

CONTENTS

Section One: Introduction	4
Overview, Rationale and Goals	5
Overview of the Guidelines Resources	12
Unique Starting Points for Each Region or School.....	16
Section Two: Philosophy and Orientation.....	23
School Improvement and Gifted Programming	24
Innovation and Change	31
Paradigms and Paradigm Shifts	36
Education for a New Era	40
Nature and Definitions	45
Identification	50
Programming.....	58
Bibliography.....	72

SECTION 1: INTRODUCTION

Abstract

Section 1, Chapter 1 of this volume provides an overview of the rationale and goals for gifted programming. We refer to the contents of these volumes as guidelines. Chapter 1 provides an overview of the guidelines for gifted programming (what they are intended for and how to use them) and a brief description of each additional chapter. Chapter 2 describes multiple entry points in the guidelines for school regions or cluster groups, and how to find your entry point. At the end of this section you will be able to:

- a. Describe the rationale and goals for gifted programming.
- b. Describe and explain what the guidelines are and how to use them.
- c. Understand the contents of the volumes.
- d. Identify multiple entry points for school regions or cluster groups.
- e. Identify the starting point for your region.

Chapter 1
Overview, Rationale and
Goals

Chapter 2
Unique Starting Points for Each
Region, School or Cluster Group

CHAPTER 3: SCHOOL IMPROVEMENT AND GIFTED PROGRAMMING

“We can, whenever and wherever we choose, successfully teach all children. . . we already know more than we need to do that.”

—Ronald R. Edmonds, *Effective Schools for the Urban Poor*

A modern approach to programming for giftedness begins with the realisation that planning for this area does not take place independently, or in a vacuum, but must be integrated and co-ordinated with many other challenges. In this chapter we will examine some of these important connections as they relate particularly to modern views of school improvement.

