

Abstract

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Abstract approved:

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The purpose of the study was to identify programs used to serve gifted students in Kansas under the gifted mandate. The sample was composed of 306 randomly selected Kansas gifted teachers who received a 12-item survey. It was composed of items presented so that teachers could circle numbers corresponding to correct answers. Additionally, one item was presented as a Likert-Type scale, one item was open ended, and two items asked teachers to write in a response. A total of 235 (76%) surveys were returned. Frequencies and percentages are given. Results indicate that 39% of all gifted teachers in Kansas serve more than one school/day. Teachers are identified as implementors of the majority of programs. Most and least used programs are recorded. Programs are seen in relation to the number of years used, teacher title/certification, goal match, community size, grade levels taught, and future of the program in light of current Kansas political issues.

**A DESCRIPTION AND ANALYSIS OF ADMINISTRATIVE MODELS AND  
GIFTED PROGRAM OPTIONS IN THE STATE OF KANSAS: 1990-1991**

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**A Thesis**

**Presented to**

**the Division of Psychology and Special Education**

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**In Partial Fulfillment**

**of the Requirements for the Degree**

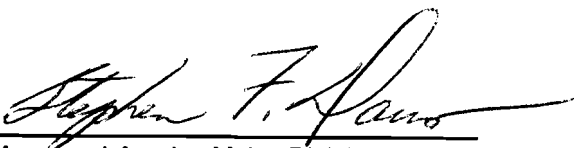
**Master of Science**


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**by**

**Mary Florilla Ward Buster**

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"I can do all things through Christ who strengthens me." Thank you, Lord, for being with me throughout this project.

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## CHAPTER 1

### INTRODUCTION

History indicates that, over many centuries, people have shown interest in persons of exceptionally high academic abilities. Renzulli (1978) tells us that "as early as 2200 B.C. the Chinese had developed an elaborate system of competitive examinations to select outstanding persons for government positions" (p. 180).

In our own country 4,100 years later, educators introduced the "flexible promotions system" to schools in St. Louis, Missouri. This plan was the first recorded in America with the intended benefits aimed toward meeting the needs of the student with high academic ability. This plan made it possible for the bright children of St. Louis to "complete their first eight years of school in less than the scheduled amount of time without skipping any major parts of the educational sequence" (DeHaan, 1963, p. 58).

In 1900 the educational needs of all students, those with high academic ability and others, were met in classrooms of mixed ages and grades. The writer of this thesis recalls stories passed down in a family rich with Kansas teachers, of classrooms of 40 and sometimes as many as 70 students (A.M. Remington, personal communication, 1960). Only in urban areas of this young nation did grade assignment by age exist. This concept of grade leveling was born in 1848 in Boston, Massachusetts. That same concept continues today (Daniel & Cox, 1988).

Tannenbaum (1988) described the teaching system of the 1950s in the United States as a time when teachers were trained to work with "average or below average students, (the) ablest often disregarded" (p. 16). He went on to explain that Admiral Rickover (creator of the atomic submarine) saw a connection between military strength and scientific progress. Rickover recommended that American schools emphasize the sciences for the safety of the country.

In the early 1960s, interest in programs for the American gifted student flourished, largely in response to the Russian satellite, Sputnik. American educators felt the need to improve the merit of their own educational programs and prepare young leaders in science and math that could meet the Russian technological challenge (Laird, 1968). In spite of the new emphasis for bright students in the areas of science, little attention was given to emotional needs and creativity of these students. Intensive programs of enrichment activities, ability grouping and acceleration were implemented but did not last (Tannenbaum, 1988). Tannenbaum went on to explain that racial tension, turmoil

in Vietnam, and college unrest in the mid-sixties resulted in an "anti-intellectualism" in the late 1960s and interest in programs for gifted students decreased.

Tannenbaum described the 1970s as a decade in which the cold war was no longer a threat, the citizens of America became disillusioned with government after Watergate, and economic times were difficult. The education movement in the 1970s was toward special programs for all exceptional students, including magnet schools for bright students. The 1980s brought attention to women and racial minorities in education.

In 1972, S.P. Marland, then United States Commissioner of Education, presented to Congress the results of an extensive study of gifted education in all 50 states to Congress. Part of that report says:

...research studies on special needs of the gifted and talented demonstrate the need for special programs. Contrary to widespread belief, these students cannot ordinarily excel without assistance. The relatively few gifted students who have had the advantage of special programs have shown remarkable improvements in self-understanding and in ability to relate well to others, as well as in improved creative and academic performance....A good program for the gifted increases their involvement and interests in learning through the reduction of the irrelevant and redundant (p. 23).

