2%
Esprit de Corps will result	2%
Drama will be taught	1%

Certain differences are evident between the percentages of individual categories which appear in goals communicated before July 1, 1977, and those same goals after July 1, 1977. These differences may be attributed in part to the differences in numbers of districts in each group. (N=104; N=29 respectively) It is possible that if the group after July 1977 were larger, the percentages would come nearer to matching those before July 1977. Graphs in Appendix F may be used for comparisons. In most cases, the number of districts communicating a particular goal is fewer after July 1977. Notable exceptions in programs after July 1977 are:

1. Programs encompass the full range of grade levels more often.
2. Participation as a citizen appears more often.
3. Socialization of the gifted child appears more often.
4. Academic effectiveness appears more often.
5. Administrative practicality and strategies appear more often.
6. Excellence in work appears as a goal more often.
7. Child as a primary agent of funding appears less often.

Differences in percentages between the total number of proposals in the study and those proposals which were funded by the State may be partially accounted for by the total numbers in the two groups. (N=133; N=18 respectively) Compared to the total in each category, funded programs show the following notable differences:

1. Lower grade levels are stressed more.
2. Social and self-development are stressed more.
3. Academic effectiveness is stressed more.
4. Enrichment and acceleration are stressed more; separate classes and separate schools appear less often.
5. Creative and productive thinking are stressed more.
6. General study skills are stressed more.
7. Coping with problems of behavior is mentioned more often.
8. Well-being of other children is mentioned more often.
9. Citizenship was absent as a goal in all but one funded program included in this study, but the number of social studies programs increased.
10. Improved attitude toward learning is stressed more.

In Chapter IV, each variable and each category has been reported upon. The data have been presented and analyzed. Percentages have been presented in tables and graphs according to groups of categories in specific variables.

In Chapter V, conclusions are drawn, and recommendataions are made for further continued improvements in programs for gifted children.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In this chapter a summary of the information found in this research is presented. It is followed by the author's discussion of the findings. Conclusions are drawn, and recommendations for further research and further policy making strategies are given.

Summary

Purpose of the Study

The purpose of this study was to describe the curriculum philosophies and goals of the school districts that were offering or planning educational programs especially designed for gifted children. The study was limited to the State of Michigan, but many of the findings would apply if similar studies were to be conducted in other states, or nationwide, or in other areas of education.

Information was made available for the research by the Michigan Consultant, Programs for the Gifted and Talented, Michigan Department of Education, Lansing, Michigan. Written communications which all followed the same pattern of a complete request for funding were surveyed. The complete population of documents was used from 133 districts.

Information from the documents was handwritten on file cards for each school district. Included on the cards were the exact words, phrases, sentences, or paragraphs in which the district expressed its goals and philosophies. It was hoped that the findings from this information would aid policy makers and program planners in their work in designing successful training systems for gifted children.

Limitations of the Study

Only the districts that had communicated with the Michigan Consultant's office were included in the study. A few other districts are known to be offering programs for gifted children in Michigan.

Only the written words to the State of Michigan from the school districts were considered. This study did not concern itself with verification of intent of the local districts by talking directly to persons in the districts or by observing the actual behaviors in the programs which were in operation. It was felt that the study must be limited to the written words in order to control the study.

To some extent, the suggested proposal format may have influenced the way that districts responded. This influence could have affected the ultimate and normative goal statements more than the other statements.

Eight variables were investigated in this research. In addition, each variable contained a number of categories. There is no assurance that the number of variables investigated and the number of categories found is complete, because the variables were generated by the researcher from the data. However, the variables were not generated until they could be identified directly from the communications from the districts.

The validity of this study is dependent to a large degree upon the completeness of categorization and the assignments to those categories by the researcher.

The study was not undertaken to cast unfavorable judgments upon any particular philosophy, goal, delivery system, or district. Rather, the commonalities in programs were sought. The districts remain anonymous. In most cases, the information included in this report of the findings would be very difficult to trace to a particular district.

Reports of low percentages-- 0% to 10% perhaps--do not indicate weaknesses in that theory or plan. Low percentages may indicate that the information was not available in the communications which were surveyed.

Conclusions drawn in this chapter in part reflect the researcher's own knowledge and experience in the field of gifted education in Michigan and in other states. Conclusions in this chapter also reflect the information included in the review of relevant literature in Chapter II.

Review of the Literature

Literature of the theories of curriculum goals was sought and studied to give direction for the answers to the questions of the research. In choosing the particular studies, attention was given to the following problems: 1) How do different curriculum philosophers view the field today? 2) What models or designs have been used in the past to analyze educational goal statements? 3) What goals might be reasonably expected to appear in the statements from Michigan

districts? 4) What terminology could relate to this research? 5) What is a reasonable way of looking at the educators' proposals for new gifted programs in Michigan? 6) How is equal educational opportunity defined, and how does it relate to special programs for gifted and talented children? 7) What is the history of attention paid to gifted children?

Design of the Study

It was first necessary to identify a body of information that could be considered relatively uniform over a large number of districts. Accordingly, the Michigan Consultant for Gifted and Talented Programs was contacted for advice. She made available three groups of correspondence from districts throughout the State. One group consisted of grant proposals for gifted programs that had received funding from the State. Another group of documents consisted of grant proposals for gifted programs which had not received funding. The third group was a mixture of documents about present programs and on-going plans. All three groups were used, and all documents from each district were used. A total of 133 different districts from all parts of Michigan were represented in the documents.

Data were gathered by using a separate needle-sort file card for each district. Information was handwritten on the cards as the documents were read. If a special paragraph of great length, or a page, was deemed important enough for later review, the paragraph or page was copied and a notation made on it regarding the district from which the copy came.

While the districts remain anonymous, their names were written on the data cards for purposes of eliminating duplicate information.

The categories which evolved on the data cards were generated from a pilot study, from the review of literature, and from the author's training and experience in the field of education. The pilot study allowed the variables to evolve naturally from the communications in the documents. Space for more categories was provided so that no limit was placed on the number of kinds of information that might come from the documents. The categories of information were broadly grouped into eight variables including 1) ultimate goals, 2) normative goals, and the following technical and utilitarian goals: 3) methods of delivery, 4) talents to be developed, 5) agents to be served, 6) subjects to be taught, 7) underlying behaviors and skills, 3) benefits from the programs. The state of Michigan was the agent, and the audience was the group of person in the Michigan Department of Education who would read the proposals and act upon the requests.

After the data had been completely collected from the 133 local districts, groups of districts, consortiums, and intermediate school districts, each file card was re-read for clarity and accuracy. Each phrase was then identified and marked by number with the 124 categories established, until all handwriting was over-marked with a number. These categories are defined in Chapter III.

Certain questions arose regarding the assignment of phrases to particular categories. At that point, advice of the State Consultant was sought, and agreement reached as to the intent of the statement. Advice was also sought of Margaret Watters, author of one of the

theories reviewed in Chapter II, while she was visiting the United States.

For further purposes of validity and reliability, the data cards were submitted to another educator who chose ten cards at random from the group and scrutinized them for errors. No errors were detected. In addition, copies of whole pages of unmarked communications were submitted to another educator for replication of the data collection system. Without knowing the researcher's decisions, the second educator marked the copies as to category. No discrepancies were found in the goals which were marked by both persons. However, the second person marked fewer phrases than the researcher. After discussion of the differences between the two copies as marked by two individuals, agreement was reached that the collection of information and the subsequent assignment to categories could be considered reliable.

The analysis of data was accomplished using the file cards as sorted by needle-sort system. Each category was examined separately. Each phrase of a specific category was typed onto a working paper for comparison with the others of the same category for 1) possible errors in categorizing, and 2) possible new category. By request of Michigan's Consultant, comparisons were made between communications written before and after July 1, 1977, to help her assess certain State inservice activities. Comparisons and correlations were made by counting actual totals in each category. Percentages were computed for the totals, and also for pre- and post-July 1977 correspondence. Graphs and tables were generated. Further correlations were made between similar categories, between districts, and between programs that were funded and programs that were not funded.