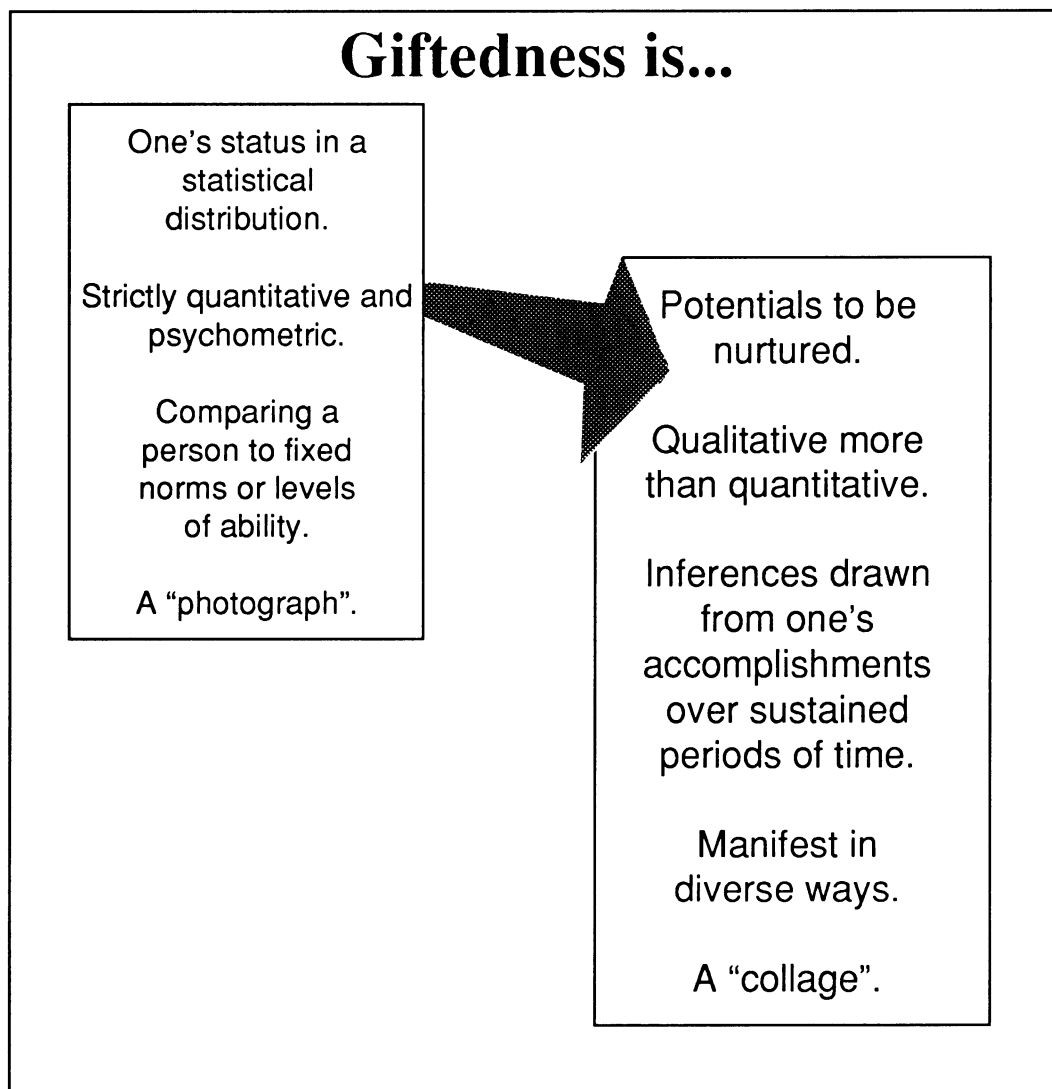
The School Improvement Challenge

What are the major challenges and issues that must be considered in a well-designed, effectively-implemented school improvement or long-term planning process? New directions in education are causing many people to look very closely at the school improvement and long-term planning challenges.

A publication from the Education Commission of the States, reported in *Education Week*, 28 March, 1990, described several essential steps in a “Road Map for Restructuring”. These suggestions are summarised on the next page.

- Does the definition take into account the possibility of expanding human talents or abilities through effective instructional interventions? (That is, does it recognise that many—perhaps all—important components of giftedness might be nurtured?)
- Does the definition provide a clear and effective foundation for practical instructional planning rather than merely leading to categorical inclusion or exclusion decisions?

Summary: The Changing Paradigm for Understanding the Nature and Definition of Giftedness



The following chart illustrates, for example, how identification and the four levels of service are interrelated.

“Identification”	Level of Service
<p>All Students</p> <p>No formal identification process is appropriate or needed.</p>	<p>Level I—Services for <i>All</i> Students</p> <p>Focus on extending and enhancing learning opportunities for all.</p>
<p>Many Students</p> <p>Identification often based on student interest (self-selection). If there is “selection”, it is based on criteria that are clearly and specifically related to successful accomplishment in the activity, and may include “try out” or actual performance data.</p>	<p>Level II—Services for <i>Many</i> Students</p> <p>Focus on enrichment or expansion of experiences for students beyond the “exploration” level. <i>Almost any student might be involved in Level II, but not every student will.</i></p>
<p>Some Students</p> <p>Identification based on students’ demonstrated and sustained interests and their specific unmet needs. Teacher nomination, marks and academic achievement, other test data may be used if clearly and specifically related to instructional activities!</p>	<p>Level III— Services for <i>Some</i> Students</p> <p>Focus on extended or “in-depth” work to provide a high level of challenge and appropriate pace for learners who show extended interest and ability.</p>
<p>Few Students</p> <p>Based on any evidence or data supporting or documenting the student’s unusual unmet needs, exceptional interest or outstanding performance in areas specifically related to the proposed services.</p>	<p>Level IV—Services for a <i>Few</i> Students</p> <p>Focus on individually-designed responses to unusual needs of students, carefully planned on the basis of detailed review of diagnostic data and meetings.</p>