Renzulli (1968) suggested that for implementation of any program there must be: A). a qualified teacher; B). a curriculum that is systematic and comprehensive; C). student selection procedures; D). philosophy and objectives; E). orientation of staff; F). plan of evaluation; and G) administrators responsibility.

In an article written in 1980, Dunn and Price explained that teachers should consider physical surroundings when planning a program for gifted students. This includes sounds, time of day, students present, foods consumed, abilities to move about, lighting, room temperature and design, and several other items.

In 1983, Steinbach cautioned us about programs that begin because of demands of school patrons, or the school itself. In our efforts to create programs in which students may learn quickly, we must be careful to avoid a quantitative rather than qualitative program (Renzulli, 1980). Cox and Gluck (1989) describe a solution to the problem in the provision of a written philosophy for the education of the gifted student that is compatible with the preferences of the



school and patrons of the district before the program is begun.

In a 1982 article titled Myth: One Program Indivisible for All!, Stewart stated that the program that works and is successful for one learner may suffocate and confuse another. Davis and Rimm (1985) summed it all up by saying, "There is no single 'best' program. There are many alternatives; aim for the best combination for the particular situation" (p. 178).

Cox and Daniel (1985) suggested that teachers and administrators that are planning new, or revising established, programs should expect to "build a comprehensive program as you would piece together a mosaic. Do not expect all elements to be in place at once" (p. 36).

A review of the literature shows that there are many authorities in the field of gifted education eager to guide teachers and administrators in the construction of a gifted program "mosaic." Each expert promotes his or her own theoretical model that, if his/her guidelines are followed, would enable teachers to meet students' educational needs. Many of these models contain elements applicable, in whole or in part, to the Kansas guidelines.

### THEORETICAL MODELS

In the preface to the book Systems and Models for Developing Programs for the Gifted and Talented, Renzulli (1986) defined a theoretical model as a set of:

...principles that guide the instructional process and give direction to the content, thinking processes, and outcomes of learning experiences that might take place within any given administrative pattern of organization. Theoretical models are mainly influential in determining the quality of special program experiences whereas administrative models are more concerned with the efficiency and 'smoothness of program operation and the ways that special programs 'fit into the total school program.

Davis and Rimm stated in their book Education of the Gifted and Talented (1985), that "models help provide a theoretical framework within which specific enrichment activities may be planned" (p. 155). The program options for gifted education, listed in Supplement for Gifted Programs (1989), may be used to carry out a model plan. Following are descriptions of some prominent theoretical models for gifted education.

Renzulli has given gifted education several model plans from which teachers can work. Perhaps his best known model is the Enrichment Triad Model (Renzulli, 1976). Theoretically, this model can be used with a greater number of students than just the identified gifted. It is based on

three "types" of enrichment, the first of which is Type I, or general exploratory enrichment. The basic goal of this level is to expose students to a variety of areas of interest. Type I enrichment may take the form of guest speakers, field trips, films, books, sharing hobbies, etc. The gifted student is expected to decide upon a topic of interest for further study as a result of this level of enrichment.

The model continues with Type II enrichment. At this level the student is expected to experience group training in research skills. The student will learn the skills necessary to develop a topic of interest into a Type III project. Type III involves real problem investigation or production. At this level the student should be striving to deal with the actual processes of solving a real problem. Problems may range from dealing with acid rain to writing children's stories about the zoo. The objectives are the same no matter what the problem--to solve the problem, or create the product in as realistic a way as possible.

Feldhusen (Feldhusen & Kolloff, 1981) developed a Three Stage Model that is similar to Renzulli's. The first level of the Three Stage Model is practicing primary diverse and focalized thinking. The second level deals with complicated invention and problem clarification situations. The third level, which is similar to Renzulli's Type III enrichment, develops the student's autonomous learning aptitude.

Those who believe that any model good for the gifted should be good for all students may become disillusioned with Feldhusen's model past the Stage I enrichment, or at least past Stage II. In its defense, and the defense of other models that cannot meet the needs of the average student, Smith (1990) stated, "If it is enrichment for all, it is not a program service designed specifically for gifted and talented students. Service should relate to the characteristics and related educational needs of these students" (p. 24).

Betts (Betts & Neihart, 1986) believes that needs can be best met through the Autonomous Learner Model. This model has five components beginning with the Orientation level. At this first level, the students are given opportunities to find out about themselves and what their capabilities are. They also learn about others, how to work in groups--social skills. At the second level the student continues to practice social skills, understanding his/her own feelings, and begins to select areas of interest for study or possible career choice.