Findings

1. Ultimate goals and philosophies were reported by 11% of the districts. None of those districts were from northeastern Lower Michigan or from Upper Michigan. None of those districts were Intermediate Districts. Only three of those districts that reported ultimate goals also reported planned benefits to the school and community. Sixty percent of those districts reporting ultimate goals also planned to develop leadership and creative thinking. Sixty-nine percent also reported normative goals. Sixty-nine percent also reported plans for individualized instruction, compared to 54% that planned enrichment, and 8% that planned acceleration. Fifty-four percent also planned to make improvements in the gifted children's behavior.
2. Although the primary purpose for the communications was to obtain funding from the Michigan Department of Education, only seven districts--all before 1977--mentioned ultimate goals of the State. Ultimate goals of the United States were mentioned only once. (Although citizenship as an American was mentioned several times) Local district goals were communicated by 34% of the districts in the study. Board policies were used in place of board goals by 11 districts.
3. Normative goals--what ought to be done for the children-- were divided into six areas. That children ought to be aided to develop to each person's potential was communicated by 49% of the districts in the study. The results in the other normative goals were: Social development 32%, Vocational/Economic training 23%, Political participation 18%, Moral/Ethical values 18%, and equal

educational opportunity 8%, with another 28% indicating that gifted children had been the most neglected group in their schools and that this problem needed immediate solutions.

4. Technical and utilitarian goals--what is the most efficient way, and what gives the best return--were grouped into four areas. The fact that gifted children learn differently from the normal child who makes satisfactory progress in the "regular" classroom was cited by 52% of the districts.

Another 32% of the districts were planning programs for the administrative practicality of the arrangement. Economic feasibility was given as a reason for a particular program in 27% of the districts, followed closely by the fact that a group of people outside the school staff (parents usually) were active and that special programs for gifted children had become a politically acceptable method of using school resources.

A research base was considered to be present if the district used any quantitative information or any bonified measuring system to establish need for the program. Twenty-five percent of the districts reported using some sort of data, but the data were rarely comprehensive within a district, and rarely consistent across Intermediate District boundaries.

The effect of the planned program on the academic achievements of the children was communicated by 18% of the districts.

Methods of delivery fell into seven categories. Individualized instruction (37% of the districts) was usually proposed in conjunction with the regular classroom. Enrichment (55% of the districts) was proposed for additional experiences beyond the regular classroom. Acceleration (20%) was directly related to the fact that gifted children were being held back by staying with their age peers the whole day. Separate classes (4%) and separate schools (2%) were usually too expensive for a single district unless the district was very large.

Combinations of delivery systems were planned by 40% of the schools. Another 20% planned programs without specifying the delivery system.

5. Talents to be developed included creative/productive thinking (51%), general academic skills (38%), Leadership (22%), artistic skills (14%), musical skills (7%), academic skills in one subject (5%), psycho-motor skills (3%), and communications skills (2%). In addition, combinations of the talents listed were to be developed in 28% of the districts.

6. Direct benefits to the child as primary agent by the funding were planned in 82% of the districts. The teacher would receive direct benefit for training in 23% of the districts. The administrative staff would receive direct benefit in 3% of the districts, and the benefit to school or community was mentioned in 13% of the plans.

7. Subject areas to be taught were led by Mathematics and English (32% and 31%). They were usually planned in conjunction with each

other in the elementary school. Other subjects listed were art (13%, business or practical arts (2%), computer science (7%), foreign language (2%), drama (1%), music (2%), science (21%), and social studies (12%). Unspecified subjects (13%) included such communicated plans as "to develop skills in creative and fine arts", or "academic proficiency."

8. Behavior changes received much attention in the planned programs. In general study skills (28% of the districts), the ability to do independent research was listed most. Particular skills for a given subject were mentioned in 14% of the proposals. Improved attitude toward learning was planned by 19% of the schools. Improved behavior was needed in 35% of the districts in the study. An additional 10% mentioned the need for gifted children to appreciate and develop standards of excellence in their work.

In this group especially, the changes that were planned were of a special nature just for gifted children. Either the skills were more advanced than normal, or the behavior patterns were caused by a facet of the giftedness. Forty-two districts specifically noted the need for coping with the underachieving gifted child.

If teachers were part of the planned training in the program, the plans included development of new teaching skills to cope with the unique characteristics of the gifted (20% of the districts). Teaching efficiency was to be upgraded in 12% of the districts. Teacher attitude was to be improved in 6%.

Parent skills and attitudes were part of the plans of 19% of the districts.

Among administrative strategies to be developed, a full 100% of those districts who wished to develop pedagogical skills were also planning to develop the creative thinking skills in children (22% of the districts in the study).

Plans for working on development of a philosophy toward giftedness were mentioned by 2% of the districts. Administrative systems other than pedagogical were planned by 7% of the districts.

Program evaluation was mentioned by 23% of the districts in the study, but the plans did not show any consistency. There appeared to be no consensus about how to evaluate, what time to evaluate, or what methods to use.

9. Benefits to school and community included contributions to nation (1%), contributions to Michigan (0%), contributions to local community (2%), increased civic pride (3%), esprit de corps (2%), aiding minorities and the under-privileged gifted (13%), and well-being of other children (23%).

The spin-off effect to other children was thought to be possible through 1) removing the gifted behavior problems, 2) allowing gifted children to bring back resources to the classroom, and 3) allowing gifted children to tutor others.

Joint programs between districts other than Intermediate Districts were found to be operating in 25% of the districts' communications. They had joined together because the number of gifted children in each school allowed limited resources to served more students. Also, the gifted enjoyed each other.

10. Programs proposed after July 1, 1977, show a few differences from those proposed before, although the differences in numbers of districts could account for some of the differences in percentages. (N=104 before July 1977; N=29 after July 1977 in the study) The later programs show the full range of K-12 levels, participation as a citizen, socialization of the child, academic effectiveness, administrative practicality and strategies, and excellence in work more often. The child as primary agent appears less often.

11. Programs that received funding also show a few differences from the programs which did not receive funding, but the differences may be due in part to the differences in numbers of districts in each group (N=133 total; N=18 funded programs that were available for research out of a total of 30).

The funded programs seem to show these differences: Creative thinking, general study skills, coping with problems of behavior, well-being of other children, improved attitude toward learning, enrichment and acceleration, academic effectiveness, social and self-development, and lower grade levels appear to be stressed more than the total percentages of the districts in the study. Separate classes and separate schools appear much less often.

12. One district reported that it had been supporting a program for gifted children since 1964. Most districts reported programs only in the last three years. A few had been involved since 1971.

13. The distribution of districts is considered to be a close image of the distribution of the general population in the State. Sixty percent of the communications were from the southeast quarter of the State; 21% from the southwest quarter of the State, 9% from Upper Michigan, 5% from the northwest quarter of Lower Michigan, and 5% from the northeast quarter of Lower Michigan.
14. Districts designated Urban Fringe IV were represented most in the documents (40%); followed by Rural V (22%), Intermediate District VI (15%), Towns III (13%), Cities II (12%), and Metropolita Core I (7%), in that order.
15. Plans for the grade levels to be served ranged from kindergarten to grade 12, but the two largest groups were K-12 (24%), and K-6 (19% of the districts), followed by 3-6 (14%), middle school, K-middle school, and high school separately (2%). Ungraded programs were planned in 18% of the districts.

Discussion

Giftedness needs nurturing. The message is clear, because it is coming from four directions as reported by the districts in this study. First, the gifted children themselves are presenting problems in the classrooms because they are being asked to live in the pattern of the less able--the majority--for which the typical classroom is designed and teachers are traditionally trained. Second, some communities are voicing open concern for the quality of their schools. Third, teachers and administrators are recognizing their inadequacies in dealing with exceptional children, probably because of the massive efforts to improve education for the disabled and slow. Fourth, the nation itself is beginning to feel the need for solutions that require a better quality of decision making and leadership than it has been using in recent years.

