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Introduction

Since the development of The Enrichment Triad Model well over a decade ago, hundreds of school districts across North America have adopted the model for their gifted education programs. This has brought about the need for teachers and administrators in such districts to be trained in the theory, concepts, rationale and application of this model. *The Complete Triad Trainers Inservice Manual* was developed to answer the need for an inservice training guide to assist prospective trainers or staff developers.

What to Look For in this Book

Many of the people who have used earlier editions of this manual have suggested that the ideas we have put forward are suitable for use as a general training or staff development model rather than a plan that is uniquely appropriate to The Enrichment Triad Model. Although we are flattered by this view of our work and at one time even considered revising the manual so that it would be more suitable for general staff development activity, we ultimately rejected a more generic approach for two reasons. First, a large amount of excellent information is already in print in the staff development literature, and therefore we did not think that yet another general training model would add significantly to a large body of already pub-

lished guidelines, articles and inservice training manuals. Second, and perhaps more important, it is our belief that the interaction between a training model and The Schoolwide Enrichment Triad Programming Model provides an opportunity for integrating process and content, and that it also forces the issue of preparing trainers with a high degree of subject matter competency in a particular approach to programming for gifted and talented students. Thus, we *do not* recommend that prospective trainers and staff development specialists use this manual unless they have a thorough understanding of the seven key resource books listed at the end of this introduction. We further recommend that persons using this training guide have direct experience in those dimensions of the Triad Model for which they are providing staff development activities.

The resource books listed on pageix provide an extremely large and diverse stockpile of underlying theory and research, planning guides, summary charts, practical examples, and evaluation instruments that are related to each major component of The Schoolwide/Enrichment Triad Model. We have also included a series of ready-made training activities call Simulation Situations (SIMSITS) that can be reproduced and used in various training activities. The Summary Sheets, Action Forms, and SIMSITS may be reproduced, modified and adapted to the types of training

situations in which you might be involved. Whenever we use the designation, *SEM*, before a resource, this resource can be found in the book listed on the next page entitled *The Schoolwide Enrichment Model: A Comprehensive Plan for Educational Excellence*. We have also used a few other abbreviations throughout this manual. For example, we have chosen to refer to teachers of the gifted as TAG teachers because this is relatively standard practice in school districts that use the Triad Model; and we have generally followed the terminology that is consistent with most major aspects of the Triad Model.

This manual is divided into two sections. In the first section, the first two chapters are organized around a model for teacher training and the techniques for inservice training. As indicated above, we have attempted to integrate this material with selected aspects of The Schoolwide/Enrichment Triad Model in an effort to provide a context for the training model and recommended technique. The third chapter is developed around a standard guide that is used to plan staff development training sessions or units. We have found that completing these guides prior to actually carrying out training activities allows staff development specialists to anticipate the problems they would like to address in a training session, the resources and physical setting that will be most effective, and the most effective sequence for organizing training material and activities.

The second section in this manual provides a series of resource guides for trainers that have been developed around a series of Key Concepts from the Triad Model. In each case we have listed the major questions to be addressed in a training session, the basic reference material that will serve

as background information for the trainer, and related articles from a compendium of research studies and descriptive material about the Triad Model. We also have listed key handouts, slides, and transparencies that have proven to be effective in carrying out training sessions related to the Key Concept. Also included are recommended SIM-SITS and related activities that can be used for "hands-on" involvement of persons participating in a workshop or staff development session. Finally, evaluation forms and activities have been recommended for certain Key Concepts, and we have also attached selected resource materials that have proven to be effective in training activities. We would welcome planning guides developed around other Key Concepts from Triad Trainers so that we can share them through our informal network of Triad-related programs and possibly include them in future editions of this manual.

All of the Key Concepts around which The Schoolwide/Enrichment Triad Model has been organized are presented in a series of video training tapes that are described on page x of this Introduction. Many trainers use these tapes for general awareness and orientation purposes, after which follow-up training related to specific teaching skills within the Model are presented by local personnel. Advanced training for trainers is also provided through one or a combination of the summer institutes and Confratute offered at the University of Connecticut.

We hope that those who use this manual will use their own experiences and creative implementation of various aspects of our work to help develop their own unique inservice training modules. We wish each of you success with planning future inservice sessions.

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The Language of the Triad Trainers Model

The Triad Trainers Model has been developed around a number of key ideas and concepts that will be described in the sections that follow. A thorough understanding of these concepts will assist us in communicating with one another and in organizing our various training activities around a common core of ideas. Although it is our sincere hope that you will develop your own unique style of presentation, we also believe that a high degree of integrity can be achieved between and among various trainers if certain aspects of our training programs represent a uniform and comprehensive way of dealing with the complicated task of program development and inservice training.

The Why and the How Questions

Almost all inservice training can be divided into two types of activity. We have referred to these two types as training that deals with the *Why Question* and as training that deals with the *How Question*. Although both questions might be addressed within the context of a single training session, it is important for the trainer to have a clear understanding of the major purpose of each question and the differences in technique that should be used for pursuing one question or the other. Often-times during training, we will use expressions such as, "Now let's switch over to the How Ques-

tion and see how we apply the Three-Ring conception of giftedness to the actual process of identification." As a general rule, it is a good idea to start with the Why Question and to sometimes review Why Question material after How Questions have been covered.

The Why Question focuses on the rationale or reasons underlying any particular component of the model. The question is best approached through the use of theoretical information, research findings, logic, personal experiences, and plain old common sense. This dimension of our training model includes questions such as the following:

Why do we recommend a broadened conception of giftedness?

Why is Curriculum Compacting important, and why should classroom teachers be responsible for this process?

Why is Type III Enrichment such an important component of The Enrichment Triad Model?

Most of the material that you will need to deal with Why Questions can be found in the books and articles that have been written about the model. It will, however, be important for you to select and organize specific aspects of the written information for your training sessions. Our publications