At the third level of the Autonomous Learner Model, the student explores interests,

investigates problems, and attends selected cultural activities. The fourth level of the model has students attending seminars on problem solving, debate, items of general interest and advanced study of high interest topics. The fifth level is similar to Renzulli's Type III. At this plane the student should be involved in concentrated individual projects or group projects of a sophisticated degree.

Structures of Intellect is the name of a theoretical model which has produced a diagnostic/prescriptive program developed by Meeker and Meeker (1986) in which the student completes a series of tests and the scores are matched to each of 120 criteria representing areas of cognitive ability. Then, by following the test instructions, the teacher can identify the student's strengths and weaknesses. The resulting profile becomes a tool for prescribing a program that remediates and strengthens.

Piirto (1989) described a "wholistic study" (p. 34) incorporating all areas of academic study with dramatics, cooking, special speakers, and field trips. Piirto stated that every "unit should (include) writing, mathematics, affective, and informational components" (p.33).

Schlichter (1981) explained how Taylor's Multiple Talent Approach might be used in the mainstreamed setting. This plan follows a problem solving format where the students specify a problem, look into and study the situation, create answers to the problem, appraise the situation in order to select the most workable answer and then carry out the solution as best they can.

Perhaps one of gifted education's most widely recognized theorists, Barbara Clark, offers the Integrative Education Model. This model links brain activities of thinking with affective, presentiment, and tactile sensation that culminate in a learning situation. Clark (1986) believes that by combining and encouraging each function, the learner can make major steps toward achieving the goals of a higher self image, affective growth, and academic success (Renzulli, 1986).

### ADMINISTRATIVE MODELS

Theoretical models provide the underlying rationale for gifted education programs; administrative models designate service delivery arrangements. In Systems and Models for Developing Programs for the Gifted and Talented, Renzulli (1986) explained, "Administrative models consist of patterns of organization and procedures for dealing with such issues as how we should group students, develop schedules for the time spent in special programs, and arrange for the delivery of services (p. vi). Feldhusen and Wyman's (1980) Super Saturday program is an

example of an administrative model. This program provides that students will attend classes on the weekend to achieve a deeper grasp of education's basic tools. Basic concepts, as well as elective areas, such as foreign language, theater, problem solving, and so on, are taught at a challenging level.

Other than the 1972 Marland Report, the only nation-wide study of gifted education programs at the time of this writing is the Richardson Foundation Study (Cox, Daniel & Boston, 1985). The study shows that 90% of the districts responding used more than one program option to deliver services to gifted students. The study found the most frequently used administrative model is the pull-out program (discussed as **Resource room program** under the heading Kansas Administrative Models). The results of the study suggest that foreign language schools (all curriculum centered around learning a second language), mentorships, internships, summer programming, and Advanced Placement classes are the most successful program options recognized by the authors of the study.

### KANSAS ADMINISTRATIVE MODELS

In The 1987 State of the States Gifted and Talented Education Report, Woody Houseman, then an Education Program Specialist for the Kansas State Department of Education, stated that Kansas gifted programs have strengths in areas of "(a) parent advocacy; (b) historical basis of support for education; (c) strong university training programs providing quality teachers of the gifted; (d) parental rights, including the right to a due process hearing; and (e) assistance of an Equal Education Opportunity Section which supports training in the identification of minority and underachieving gifted" (p. 89).

Houseman went on to state that areas needing improvement are "(a) consistency of programming practices across the state; (b) local administrators support; and (c) increased support of regular education teachers". He further suggests that "expansion efforts in Kansas could be directed toward: (a) identification of leadership skills; (b) identification of talents in the arts; (c) increased identification and programming for minorities and underachievers; and (d) funding" (p. 89).

A look at the Supplement for Gifted Programs (1989) revealed that gifted programs in Kansas have been implemented in an attempt to provide for the needs of gifted students. The needs of gifted students include achieving the highest degree of proficiency in essential skills at a

suitable level of challenge (Landrum, 1987). Landrum also identified the need for a wide variety of experiences in creative thinking, encouragement to seek advanced objectives, and an introduction to a number of areas of possible interest. Landrum went on to suggest that gifted students need assistance in the affective areas of association with peers and mindfulness of themselves and their abilities to accomplish goals successfully. Clark (1979) tells us that another need gifted students experience is in the area of vocational choice. Because gifted students have so many abilities and varied intensities they may have difficulty focusing on a career.

In response to needs of gifted students, the Kansas State Department of Education has listed 14 provisions for grouping students (Administrative Models) and 17 acceleration and enrichment activities (program options) that may be used singly or in combinations. The combinations and modifications of the lists appear to be almost limitless.