As this research is being written, the news reports are of national and international leaders who are failing to act to resolve the growing crises in energy and economy. The "Toynbee Crisis" may be upon the nation (i.e. those in power fail to understand the situation and, by making the wrong decisions, worsen the problems).

The Urgency to Move

Some curriculum theorists feel that giftedness is only noticed during times of crises in a nation. Certainly, the nation and the world are facing some monumental problems--energy resources being one. The urgency comes from realization that the shift from agriculture to industry took several generations, but the shift from the industrial era to the communications era is taking place in one generation:

> We live on an interconnected planet where actions in one corner of the globe affect immediately, and often directly, the lives of people in other countries. We have created a worldwide communications web that deluges us with messages from all parts of the world and requires that we rethink our relationship, not only with other countries, but also with our neighbors. (Theobald 1976, p. 5)

Creative Problem Solving

The potential for a whole new range of problem solving techniques is available today. First, a large part of the population has more free time than ever before and therefore can think about the future. Second, communications are available for immediate transfer of ideas. Third, more is known today than before about how people communicate.

Some Positive Reassurances

Some pleasant discoveries were made in this study. Most remarkable was the number of districts that had joined forces to expand the environment and the money available for the gifted. The programs as described were child-centered. The children were interacting in a variety of ways with other gifted children across district lines.

Other positive activities include involving children in the advisory committees, training parents, emphasizing leadership and creative thinking, and developing independent study skills and self esteem. Teachers and parents seem to be cooperating more than is usual. Administrators seem to be sincere in their efforts to make long-term commitments to this special group of children.

The new communications era is evident in the growing number of districts that are seeking ideas from each other and from the State. The State has begun operating an information center for resources for gifted children.

The time appears right for programs and/or in-class strategies for gifted children to emerge in the important mainstream of education. Parent groups and other interested individuals were reported operating in 26% of the districts in this study. Individual differences of students appear important to educators. Also, educators are re-examining their motives for the special programs they operate. One such school reported the following observations about their gifted students:

> We see their frustrations manifesting themselves in several ways. Some of these students become "turned off" to school. In later years their academic achievement drops as the focus of their minds turns to other interests. At times they may come into serious confrontation with the school bureaucracy because they become frustrated in trying to cope with what is to them a boring pasttime. Other students are able to sublimate their concerns and perform successfully in the school program finding their release in activities outside the school setting. Very rarely do we find these students actually dropping out of formal education because we work very hard to prevent it, but we cannot prevent their psychological withdrawal from the normal school curriculum. Some students do not seem to be able to develop normal, friendly relationships with members of their peer groups. Conflict with parents and other adults sometimes ensues. With other students, all seems to be quite normal and they function quite competently within the parameters of their world. No formal study of this problem has been made in the _____ School District, but all of the individuals involved in developing this proposal can cite examples of students who reacted as described above.

If schools have been preparing people to accept society as it is (Feinberg 1975), then the hidden curriculum may be the reason why so many districts in the study reported that improvements in self-esteem and attitude toward learning are high priority goals. Self-development, a major objective of programs for the gifted, is perhaps a reflection of schools who pronounce belief in the individual but produce uniformity of a good

end product. The noticeable absence of programs for gifted high school students may be an indication that by the time they have been in school nine years, the gifted have already learned to blend in, and do average work, or they have dropped out. As one school put it:

> Many talented children underachieve, performing far less than their intellectual potential might suggest. We are increasingly being stripped of the notion that a bright mind will make its own way. On the contrary, intellectual and creative talent cannot survive educational neglect and apathy.

The Gifted Unnoticed - Some Reflections

From whence came the neglect? First, there has been a period in the recent past when the curriculum vogue was the "production model." Although the theories of Bobbitt and Tyler and others like them brought order out of curriculum chaos, the emphasis in the schools shifted to conformity rather than diversity. Reconceptualists recognize that current curricular activity reflects almost completely a technical value system--a set of statements in psychological and sociological language that is designed to produce a kind of quality control. The end product is being measured in behavioral terms indicating that a large mass of children has achieved minimum requirements (similar to an auto industry's final stamp carrying an estimate of gasoline mileage, although there will be individual differences depending upon the environment in which the car or child is required to operate).

A second factor causing neglect of the gifted has to do with changing life styles within communities. The majority of people who are decision-makers in the schools grew up in an era when youth were rarely out of sight of someone who knew them or their parents. Neighbors, members of the religious community of the family, friends, and relatives

kept a surveillance on and interest in the youth of the whole neighborhood. The neighborhood contained diverse employment opportunities and people. The youth, in turn, communicated their needs to a variety of people. Today, however, in some Michigan communities as many as 48% of the mothers work. Home and the neighborhood closes down during the day. The neighborhood is likely to contain whole groups of people who work in the same industry. The church is likely to be several miles away. Clubs and activities in which the children participate will probably contain only children whose parents have like backgrounds, socio-economic status, race, religion, and values. The interaction between a variety of people and ideas is no longer the rule in many communities. The world of work is nearly closed to youth; the years of education have been extended. Many young people spend more hours in front of television than in school. Televised fare, aimed at the average and the commercial buyer, offers little for the gifted. Many communities offer little stimulation for the gifted. Advances in technology, especially in electronic communications, are difficult for parents to understand but essential for the young person to know about. The home computer is a reality.

A third factor causing the neglect of the gifted to be noticed has to do with advances in pedagogical techniques through emphasis on training the slow and handicapped. These advances have made educators aware of their shortcomings in dealing with the way the gifted mind operates. Until recently, teachers were rarely trained to identify the exceptional child's problems and to adjust the learning activities accordingly.

A fourth factor involving the gifted child is an attitude toward special talents. Many people still think that development of musical, artistic, and physical talents is the responsibility of the parents. Most children still go to schools where program cuts occur in the artistic subjects first. Budget and enrollment reductions cause serious problems when a child has an exceptional talent but training is discontinued at the very moment when that talent requires careful nurturing.

Given the reconceptualization of curriculum, the reflection on changes in life-styles affecting gifted children, and the advances in pedagogical techniques, educators need only be informed that their ultimate and normative decisions can be made locally. Awareness of the theories of Pinar, Habermas, and Watters should enable local educators to make priority decisions which include gifted children realistically in their goals.

Michigan has made great strides in technical decision making. Unlike Pinar, this researcher does not feel that the technical and utilitarian concepts should be emphasized less than the normative. Like Habermas and Watters, this researcher strongly urges a solid base of normative and ultimate goals in co-existence with solid technical and utilitarian goals. Once the social decisions are made, the technical decisions can be implemented and evaluated.

The Pattern-Makers

In structuring communications and decisions, responses to questions can be patterned. In the case of grant proposals for programs in Michigan schools, the patterns have been partially created 1) by authors, 2) by

the national government's definitions of giftedness and also its edicts about equal opportunity, 3) by national proposal forms, and 4) by the MDE's suggested format and the samples offered as models (see Appendix C for the suggested format used until recently). The MDE asked for "broad" goals, and a sample was included (see Appendix C). The "broad" goals described by the MDE were not the same goals as the "ultimate" or "normative" goals categorized in this study, nor were they uniformly "technical" or "utilitarian" per se as they appeared in the return communications to the State. School districts in the study did include ultimate goals--and some school districts communicated articulate, complete sets of ultimate, normative, technical, and utilitarian goals. Other districts did not fill in the section at the top of the proposal form where the State's "Program goals" section was located.

The pattern-makers included two authors of note, both nationally known advocates of gifted programs. The samples of objectives written by Joseph Renzulli (or at least credited to him) were present in many of the proposals. The suggested plan outlines of Roger Taylor (identified as Taylor's by the districts) appeared in several district proposals.

Directions from the State began by asking for a letter from the superintendent indicating the degree of support for the program. The second request was for the Board-adopted policy concerning gifted and talented students in the district, including "any background material leading to the Board's adoption of the statements" (see Appendix C). Most of the goals defined in this study as "ultimate" and "normative" were found in the background material.

