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I. INTRODUCTION

In recent years a number of writers have called attention to a broadened conception of giftedness and the need for a wider range of criteria in the process of identifying gifted, talented, and creative youth (Getzels & Jackson, 1958; Jarecky, 1959; Witty, 1965). Although traditional tests of intelligence and achievement have been the major criteria for screening and selecting superior students, the role of teacher judgment is beginning to play an increasingly important part in efforts to place students in special educational programs that are designed to meet the needs of highly able youngsters (Cutts & Moseley, 1957; Pagnato & Birch, 1959).

In a comprehensive review of the literature dealing with the role of teacher judgment in the identification process, Gallagher (1966) pointed out some of the major weaknesses of teacher ratings. Because of the "frighteningly low level of effectiveness" of unstructured teacher judgment, Gallagher suggested a cautious approach to accepting teacher judgment as a basis for identification. He concluded by saying that "most authorities would agree that teachers' opinions definitely need supplementing with more objective rating methods."

The development of the Scales for Rating Behavioral Characteristics of Superior Students (SRBCSS) represents an attempt to provide a more objective and systematic instrument that can be used as an aid to guiding teacher judgment in the identification process. To date the following ten scales have been developed and field tested:

- I. Learning Characteristics
- II. Motivational Characteristics
- III. Creativity Characteristics
- IV. Leadership Characteristics
- V. Artistic Characteristics
- VI. Musical Characteristics
- VII. Dramatics Characteristics
- VIII. Communication Characteristics — Precision
- IX. Communication Characteristics — Expressiveness
- X. Planning Characteristics

The Scales are not intended to replace existing identification procedures such as measures of intelligence, achievement, and creativity; rather they are offered as a supplementary means that can be used in conjunction with other criteria for identification. The authors recognize the limitations of singular approaches or criteria for identification. They are also aware of the obvious psychometric shortcomings of all observer-rating instruments in the behavioral sciences. At the same time, an attempt has been made to apply the most appropriate procedures of instrument construction to the development of the scales included herein. Thus, the reliability and validity studies described in Part III of this manual reflect an effort to elevate the quality of teacher rating instruments that are available for identifying students to participate in programs for the gifted and talented.

Part II of the manual discusses studies that are related to the issue of teacher effectiveness in the identification process. In Part III, we have described the "back-up" studies that were conducted to help establish the reliability and validity for each of the respective scales. Since the development of the Scales took place in three phases, this research is presented in separate sections that reflect the specific populations involved. The references for each scale are also divided according to this format.

Part IV consists of directions for using and interpreting the Scales. The information included in this section is only suggestive of many adaptations that can be made in light of local circumstances and particular identification systems. Part V provides some ideas for the in-service training which is recommended for all persons involved in screening and selecting students for participation in programs for the gifted and talented. The Scales themselves are presented on 8 1/2 x 11 sheets that can be reproduced in accordance with individual program requirements.