In an attempt to understand the options better, the author of this paper spoke with Joan Miller, Gifted Education Program Specialist in the Kansas State Department of Education, in October of 1990. Ms. Miller responded that no definitions were recorded in Kansas guidelines for gifted education for the options listed in the Supplement for Gifted Education. The author then turned to literature for such definitions.

The next paragraphs list the options in bold face type and include definitions from the literature concerning "Grouping Provisions Which Facilitate the Student's Access to Learning Opportunities" (Supplement for Gifted, 1989).

**Cluster grouping within the regular class** is the grouping of children by ability level within their regular classroom. This grouping is usually conducted by the regular classroom teacher, and may utilize a curriculum sequence different from the usual for a particular grade in order to meet the needs of students of gifted levels of ability (Lake, 1985).

**Part-time groups before, during, or after school or on Saturdays** are groups that meet on a part-time basis, not during the regular school hours. Classes may be conducted by a teacher of the gifted or others that are experts in their field for enrichment or in-depth study.

**Special summer study** may provide opportunities for students to accelerate through, or to take classes in addition to, regular course work during the summer months. Many universities offer special summer opportunities for gifted students in the way of classes and camps.

**Seminars and symposiums** bring students together for discussion and advanced study of particular subjects. Many gifted programs in Kansas host such events every year, inviting identified gifted students from surrounding districts to participate.

**Mini-courses** are courses of study that are not scheduled to last the duration of a school year. These classes may be completed in a few days or as many as several weeks (Wallace School District, 1985).

**Team teaching** requires cooperation of two or more teachers in presenting learning opportunities to a group of students. **Resource personnel** may also work with gifted students and may have job titles such as guidance counselors, school psychologists, speech pathologists, hearing specialists, eye specialists, teachers of the learning disabled, and school nurses.

Kansas Administrative Regulations (1989) describe the **consultant** plan as one where the teacher of the gifted student serves that student by "providing regular education teachers with assistance in educational diagnosis, prescriptive decisions and educational interventions" (p. 1). Kansas Administrative Regulations further explain that the **itinerant** plan requires that the teacher of the gifted "shall...provide specialized individual and small group instruction" directly to the gifted students (p. 1).

**Alternative schools** are schools, public or private, that provide a special curriculum and schedule with the intent of meeting the needs of the special student. Magnet schools for gifted students fit this criterion (Rogers, 1986).

The **resource room** or **demonstration classroom** is a room separate from the regular classroom for the purpose of study by special classes. The teacher is certified in gifted education (Gilman, 1989). Cox and Daniel (1984) and Aldrich and Mills (1989) further describe this program as an administrative model that keeps the student in the regular classroom most of the time. This plan is sometimes known as a "pull-out" program because the student is "pulled-out" of the regular classroom for periods of enrichment in the resource room. The student is in the resource room often as little as one hour each week. Lucito (1984) stated that the resource room is a program model, not a curricular alternative. The Richardson Study found this model used frequently because it is easy to implement. The study also showed that it has weaknesses, saying it is a "part-time solution to a full-time problem. Able learners need a program that matches their abilities every hour of the school day, not just once or twice a week" (Cox, Daniel & Boston,

1985, p. 43).

The **special self-contained class** meets all the needs of the gifted student with the exception of music, physical education, time spent with special resource personnel, lunch , and recess (Zorn, 1983). The self-contained classroom serves as the regular classroom for gifted students assigned to the room.

A program of **field trips and cultural events** demands that trips be scheduled to experience real businesses and to participate in special activities. Stanley (1976) includes many areas of the performing arts such as "music, art, drama, dance, and creative writing or...instruction of foreign languages" (p. 234) under the heading of cultural enrichment for gifted students.

### KANSAS PROGRAM OPTIONS

The Supplement for Gifted Education (1989) goes on to list "Acceleration Activities Which Promote Learning Beyond Regularly Prescribed Curriculum". According to Howley (1986), acceleration "allows gifted students to be educated with the older children whom they resemble; its goal is to accommodate the rapid learning rate of gifted students. In most cases of acceleration, the curriculum...is not altered" (p. 10). Again the writer has marked the listed options in bold face type and included definitions from literature.

**Early entrance to preschool classes** allows a child to attend school before the prescribed age as set by the State Department of Education (Meeting the Needs, 1989). At the secondary level, students in larger schools are afforded the option of taking **Advanced Placement (AP)** classes. These classes can provide challenging subject matter at a challenging pace and can ease the shift from high school to college (Cox, J., 1983).

According to the literature, it is believed that acceleration may also be accomplished by providing **year-round schools**. This program divides the year into trimesters or quarters with the goal of minimizing or eliminating the need to review material covered prior to a vacation time (Ballinger et al, 1987).