Appendix D contains a copy of a philosophy (the ultimate and normative goals) of a school district in the study. It begins with a statement that "The people of this nation, state, and community have traditionally and historically declared their belief in the importance of the individual and his fulfillment." It includes a statement of the "inherent dignity and uniqueness of every student." The natural pattern for that school district would have been to emphasize the self-development of the individual in its program for gifted children. An investigation showed this to be true. But there was also an emphasis citizenship. The district was perpetuating the strengths of this nation by educating its citizens in a way to promote the nation's continuance. Other districts that used only technical and utilitarian goals were found more likely to make statements of unspecified subject area, unclear identification procedures, and unclear methods of program evaluation.

Conclusion of the Discussion

The urgent need for nurturing giftedness was evident in the goal statements of the 133 Michigan districts in this study. Some positive activities are going on, and more are being planned. The State has been able to aid a small fraction of the districts who have identified their need for programs for their gifted children. The expertise is not readily available locally for planning and implementing the special kinds of services required to meet the needs of the gifted. District educators will need more training in goal formation in order for their programs to be evaluated.

The most knowledgeable decision makers carry the responsibility for creating patterns of response from the districts that include both ultimate and normative goals without slighting the advances made in Michigan in technical and utilitarian goals. All three types of goals--normative, expeditious, and utilitarian--need to be emphasized equally. The ultimate goal needs to be discussed and communicated between the decision makers in the districts. Pattern-makers for gifted programs need to consider how to allow and encourage each district to incorporate its own ultimate and normative goals into their programs so that each district has a direction and purpose beyond technical delivery and testing.

Recommendations

Certain practices already occurring in the schools need to be encouraged. Certain areas of research are needed. Leadership from the State is needed to coordinate the local and Intermediate Districts' efforts.

Present Practices Need Encouragement

More pilot programs supported by the State of Michigan are needed. projects in Creative Thinking, Leadership, and Aid for the Underachieving Gifted appear to be important areas for consideration. A pilot program is needed that develops a system to handle a small number of highly gifted children in diverse kinds of giftedness. Very often, the impetus of a single individual's special needs and the involvement of strong parent support is the force behind a beneficial program for a much larger circle of students.

Identification and Evaluation Needed

Compared to the massive funding given to special educational programs for the children on the other end of the spectrum, the small amounts provided by the State of Michigan and the U.S. Office of Education for gifted programs seems minute. Before the present programs get too far along in development, the State needs to provide much more leadership and funding to assure that the programs are successful and solid. There is always a danger that a new program will be seen only as an experiment promoted by one or two enthusiastic people.

Urgently needed are two kinds of information: the best methods of identifying gifted children, and the best methods of evaluating programs. Both kinds of information are vital if the treatment of gifted children is to be valid and long-lasting.

Districts need information to answer the following questions:

1. Based on the goals for our program, how do we measure its success?
2. How many students do we have whose gifts and talents are not being developed properly?
3. What kinds of gifts and talents are represented in this district?
4. How do we measure the gifted students' present achievement levels in their special gifts and talents?
5. How do we evaluate their growth while taking into account the fact that they will make more than the normal amount of growth if properly trained?
6. Which tests can be given by the classroom teachers?

7. What testing procedures and presently recognized tests may be used for each kind of giftedness?

8. What factors limit the use of certain tests, i.e. cost, time, difficulting of interpretation?

9. How does the district go about making a profile of the whole district without testing every child?

Information about testing is not widely disseminated. Educators in the field have shown in this study that they really do not have a good source of information unless someone in their district is specially trained in working with gifted children.

Program evaluation suffers from the same lack of information. Educators in the field have shown in this study that they lack information in the whole area of program evaluation. A relatively new field itself, evaluation would seem essential. Yet the present practices in Michigan schools are known to be the same as elsewhere: programs are implemented based upon the promises of commercial companies and upon the successes in other districts. The successes are usually measured in attitudes, not achievements. A central source of information is urgently needed with regard to planning the program's evaluation before it begins.

Research Base Needed

A central source of information is needed in the State regarding the research that has already been done on gifted children. The districts in the study showed that they were relying primarily on a few books and a few seminars, but their sources of information about research on gifted children were secondary and usually qualitative.

Cost per Child Requires Creative Thinking

The preoccupation with trying to make limited funds stretch to meet minimum standards leaves programs for gifted children in dire straits. Joining forces with other districts, as it appears to be possible in more than a quarter of the districts in the study, is but one method of meeting the gifted child's needs. The best minds available need to cooperate in some true creativity to broaden the possibilities for aiding gifted children.

End Goals Must be Pursued

The natural reaction of legislators and other decision makers to answer the pressure groups and the loudest voices must not be the sole criteria for offering programs for the gifted. The backlash caused by the realization that massive amounts of funds have gone into programs for the handicapped and slow must be but a small part of the reason why programs for gifted children are offered. The true concerns listed in the goal statements of school districts and the State of Michigan should be the bases for permanent efforts to help each child grow to full potential. It remains for each district to study its own goals and to evaluate if its hidden curriculum is in fact different from what it says it does.

What is true for each local district should also be true for the Intermediate Districts and the State.

Teacher and Administrator Education Needed

Since most of the present administrators received the bulk of their education during the height of the "production model" era, training

seminars for the practicing administrators need to include methods for understanding and pursuing ultimate and normative goals without slighting the technical and utilitarian goals already known about.

Both educators and administrators need careful study of the pedagogy of gifted programs. Districts in this study indicated that pedagogical skills to deal with giftedness were lacking.

Democratic Principles Need Application and Experimentation

The statement that "school is a democratic dictatorship" is common with regard to self-government by students. From such experiments as Summerhill and from the problems built in to certain student government organizations, administrators are reluctant to allow inexperienced children to make decisions regarding their own futures. Some districts have been found that include children on their advisory councils for gifted programs. The question is raised as to the effectiveness of such student participation. How does student participation work? A study needs to be done in this area.

Parenting Skills - How Effective?

Is there an efficient and productive system for involving parents in the gifted programs? Research needs to be done in this area. How much involvement of parents in school programs is effective?

Community Involvement Needed

Is there a good program method for involving the gifted children in the world outside the classroom? How does it affect their growth?

Psycho-Motor Skills Need Definition

The conflict in values raised by Principal Palcuzzi (See Chapter II) and also by the changes in the national definition of giftedness in 1978 (see Appendix E) need to be resolved. The psychomotor definition used in this study came directly from a physical educator at the university level. The simplified definition covered by a phrase like "sports training" or "physical education" will not suffice. Schools who purport to develop the whole child would do well to consider this area carefully.

Creative Thinking and Leadership Needed

Among gifted children, there is a nationwide program to develop creative thinking skills. It is competitive, and this researcher would highly recommend the program with two qualifications. Certainly, the creative thinking processes are best developed in cross-district kinds of exposures, and the excitement of interaction with other gifted children will be a tremendous plus for the program now being established in Michigan. However, two dangers lie in the nature of the competition and in the nature of creative thinking.

Some kinds of competition can be devastating to the loser. This is especially true among gifted children. Some kinds of competition with self, such as the competition found in long-distance cross country running, are found to be very beneficial. This researcher has had considerable experience with competitive and cross-district interactions and cooperation in the areas of debate, track and field, soccer, dramatics, and music, and has found that gifted children tend to place great demands

for high performance upon themselves. The benefits of the creative thinking project could be offset if the emphasis is placed upon win-lose competition rather than competition with one's own previous performance.

One further note of warning: nationally, some of the answers in the creative thinking contests held so far have shocked the judges because the answers given were inhumane. This study would seem to indicate that unless attention is paid to all areas of normative goals, self-development could tend to be asocial. Moral/ethical values if not taught do not exist.

Final Statement

A wide range of reasons why school districts in Michigan develop educational programs especially designed for gifted children has been listed in this study. The goal statements were primarily technical and utilitarian, but some evidence was present that educators do speak to the question of ultimate and normative goals.

