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INTRODUCTION

This handbook provides a guide for developing comprehensive programming for all students, with a focus on those who have the ability to excel. It is a means for assessing current provisions for students, arriving at a consensus about educational beliefs, planning and implementing additional provisions, and designing program evaluation.

In Part I, the concept of comprehensive programming is described, and an implementation model presented. In Part II, regional and school current provisions for able learners are examined. In Part III, a comprehensive program is developed.

Much of this handbook is designed to be used in workshops and includes transparency masters and worksheets for planning. In addition, it includes survey forms to collect information and to establish priorities for program development.

Good luck and good planning!

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Comprehensive Programming Defined

Comprehensive programming includes educational experiences for students with multiple kinds and degrees of abilities that range from higher than normal to truly gifted. Various conceptions of abilities exist. Among these are five categories established by the United States Office of Education in 1971¹: general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, and visual and performing arts. (TRANSPARENCY MASTER #1) In 1983, Howard Gardner²: suggested six kinds of intelligence: linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, and personal. (TRANSPARENCY MASTER #2)

Recognizing specific abilities and providing appropriate kinds and levels of instruction are basic to successful program implementation. To nurture these abilities, programming should be carefully articulated between year levels and schools, beginning in the preparatory year level and continuing to year twelve and beyond.

Programs should offer both acceleration and enrichment. They should allow students to progress rapidly in those subject areas where they have highly developed aptitude and at the same time help them to strengthen those skills where they have a weakness. Ideally, provisions would allow students to move through sequential curricula at a pace appropriate for each student. Other factors influencing successful implementation include administrative provisions, staff development, an evaluation design to assess achievement of desired outcomes, and an implementation model.

This description of comprehensive programming suggests four basic components (TRANSPARENCY MASTER #3):

- provisions that address multiple kinds and degrees of ability
- articulation between year levels and schools
- opportunities for students to progress as they achieve mastery
- a sequential curriculum, years P-12, that provides a balance of acceleration and enrichment

These components, as well as others your school or region may identify, provide a base upon which comprehensive programming is built.

¹Marland, S.P. (1972). *Education of the gifted and talented* (Report to the Congress). U.S. Office of Education. Washington, D.C.: U.S. Government Printing Office.

²Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books, Inc.

MULTIPLE KINDS OF TALENT AND ABILITY

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination.

- general intellectual ability
- specific academic aptitude
- creative or productive thinking
- leadership ability
- visual and performing arts

Marland, S.P. (1972). *Education of the gifted and talented* (Report to the Congress). U.S. Office of Education. Washington, D.C.: U.S. Government Printing Office.

Assessment of Current Programming

Keeping in mind pertinent regulations, assess your current programming for able learners, including philosophy and priorities, curriculum objectives (scope and sequence), student assessment, placement, and pacing.

The following forms are included to help assess your current programming:

- Review of Current Philosophy and Goals (WORKSHEET #2)
- Curricular and Student Assessment Survey (FORM #1)
- Flexible Pacing Questionnaire (FORM #2)
- Needs Assessment Survey (FORM #3)
- Current Program Analysis Chart (WORKSHEET #3)

Review of Current Philosophy and Goals (WORKSHEET #2) is designed to help you examine your personal beliefs and your regional/school philosophy about educating able learners, and to help you develop programming that is consistent with those beliefs.

The Curricular and Student Assessment Survey (FORM #1) will help you gather information about current resources in curriculum and student assessment.

The Flexible Pacing Questionnaire (FORM #2) is designed to assess the availability of pacing options. Information provided by these activities will be used to analyze provisions you currently have in place and what will be needed to achieve your desired outcomes.

The Needs Assessment Survey (FORM #3) includes key ideas from the Richardson Study report, *Educating Able Learners: Programs and Promising Practices* (Cox et al., 1985). The Survey is organized into five parts: administration, discovering talent, programs, staff development and teacher support, and evaluation. In order to gain perceptions of various groups within your community, different populations, i.e., teachers, administrators, students, and parents, should complete the survey.

The Current Program Analysis Chart (WORKSHEET #3) will help you continue the analysis and plan your program. It is designed to help you assess your current provisions, P-12.