Programs of acceleration may be accomplished by **correspondence courses** through an agency other than the regular school. Another alternative might be **block classes** where classes meet for longer periods allowing more concentrated work time and greater depth of instruction (Barker, Muse, 1984).

Some Kansas schools allow students to receive **credit by examination** for class work

by excelling on tests addressing the material ordinarily taught in the class (Meeting the Needs, 1989). Another method is to allow students to do the regular work of a class on their own--called **independent study**. Emphasis is placed on the student's part in the learning process (Wolfe, 1987). **Telescoping** or curriculum compacting is similar to independent study in that the student does all of the work of an assigned class, but does it at his/her own pace.

**Contract program** is another self-directed program with the student and teacher signing a contract specifying the processes and concepts that the student will master. Individually created outlines of the school day, created by the gifted student with some assistance from the teacher, are elements of the Learning Agreement program explained by H. Feldhusen in 1981. She feels strongly that these elements are essential to the growth of each student. Parke and Ness (1988) expanded this notion in that they believe that students will almost always choose projects and plans of study that are challenging and appropriate for themselves.

Tremaine (1979) described **ungraded classes** where students are grouped by ability instead of chronological grades. The **multiage class** is a variation of the ungraded class that allows students to be grouped by ability instead of age. Another variation of the ungraded class is the **continuous progress curriculum** "called progressive education in the 1920s and open education in the 1960s" (Sevetson, 1990, p. B1). In the 1990s, children enrolled in a program of this type move through the curriculum at their own pace, regardless of age or grade.

Still another variation of the ungraded class is a program of **flexible scheduling** whereby a schedule is created for each child according to his/her ability, learning style and pace of learning. It is possible in this program that each student would be grouped with different students from period to period (Daniel & Cox, 1988).

Kansas schools may provide **tutoring** to assist students in acceleration. According to Winters (1989) the tutor may be another student, the regular teacher, the special teacher or someone from the community. Another kind of tutor is the mentor. In a **mentorship** the student becomes an observer of an expert in an area of high interest. A third type of tutoring may occur in an **internship**. The Supplement for Gifted Programs (1989), explains this program as one in which the student learns from an expert in the field and is more than an observer. The student participates at a level suitable to the student's abilities. According to Howley (1986), internships at the secondary level usually produce effective results.



Although not formally listed with the other options in the Supplement for Gifted Programs (1989), grade acceleration is a program sometimes used in Kansas schools. Acceleration (skipping one or more grades) is frequently used to challenge the abilities of gifted students (Stanley, 1976). One of its major advantages is its availability. Feldhusen, Proctor, and Black (1986) stated that grade acceleration is almost always successful when it is the student's decision to skip a grade.

Tracking is one method of meeting the needs of gifted students that is not part of the Supplement for Gifted Programs (1989). This is a somewhat controversial program of grouping by ability that was once popular, but now is rejected in many school systems. Tracking separates brighter students from those students with lesser abilities for regular academic areas. Some form of this option continues to be used in some Kansas schools outside of the gifted area.

### STATEMENT OF THE PROBLEM

What kinds of educational programs for high ability students have resulted from the excitement Sputnik raised? More specifically, what kinds of educational programs for students of high ability have been developed in Kansas? What do the gifted children in Kansas receive in the way of curriculum to prepare them to meet the challenges of the 21st century?

### PURPOSE OF THE STUDY

The Kansas State Department of Education has passed into law a seven page description of what education for gifted students shall be. The Supplement for Gifted Programs (1989) lists on two pages the curriculum choices for gifted students in primary and secondary public schools. However, no comprehensive catalogue of programs exists. The purpose of this study is to fill that gap.

Because there is no description at this time of programs being used in Kansas, this study will provide that description. It will also become a map of gifted education in Kansas and will reveal the diversity of programs teachers and administrators have chosen from the Supplement for Gifted Programs to guide the learning processes of gifted students in Kansas.

### SIGNIFICANCE OF THE STUDY

White (1970) stated, "It would be one of the greatest understatements of all times to say that the total future of America and the free world is dependent upon our ability to produce, train, and to wisely utilize the abilities of our gifted citizens" (p. 159). Therefore, it is important that the results of this study should provide information for schools considering program changes or the

introduction of new programs.

This study will be of importance to parents, teachers and administrators, and other persons concerned with improving the guidelines for gifted education at the state level . It may also be of value in designing a mandate for gifted education that works to meet the real needs of gifted students in Kansas.

Wilkie, sponsor of the Richardson Survey, was interviewed in Gifted Child Today (Richardson Study Q's, 1985). He commented that he considered the gifted child to be "among the neediest of our school children." He went on to say that "too few of them get the special attention they need to develop their abilities fully" (p. 3). This study will assist in assuring that all gifted students receive the attention they need.