Gifted children do require special kinds of training in order to have an opportunity to develop to their potential. Michigan educators have acknowledged these requirements. The responsibility for aiding Michigan educators to develop strategies for meeting these requirements lies in the hands of the pattern makers and the university specialists. Local district administrators and teachers have called for aid through their requests for funding. The present interest in giftedness needs encouragement.

In Michigan, the greatest curricular improvements will probably occur as a response to the requests reported in this study. Areas of greatest need seem to be in program evaluation, pupil identification, information about the presently available research, information about how goals should be prioritized, and methods of economic delivery. Consideration could be made for parent and community involvement in new, creative ways. Active participation by the gifted themselves in the decision making process needs encouragement. A careful balance of individual and societal goals seems to be at issue.

Now that the curriculum goals of Michigan educators of the gifted have been considered, perhaps a next step would be to see if the same goals are present in other states, in the nation as a whole, and in other disciplines.

APPENDICES

APPENDIX A

Demographic Definitions

DEFINITIONS OF MICHIGAN SCHOOL DISTRICTS BY MAJOR COMMUNITY TYPE

Six major community types are used to classify the community that the school districts in Michigan serve. These community types are defined below.

1. Metropolitan Core Cities (I):

Communities are classified as Metropolitan Core Cities if they meet at least one of the following criteria:

(a) the community is the central city of a Michigan Standard Metropolitan Statistical Area; or
(b) the community is an enclave within the central city of a Michigan Standard Metropolitan Statistical Area;
(c) the community was previously classified as a Metropolitan Core City.

Note: The U.S. Census Bureau defines the central city of a Standard Metropolitan Statistical Area as those cities named in the titles of the Standard Metropolitan Statistical Area. U.S. Department of Commerce, Statistical Abstract of the United States (Washington: Bureau of Census, 1968), p. 2.)

2. Cities (II):

Communities are classified as Cities if they have a population of 10,000 or more and have not been classified as a Metropolitan Core City or Urban Fringe.

3. Towns (III):

Communities are classified as Towns if they have a population of 2,500 to 9,999. Rural communities impacted by large military installations nearby are also classified as Towns.

4. Urban Fringe (IV):

Communities are classified as Urban Fringe, regardless of their size, if they meet at least one of the following criteria:

(a) the mailing address of the community is a Metropolitan Core City or a City unless it is on an RFD Route; or

(b) the community is within ten miles of the center of a Metropolitan Core City, or

(c) the community is within five miles of the center of a City.

5. Rural (V):

Communities are classified as Rural if they have a population of less than 2,500, or if their address is an RFD Route of a Town,

City, Urban Fringe, or Metropolitan Core, and they lie outside the perimeter defined above under Urban Fringe.

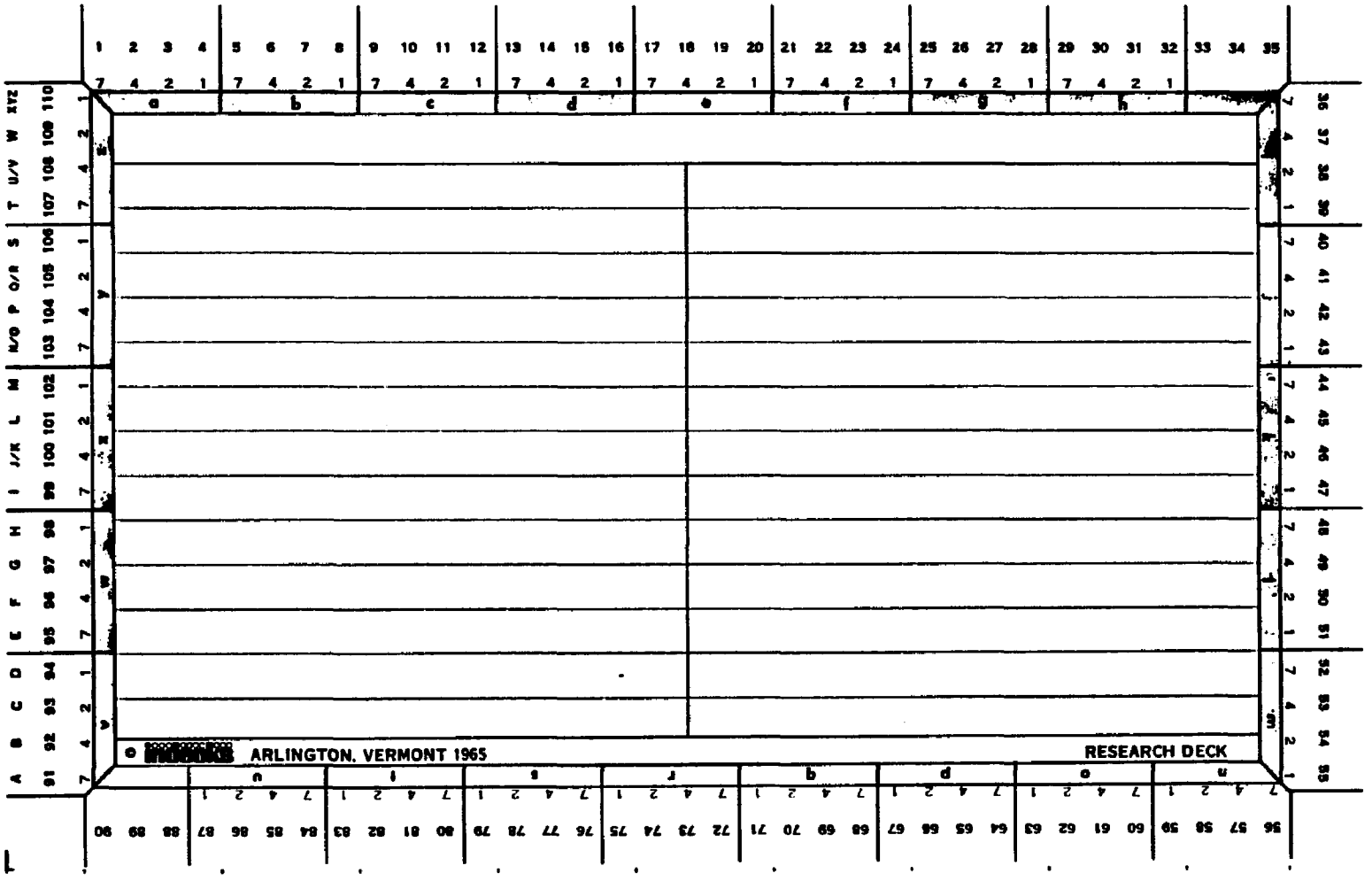
Note: No communities in Wayne County are classified rural.

6. Intermediate District -- a county or group of counties

These definitions of community types were established in the Fall of 1971. They have been developed to make the classification as objective and consistent as possible without altering the basic principles of classification. All classifications were made using 1970 census data and the most recent address available for each district.

APPENDIX B

FILE CARD EXAMPLE


ARLINGTON, VERMONT 1965
RESEARCH DECK

APPENDIX C

Patterns of Communication

Michigan Department of Education

PROCEDURES FOR IMPLEMENTATION
of SECTION 47 of the
1977-78 STATE AID ACT

A. Information concerning Section 47

1. Section 47 of the 1977-78 State Aid Act reads as follows:

> "Sec. 47. From the amount appropriated in section 11, there is allocated not to exceed $250,000.00 for 1977-78 to applicant districts and intermediate districts for the purpose of experimenting with, evaluating, and reporting upon programs of special instruction for pupils who are academically talented or gifted in terms of uniquely high intelligence or special ability to such a degree that the pupils' academic potential might not be realized in a normal setting. A district or intermediate district receiving funds under this section or under the special community resources program in section 1 of Act No. 218 of the Public Acts of 1976, shall continue to receive funds under this section for 2 additional fiscal years only."

2. The $250,000.00 specified in Section 47 shall be used both to initiate new programs and to support the existing programs operating in 1977-78 for the first year under state support. Of this amount $133,000.00 shall be apportioned among no less than six applicant school districts that have not as yet received funds under this section, while $117,000.00 shall be used to support the existing programs in the latter category above. Each applicant school district shall prepare a proposal for the use of the requested funds (proposal format described below), and funds will be distributed to the districts on a competitive basis.

3. No more than $25,000.00 shall be apportioned to any one applicant district.

4. "Applicant districts" shall be interpreted to refer to local school districts, intermediate school districts, or a consortium of school districts.

5. Proposals are to be submitted by a specific date. The State Board of Education shall make final proposal approvals. Applications shall be made in accordance with procedures established by the Department of Education.

6. The programs funded will, insofar as the quality of the proposals allow, represent a variety of educational approaches that may be feasible in terms of the needs of the gifted and/or academically talented. In addition, the districts selected for funding shall,

insofar as possible, represent a variety of community types; i.e., metropolitan core city districts, cities, towns, urban fringe areas, rural districts, and intermediate districts.

7. Funds shall be used to supplement current programs or develop new programs for the target population rather than supplant them. Applicant districts that already have special programs for gifted students may use requested funds to initiate new program components.

8. Funds may be used for either elementary or secondary programs.

9. Districts receiving requested funds shall have a board-adopted policy statement concerning gifted students.

10. Districts receiving funds shall appoint an advisory committee, comprised of both professional educators and laypersons, to assist in developing and monitoring the implementation of the proposed program.

B. Proposal Format

1. Cover Letter--

The cover letter from the superintendent of the district should indicate the degree of the superintendent's support of the program.

2. Board Adopted Policy--

The board adopted policy concerning gifted and talented students in the district should include not only the statement itself, but any background material leading to the board's adoption of the statement.

3. Program Abstract--

This should be no longer than one page and give an overall description of the entire program.

4. General Introduction--

In this section a description of the community and any relevant background data and information should be included.

5. Program Description--

The program description should give, in narrative form, a detailed description of the total program, including a description of the structure of the program; i.e., where the program is to be physically located, how the students are to be placed in the facility and for what periods of time, the staff people that will be involved, the general mode of instruction, and any other information relevant to the program.

6. Program Replication--

This section should describe the feasibility of other districts adopting or adapting the pilot model.

7. Program Continuation--

This section should present information that would suggest that the district will continue the program at the termination of state funds. Assuming the continuation of the present language, local districts receiving Section 47 funds will receive them for a total of three years.

8. Advisory Council--

Discuss the role and function of the Advisory Council and how it has been involved in the development of the proposal or will be involved if the program is initiated.

9. Definition of Giftedness or Talent--

The state definition of giftedness, as well as the federal definition, is a broad one which includes the following six areas:

a. General intellectual ability
b. Specific academic aptitude
c. Creative or productive thinking
d. Leadership ability
e. Visual and performing arts
f. Psychomotor ability

In developing a proposal, the program developers will need to decide which view of giftedness they mean to use as a basis for the program. It would also be important to take into consideration the extent of giftedness to be used; i.e., 2-3% of a given population? 5%? 10%?

10. Identification--

The identification procedures described in the proposal should be in accordance with the definition of giftedness to be used as a basis for the program.

11. Needs Assessment--

This section should present any data that indicates the educational needs of the students identified for the program, especially in terms of the stated program goals and objectives.

C. Proposal Evaluation

Proposals shall be evaluated on the basis of certain priority criteria. These include the following:

1. Proposals that are soundly based on the Accountability Model defined by the Department of Education. (Clearly defined goals and objectives, a needs assessment conducted in terms of the objectives, delivery system described in terms of the objectives, and appropriate evaluation techniques.)

2. Proposals that define clearly the student population to be included in the program. High priority shall also be placed on identification procedures. Most satisfactory identification procedures are usually those that employ more than one means of identification.

3. Proposals that include the identification of students from economically deprived environments.

4. Proposals that can serve as a model for other districts and/or may be replicated elsewhere.

5. Proposals that indicate in design that the program maximizes the feasibility of being continued if successful.

6. Proposals that describe an appropriate means of providing special instruction for students who are academically talented or gifted in terms of uniquely high intelligence or special ability.

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48902

JOHN W. PORTER
Superintendent of
Public Instruction

November 10, 1976

Dear Superintendent:

As you may know, the 1976-77 State Aid Act again includes a section (Section 47) that relates to the needs of the gifted and academically talented students--that is, to the needs of children and youth who have acquired the basic skills and are in need of special programming that goes beyond these basic skills areas.

This year's appropriation amounts to $200,000.00, $100,000.00 of which is to be used to initiate new programs, while the remaining $100,000.00 will be used to continue to support six of the existing pilot programs.

We are inviting all local and intermediate districts to submit proposals; and in accordance with the guidelines, at least four new projects will be approved for funding this year.

We are enclosing a set of the Guidelines that you undoubtedly will want to examine carefully in developing a proposal. Also enclosed is a set of application forms.

The application forms are to be returned no later than February 1, 1977, to:

Robert L. Trezise
General Education Services
Michigan Department of Education
Box 30008
Lansing, Michigan 48909

If you have any questions regarding the application or the Guidelines, I would suggest that you write or call Dr. Trezise. His telephone number is 517/373-8793.

Sincerely,

John W. Porter

GE-4560
10/76

Michigan Department of Education
GENERAL EDUCATION SERVICES
Box 30008, Lansing, Michigan 48909

FOR SDE USE ONLY	
DATE	ACTION

1976–77 APPLICATION FOR THE ACADEMICALLY TALENTED AND GIFTED PROGRAM (SECTION 47)

ADMINISTERING DISTRICT	Legal Name of Administering District	District Code Number	Telephone/Area Code/Local No.
	Address	City	Zip Code

OTHER COOPERATING DISTRICTS	Legal Name of 1st Cooperating District	Telephone/Area Code/Local No.
	Legal Name of 2nd Cooperating District	Telephone/Area Code/Local No.
	Legal Name of 3rd Cooperating District	Telephone/Area Code/Local No.

MAILING INSTRUCTIONS: Return the copy with **ORIGINAL SIGNATURE** and **FOUR** additional copies by **FEBRUARY 1, 1977** to the **STATE** address indicated above.

SECTION 47 FUNDS WILL BE USED FOR:
(Check ALL that apply)

- ☐ Developing New Programs
- ☐ Supplementing Current Programs
- ☐ Developing New Components for Existing Programs
- ☐ Other (Explain) _____

PART 1. ATTACHMENTS

The following items A through L must be answered on separate sheets. Please key your responses as indicated in this part.

A. Cover letter from the superintendent of the district which is applying for the program indicating support of the proposed program.
B. Copy of the applying district's board-adopted policy statement concerning gifted students.
C. Program Description (Abstract)
D. Description of Community
E. Background Data
F. State how you think this program can serve as a model for other districts and/or may be replicated elsewhere.
G. Briefly discuss how the program design maximizes the feasibility of being continued if successful.
H. Briefly discuss the role and function of the advisory committee which has been (will be) appointed.
I. State your working definition of "Giftedness."
J. Describe the approaches you will use to identify academically talented and gifted students.
K. Assess the impact of the district's present delivery system on the academically talented and gifted students.
L. In terms of K, explain the district's need for the proposed delivery system.

CERTIFICATION: I certify that the information submitted on this application is true and correct to the best of my knowledge.

Date _____ Name of Superintendent or Authorized Official (Please Type) _____

Signature of Superintendent or Authorized Official _____

Contact Person _____ (Type name) Telephone _____
Area Code/Local No.

Part 4. DESCRIPTION OF PROGRAM AND EVALUATION

The length of this section of the application will depend upon the number of project goals which a LEA has for its program. Each statement of a goal is to be accompanied by: (1) performance objective(s) (product and/or process*); (2) a description of that portion (component) of the program which is designed to meet the performance objective; and (3) a description of (a) the data collection schedule, (b) the data analysis plan, and (c) any comparison group(s) which may be used.