The governor of Kansas, Joan Finney, and some legislators are trying to delete the existing mandate and state funding for gifted education at the time of the writing of this paper. This study will become a resource for advocates concerned with keeping gifted education alive in this state.

Treffinger (1982) stated that "rigorous investigation and spirited discussion of critical issues within gifted education will enable us to be better prepared to deal with challenges from without, and failure to have this investigation and discussion will contribute to our demise" (p.4). The information gained from this study may encourage such discussion and enable us to meet the challenges from within and without.

## DEFINITIONS OF TERMS

**GIFTED STUDENT:** "The gifted...are those who by virtue of outstanding abilities, are capable of high performance. These children require differentiated education programs and/or services beyond those normally provided by the regular school program in order to realize their potential contribution to self and society. (Passow, 1981). According to Kansas guidelines these students must have a score of 130 or higher on a valid test of intelligence and rank in the 95 percentile or higher on tests of achievement (Supplement for Gifted, 1989).

**KANSAS SUPPLEMENT FOR GIFTED PROGRAMS:** A printed account of laws describing screening and identification processes, class size, and case load in the state of Kansas. The account was written and published by the Kansas State Department of Education in 1989.

**GIFTED PROGRAM:** "Methods, procedures, and resources that are employed to provide adequate instruction for gifted students" (Treffinger, 1982, p. 5).

**ENRICHMENT:** "...enrichment is any educational procedure beyond the usual ones for subject or grade or age that does not accelerate or retard the student's placement in the subject or grade" (Stanley, 1976, p. 234). Stanley went on to criticize enrichment, claiming that it is often just "busy work" simply demanding that the student do an extra amount of the same type of work instead of increasing in challenge.

## CHAPTER 2

### METHOD

#### SAMPLE

The sample population of the study is the special education teachers of gifted students at all grade levels of the public schools of the state of Kansas. All special education gifted teachers share a common purpose and minimum qualifications as determined by the Kansas State Board of Education.

The purpose of gifted education in Kansas "is to provide children and youth identified as gifted with a differentiated curriculum which facilitates maximum achievement and development of higher level mental processes" (Supplement for Gifted, 1989, p.1). Minimum qualifications for teacher certification in the area of gifted education are that the gifted teacher shall hold a valid regular education teaching certificate at the grade level(s) at which the person is teaching. That person shall also be able to show that "progress is being made toward completing the requirements for full endorsement" from a teacher education institution as well as receiving recommendation from that institution (Certification and Teacher, 1982, amended 1988, p. 44). In addition, the sample population shares the common activity of being the persons responsible for the actual delivery of gifted education to the identified gifted students of Kansas.

#### PROCEDURE

Each school listed in the Kansas Educational Directory (1990-1991) was assigned an identification number. The researcher then used a computer program developed specifically for the purpose of randomly selecting subjects and began the random selection of schools according to the numbers printed out by the computer program. The first 306 schools whose numbers were drawn in this manner were the home schools of the gifted teachers to whom the survey was addressed.

There are 923 public elementary, 190 middle school/junior high, and 351 senior high schools listed in the Kansas Educational Directory for the 1990-1991 school year. This is a total school population of 1464. According to Krejcie and Morgan (1970) a sample of 306 is needed to represent a population of 1500 (1464 rounded up) at a 95% level of confidence.

The author recognizes that one problem that may arise in sampling the gifted teachers of Kansas schools may be that the same person is a teacher in more than one school sampled. This may prove an irritant to the recipient of more than one survey, however the programs of the

the instrument. Respondents were assured of confidentiality of comments in the open ended section of the survey.

The survey was followed in two weeks time by a thank you/reminder post card. The purpose of the post card was to thank those persons having returned surveys and to remind others to complete their questionnaires and to promptly return them. After two weeks, a reminder letter and replacement questionnaire was mailed to those persons whose questionnaires had not been returned.

The dependent variable to be measured by the instrument was the kinds of programs actually being delivered as gifted education to students identified according to state guidelines in Kansas in the school year 1990-1991. The results of the study will generalize to other schools of similar size, economy, and population that are in states having a gifted mandate. The study may be readily replicated.

### STATISTICAL DESIGN

Upon receipt of the completed questionnaires, the researcher charted and interpreted the results. The researcher documented the frequency and percent with which each program option occurred. Data was also presented showing the frequency and percent with which each program option occurred. These procedures are appropriate because the study is a descriptive study of concrete items.

## CHAPTER 3

### PRESENTATION AND ANALYSIS OF DATA

Teachers of the gifted in 306 randomly selected schools in Kansas received survey instruments. Responses were received from 224 gifted teachers and 11 principals for a total return of 235, or 76% of all instruments mailed. The 11 principals responded from schools having no teacher of the gifted in their building.