For each performance objective, you must complete one page entitled, "DESCRIPTION OF PROGRAM AND EVALUATION." (See sample on page 7.)

A product performance objective has six elements. They are:

1. A description of the learner(s) who will perform,
2. A description of the behavior that they will perform,
3. A description of the object of that behavior,
4. A description of the time during which the behavior will be performed,
5. A description of the measurement methodology that will be used to measure the behavior, and
6. A description of the criterion of success which would indicate whether or not the objective has been met.

A process performance objective has six elements. They are:

1. A description of the instructional staff, administrative staff, or others, who will perform,
2. A description of the behavior that they will perform,
3. A description of the object of that behavior,
4. A description of the time during which the behavior will be performed,
5. A description of the measurement methodology that will be used to measure the behavior, and
6. A description of the criterion of success of implementation that will indicate whether or not the planned program has been implemented.

* For purposes of program evaluation, a product performance objective is a statement concerning desired learner behavior. A process performance objective is a statement concerning instructional and administrative staff behavior which is intended to bring about the desired learner behavior.

GE-4560
(Page 7)

SAMPLE

DESCRIPTION OF PROGRAM AND EVALUATION

(Duplicate this page to report additional goals and performance objectives.)

Program Goal

To develop the thought processes of students

PRODUCT PERFORMANCE OBJECTIVE NUMBER # 1	DELIVERY SYSTEM	EVALUATION DESIGN
1. Individual(s) High School students in the "gifted" program	Unit I will consist of using the XYZ* creative and critical problem solving technique, the ABC* approach to concept development and interpretation of data, and the AAA* series on uses of critical thinking methodologies in the high school classroom. Each unit will consist of six sub-units, each of which must be mastered before subsequent sub-units can be attempted. Actual problem-solving situations requiring critical thinking will be employed, including field trips to the Brain-Trust Laboratories, Inc.*, where the latest techniques will be discussed and observed.	Data Collection Schedule The ABC Critical Thinking Inventory* will be administered in January 1977 and June 1977.
2. Behavior Application		
3. Object of Behavior Critical thinking techniques		Data Analysis Those students achieving at least 1.0 or higher on the ABC* Inventory will be considered to have achieved the objective. Students scoring below 1.0 will be given supplementary instruction in critical thinking skills and re-evaluated and must achieve the objective prior to beginning Unit II.
4. Time By the end of Unit I		
5. Measurement ABC Critical Thinking Inventory* (Application items)		
6. Criterion for Success Increase of 1.0 on the Critical Thinking Scale		If a comparison group is used, please identify participants. No comparison group planned

*Fictitious Test

DESCRIPTION OF PROGRAM AND EVALUATION

(Duplicate this page to report additional goals and performance objectives.)

Goal

The student will develop the ability to identify and understand the relationship between the characteristics of a time period in history and its art forms investigating great literature of the Renaissance and Romantic periods.

PRODUCT PERFORMANCE OBJECTIVE NUMBER # 3	DELIVERY SYSTEM	EVALUATION DESIGN
Individual(s) Ten to fifteen students identified as gifted in the 9th grade individualized English program.	1. Students will meet daily in their individualized English classes and work on the specially designed thematic unit packets under the close direction of the supervising teacher. A thematic unit is a series of reading, writing and various creative activities which revolve around one central theme. 2. Students will work individually and in groups investigating areas of research in art, history and literature. 3. Students will complete formal and informal writing assignments in doing their research and developing a final project. 4. Students will take a minimum of five field trips to cultural centers investigating their research project topics. 5. Students will develop analytical skills in drawing conclusions through various oral and written activities. 6. Students will take part in periodic workshops designed to develop discussion skills and share research with other students. Students will use media and oral presentations of projects as part of workshops. 7. Guest writers and poets will be invited to deliver presentations to the group.	**Data Collection Schedule** The teacher created test will be administered in September, 1977 and the post test given in June, 1978. The CTBS will be given in September, 1977, and the follow-up test in September, 1978. The project evaluations will be completed in June, 1978.
Behavior will demonstrate improved literary analysis, research and writing skills		**Data Analysis** Pre and post test scores will be compared to determine if they meet the criterion for success. The project grades will be examined to determine if they meet the criterion for success.
Object of Behavior by improving reading comprehension, writing and literary analysis skills		
Time by June, 1978		
Measurement using informal teacher created test instruments, and the Cumulative Test of Basic Skills (CTBS) reading comprehension scores		
Criterion for Success of the students will score above the 95th percentile on the CTBS, 90% of the students will score above 90% on the informal post test created by the instructor, 90% of the students will receive an A grade on the final packet project		**If a comparison group is used, please identify participants.** No comparison group used.

To what extent do the program objectives state in a clear and potentially measurable way what the outcomes of the program are to be?

0 — 3 — 6 — 9 — 12 [9]

Unclearly stated objectives — Clearly stated objectives

18. Do you consider the objectives stated in the proposal to be appropriate to the population to be served?

0 — 2 — 4 — 6 — 8 [4]

Inappropriate — Very appropriate

19. To what extent are the elements of the delivery system (the program itself) appropriate to the defined objectives?

0 — 3 — 6 — 9 — 12 [9]

Not clearly related — Very clearly related

20. To what extent are the various elements of the delivery system covered by the objectives listed? (In other words, has the applicant included the key elements of the program to be used in the objectives?)

0 — 1 — 2 — 3 — 4 [3]

To little extent — To an excellent extent

21. To what extent have the proposal writers worked out a workable and feasible evaluation design?

0 — 3 — 6 — 9 — 12 [6]

Not very worked in — Very workable

22. How would you rate the overall quality of the proposal itself?

0 — 2 — 4 — 6 — 8 [6]

Low quality — High quality

23. Considering the basic ideas of the program and the extent to which these ideas are clearly worked out in the proposal, would you consider this to be a worthy project to fund?

0 — 4 — 8 — 12 — 16 [12]

Not worth of being funded — Very worthy

Why? _____

_____

Overall comments (Use back of page if necessary)

Total for page three [51]

APPENDIX D

Example of District Philosophy

PHILOSOPHY OF EDUCATION FOR THE _____ SCHOOL DISTRICT

The people of this nation, state, and community have traditionally and historically declared their belief in the importance of the individual and his fulfillment. Individual fulfillment can occur only in a society which is designed to cherish the individual, has the strength to protect him, and the richness and diversity to stimulate and develop him. As a free man, the American citizen lives both for himself and for his society. The goal of the American society is the dignity and fulfillment of the individual. Recognizing these principles and that a democratic society depends on an educated populace, the people of the nation, through their individual states, have established systems of public education.

By state constitution, the system of public education in Michigan is the responsibility of the State. The local school board, as a delegated agency of the State, has the responsibility of providing for the educational needs of the students in its district.

A fundamental purpose of the _____ school system shall be to sustain and nourish our free society through transmission of our cultural and political heritage to children and youth. Recognizing that the free society is still the exceptional society, the school system shall endeavor to develop in students the creative talent and the intellectual vigor necessary to a dynamic society. The school system recognizes as the essential elements of political and cultural continuity the belief in and devotion to the following concepts:

1. The inherent dignity and uniqueness of every student.

2. The development in each student of a sense of duty and civic responsibility that he shall as a citizen contribute to the progress and enhancement of his community, state and nation.

3*** The need to provide educational opportunities for all students to fulfill their potentialities.

Based on these concepts, the _____school system recognizes its responsibility for the establishment and development of education opportunities for education as a lifelong process. Further, the school system will cooperate with the home, with the church, and/or other organizations in helping these institutions to fulfill their respective responsibilities in the development of individuals for a responsible and educated populace. The _____ school system shall fulfill its function by performance, demonstrating to the community and to each student its faith in the ability of students to learn.

This fundamental philosophical position shall provide the guidelines for the instructional, operation, and administrative decisions and activities of the _____ School District.

***Adopted 1973

APPENDIX E

U.S. Definition of Giftedness

1978

ADDITIONAL PROGRAMS AUTHORIZED

SEC. 802. The Act is amended by adding after title XIII, as added by section 801, the following new title:

"TITLE IX—ADDITIONAL PROGRAMS

"PART A—GIFTED AND TALENTED CHILDREN

"SHORT TITLE; PURPOSE

Gifted and Talented Children's Education Act of 1978.
20 USC 3311.

"SEC. 901. (a) This part may be cited as the 'Gifted and Talented Children's Education Act of 1978'.

"(b) The Congress hereby finds and declares that—

"(1) the Nation's greatest resource for solving critical national problems in areas of national concern is its gifted and talented children,

"(2) unless the special abilities of gifted and talented children are developed during their elementary and secondary school years, their special potentials for assisting the Nation may be lost, and

"(3) gifted and talented children from economically disadvantaged families and areas often are not afforded the opportunity to fulfill their special and valuable potentials, due to inadequate or inappropriate educational services.

"(c) It is the purpose of this part to provide financial assistance to State and local educational agencies, institutions of higher education, and other public and private agencies and organizations, to assist such agencies, institutions and organizations to plan, develop, operate, and improve programs designed to meet the special educational needs of gifted and talented children.

"DEFINITION

20 USC 3312.

"SEC. 902. For the purposes of this part, the term 'gifted and talented children' means children and, whenever applicable, youth, who are identified at the preschool, elementary, or secondary level as possessing demonstrated or potential abilities that give evidence of high performance capability in areas such as intellectual, creative, specific academic, or leadership ability, or in the performing and visual arts, and who by reason thereof, require services or activities not ordinarily provided by the school.

"AUTHORIZATION OF APPROPRIATIONS; APPORTIONMENT OF APPROPRIATIONS

20 USC 3313.

"SEC. 903. (a) For the purpose of carrying out this part there are authorized to be appropriated $25,000,000 for fiscal year 1979, $30,000,000 for fiscal year 1980, $35,000,000 for fiscal year 1981, $40,000,000 for fiscal year 1982, and $50,000,000 for fiscal year 1983.

"(b)(1) From the amounts appropriated under subsection (a) for each fiscal year, the Commissioner shall reserve 25 per centum or $5,000,000, whichever is less, for carrying out the provisions of section 905, relating to discretionary programs.

"(2) The remainder of the sums appropriated under subsection (a) for each fiscal year shall be available to carry out the provisions of section 904, relating to State programs.

APPENDIX F

Comparisons of Pre and Post July 1977 Goals

Geographical Locations

	Total	Pre-July 77	Post 77
No.27 - SW¼ of Lower Michigan	21%	20%	24%
No.28 - NW¼ of Lower Michigan	5%	6%	4%
No.29 - SE¼ of Lower Michigan	60%	59%	62%
No.30 - NE¼ of Lower Michigan	5%	4%	7%
No.31 - Upper Michigan	9%	11%	4%

Grade Levels to be Served

	Total	Pre-July 77	Post 77
No.39 - Grades 3-6	14%	15%	17%
No.40 - K-6	19%	22%	21%
No.41 - Middle School	7%	9%	4%
No.42 - K-Middle School	7%	8%	7%
No.43 - Middle School-H.S.	7%	11%	0%
No.44 - High School	2%	4%	0%
No.45 - K-H.S.	24%	36%	35%
No.46 - Single Grade(s)	3%	4%	4%
No.47 - Ungraded or Unspec.	18%	21%	21%

Normative Goals

	Total	Pre-July 77	Post 77
No.53 - Vocational/Economic	23%	24%	21%
No.54 - Political	18%	16%	28%
No.55 - Social	32%	44%	0%
No.56 - Moral/Ethical	18%	21%	21%
No.57 - Self-Development	49%	55%	41%
No.58 - Equal Educational Opportunity	8%	9%	4%
No.124 - G/T Children Neglected	28%	32%	14%

Bases for Decisions

	Total	Pre-July 77	Post 77
No.59 - Academic Effectiveness	18%	16%	28%
No.60 - Administrative Practicality	32%	31%	41%
No.61 - Political Acceptability	26%	33%	10%
No.62 - Economic Feasibility	27%	30%	21%
No.63 - Research Base	25%	28%	21%
No.64 - G/T Children Learn Differently	52%	49%	36%

Delivery Systems

	Total	Pre-July 77	Post 77
No.65 - Individualized Instruction	37%	42%	21%
No.66 - Enrichment	55%	62%	41%
No.67 - Acceleration	20%	21%	21%
No.68 - Separate Classes	4%	6%	0%
No.69 - Separate Schools	2%	4%	0%
No.70 - Combinations of 65 - 69	40%	43%	31%
No.71 - Unspecified	20%	14%	41%

Talents to Develop

	Total	Pre-July 77	Post 77
No.72 - Artistic	14%	19%	4%
No.73 - Musical	7%	8%	4%
No.74 - Physical	3%	2%	4%
No.75 - Communications	2%	2%	0%
No.76 - General Academic	38%	49%	14%
No.77 - Academic, one subject	5%	7%	0%
No.78 - Creative/Productive Thinking	51%	58%	38%
No.79 - Leadership	22%	26%	14%
No.80 - Combinations of 72 - 79	28%	28%	35%
Unspecified	18%	22%	45%

Primary Agent

	Total	Pre-July 77	Post 77
No. 81 - Child a primary agent	82%	92%	79%
No. 82 - Teacher a primary agent	23%	28%	14%
No. 83 - Administrator or Curr.Pers.	3%	2%	7%
No. 84 - Community or School	13%	14%	10%

Subjects to be Taught

	Total	Pre-July 77	Post 77
No.85 - Art	13%	14%	10%
No.86 - Business or Practical	2%	1%	4%
No.87 - Computer Science	7%	8%	4%
No.88 - English/Speech	31%	43%	24%
No.89 - Mathematics	32%	14%	17%
No.90 - Physical Education	0%	0%	0%
No.91 - Science	21%	23%	17%
No.92 - Social Studies	12%	11%	17%
No.93 - Foreign Language	2%	2%	0%
Music	2%	2%	0%
Drama	1%	1%	0%
Unspecified	13%	17%	15%

Child Skills and Behaviors

	Total	Pre-July 77	Post 77
No.94 - General Study Skills	28%	33%	17%
No.95 - Particular Study Skills	14%	17%	7%
No.96 - Improved Attitude Toward Learning	19%	22%	14%
No.97 - Improved Behavior	35%	40%	28%
No.98 - Appreciation of Excellence;other	10%	9%	14%

Teacher and Parent Changes

	Total	Pre-July 77	Post 77
No.99 - Improved Attitude	6%	8%	0%
No.100- Improved Pedagogical Skills	20%	23%	14%
No.101- Efficiency of Teaching	12%	15%	4%
No.119- Parent Skills and Attitudes	19%	27%	0%

Administration Changes

	Total	Pre-July 77	Post 77
No.104 - Develop Philosophy	2%	2%	0%
No.105 - Develop Pedagogical Strategies	22%	26%	28%
No.106 - Develop Adm. Systems	7%	9%	0%
No.108 - Develop Program Evaluation	23%	29%	7%

School and Community Benefits

	Total	Pre-July 77	Post 77
No.109 - Well Being of Other Children	23%	29%	7%
No.110 - Esprit de Corps	2%	2%	0%
No.111 - Other Benefit to School	1%	1%	1%
No.112 - Increased Civic Pride	3%	4%	0%
No.113 - Contributions to Community	2%	2%	0%
No.114 - Contributions to Country	1%	1%	0%
No.115 - Contributions to Michigan	0%	0%	0%
No.116 - Other (identifying minority gifted, socio-economically deprived gifted, for instance)	13%	19%	0%
No.118 - Small Community/Limited Resources	25%	52%	21%

SELECTED BIBLIOGRAPHY

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