Nine of the 11 principals reported that they do not serve gifted students. Their students are bussed to a central location for gifted services. The remaining two principals stated that the position of teacher of the gifted is vacant in their districts.

The following tables summarize responses. The tables are set up to reveal frequencies and percentages of responses received.

### SCHOOLS SERVED

Table 1 summarizes replies to the item: "The number of schools you serve as a teacher of the gifted." Teachers were asked to write the number of schools served in the blank provided on the survey.

Table 1

**NUMBER OF SCHOOLS SERVED**

<b>Schools served</b>	<b>Frequency</b>	<b>Percent</b>
1	32	14
2	27	12
3	21	9
4	22	10
5	33	15
6	21	9
7	18	8
8	14	6
9	20	9
10	3	1
11	5	2
12	3	1
13	1	1
No Response	4	1
<b>TOTAL</b>	<b>224</b>	<b>100*</b>

\*The sum is not 100% because of rounding error.

The greatest frequencies reported were from teachers serving either one or five schools (14% each). Three teachers (1%) reported serving 10 schools, five (2%) reported serving 11 schools, three (1%) reported serving 12 schools, and one teacher reported serving 13 schools. The rest of the schools were divided almost evenly among the remaining 65%.

**SIZE OF COMMUNITY**

Table 2 summarizes responses to the survey item: "The size of your community: (1) rural (smaller than 15,000 population) (2) between 15,000 and 30,000 (3) between 30,000 and 50,000 (4) greater than 50,000."

Table 2

**COMMUNITY SIZE OF SCHOOLS RESPONDING**

<b>Community size</b>	<b>Frequency</b>	<b>Percent</b>
smaller than 15,000	141	63
between 15,000 and 30,000	22	10
between 30,000 and 50,000	25	11
greater than 50,000	35	16
No Response	1	1
<b>TOTAL</b>	<b>224</b>	<b>100 *</b>

\*This sum is not 100% because of rounding error.

The greatest percentage of teachers responding are in the "smaller than 15,000" category.

The rest of the schools are evenly divided among the other three categories.

**GRADE LEVELS TAUGHT**

Item number four of the survey instrument addressed "The grade level(s) you teach in school addressed on the envelope." Teachers were asked to circle the number of grade levels they teach.

The data from item "Grade levels taught" indicates that 16% of all elementary teachers of the gifted serve the needs of Kindergarten students. First grade students are served in 66% of the cases reported. Second grade gifted students are served in 77% of cases reported.

**PROGRAM GOALS**

Table 3 summarizes responses to the survey item: "How well do your goals for your program match your present program? (With 1 representing no match and 9 representing a perfect match of program and goals please circle the appropriate number)."



Table 3

**PROGRAM GOALS MATCH**

<b>Goal Match</b>	<b>Frequency</b>	<b>Percent</b>
1	1	1
2	8	4
3	11	5
4	14	6
5	27	12
6	48	21
7	56	25
8	40	18
9	15	6
No Response	4	2
<b>TOTAL</b>	<b>224</b>	<b>100*</b>

\*This sum is not 100% because of rounding error.

The percentages in Table 3 show that about 50% of all teachers of the gifted see their programs and goals in very close comparison (Those teachers marking their survey 7,8, or 9). About 40% of all teachers see their goals and programs somewhat corresponding (Those teachers marking their survey 4,5, or 6) and the remaining 10% seeing little relationship between their goals and their present program.

**TEACHING POSITION**

Table 4 summarizes responses to the survey item: "Which title best describes your teaching position in this school?"

Table 4

**TITLE BEST DESCRIBING TEACHING POSITION**

<b>Teacher titles</b>	<b>Frequency</b>	<b>Percent</b>
1.) Consultant	37	17
2.) Itinerant	99	44
3.) Employed as regular classroom teacher	1	1
4.) Resource room teacher	50	23
5.) Other	35	16
6.) No Response	2	1
<b>TOTAL</b>	<b>224</b>	<b>100*</b>

\*This sum is not 100% because of rounding error.

Two of the teachers responding in the category titled "Other" refer to themselves as "accelerated curriculum teachers." One teacher is a special education paraprofessional employed as teacher of the gifted. One teacher is titled "Itinerant facilitator."

One teacher responded to the category titled "Other" as a resource room/enrichment teacher. The other respondent to the "Other" category teaches gifted education as an elective open only to gifted students and also does consulting.

Four teachers answering to the category titled "Other" considered themselves gifted mentors. Two of the four respondents reported that they did not have a teaching certificate in gifted education, but that their coordinators did. The other two teachers did not respond to the question of certificate status.

The balance of "other" teachers responding, referred to themselves as consultant/itinerant, consultant/resource, classroom teacher/resource, and one reported the title consultant/itinerant/regular teacher/resource room teacher.

Teachers known as "Itinerant" numbered 98, or 44%. Teachers titled "Resource Room" teachers number 51, or 23%, while "Consultant" teachers number 37, or 17%. The rest of the titles or title combinations are numbered almost evenly.

The author of this paper spoke with Becky Stotlemeier of the Kansas State Dept. of Education (personal communication, July 3, 1991) concerning the percentage of teachers with the same titles as reported by Special Education Coop Directors. Ms. Stotlemeier stated that records dated June 1991 showed the following figures:

Table 5

**STATE REPORTED TEACHER TITLES**

<b><u>Teacher title</u></b>	<b><u>Frequency</u></b>	<b><u>Percent</u></b>
1.) Self contained	9	2
2.) Resource room	202	43
3.) Itinerant	142	31
4.) Consultant	107	23
<b>TOTAL</b>	<b>460</b>	<b>100*</b>

**IMPLEMENTOR OF PRESENT PROGRAM**

Table 6 summarizes responses to the item: "Who originally implemented the type of program now being used in your school: (1) Yourself (2) Administrators (3) A previous teacher (4) Other."

Table 6

**IMPLEMENTOR**

<b>Implementor</b>	<b>Frequency</b>	<b>Percent</b>
1.) Yourself	54	26
2.) Administrators	26	12
3.) A previous teacher	45	21
4.) Other	9	4
5.) Yourself/Others	39	19
6.) Administrators/Others	37	18
7.) No Response	14	6
<b>TOTAL</b>	<b>224</b>	<b>100*</b>

\*This sum is not 100% because of rounding error.

Data received shows teacher, assisted by others, is credited with the implementation of another 21% of present programs. Previous teachers are responsible for the origins of 20% of presently used programs. Administrators and administrators assisted by others have implemented 37% of all current programs.

Only one school reported hiring a specialist in the area of gifted education to advise in the implementation of their program. Two other schools reported including parents on their team of program implementors. Two teachers reported that a steering committee had been included in the implementation of their programs.

"Others" were reported as "a group of planners", "Special Education Coop" (four of these), "the gifted coordinator", "results of survey/study", and "Department of Gifted". One program is reported implemented by the "Special Education Director and teachers", although it is not clear whether the respondent is speaking of teachers of the gifted, or of the regular classroom.

**TEACHING CERTIFICATE**

Table 7 summarizes responses to the item: "What is the status of your gifted teaching certificate? (1) Provisional (2) Full certificate."

Table 7

**STATUS OF GIFTED TEACHING CERTIFICATE**

<b><u>Level of certificate</u></b>	<b><u>Frequency</u></b>	<b><u>Percent</u></b>
1.) Provisional	50	22
2.) Full certificate	168	75
3.) Paraprofessional	4	2
4.) No Response	2	1
<b>TOTAL</b>	<b>224</b>	<b>100</b>

Responding teachers indicated that 168 (75%) teachers of the gifted have completed the work to receive full certification in Kansas. Provisional certificates are presently used by 50 (22%) of returned surveys, with four teachers (2%) operating under the certification of a coordinator of gifted programs.

**YEARS PRESENT PROGRAM USED**

Table 8 summarizes responses to survey item: "How many years has your present gifted program been used in your school." Teachers were asked to circle the number corresponding to the appropriate number of years listed 1-11 years or longer.

Table 8

**YEARS PRESENT GIFTED PROGRAM USED IN YOUR SCHOOL?**

<b><u>Number of years</u></b>	<b><u>Frequency</u></b>	<b><u>Percent</u></b>
1 year	10	5
2 years	15	6
3 years	6	3
4 years	13	5
5 years	9	4
6 years	10	5
7 years	8	4
8 years	8	4
9 years	23	11
10 years	36	16
11 years	81	37
No Response	5	2
<b>TOTAL</b>	<b>224</b>	<b>100*</b>

\*This sum is not 100% because of rounding error.

This table shows that 37% of the programs for gifted students in Kansas have been in place for 11 years or longer, or as long as Kansas has had a mandate. Programs used for ten years represent 16% of responding programs, while programs in place for nine years number 11% of the survey responses. The rest (years one through eight) are evenly divided, averaging 5% each.

**PRESENT PROGRAM**

Table 9 summarizes survey responses to the item: "Which titles best describe your present program?" Teachers were asked to circle all program options applying to their total program.

Table 9

**TITLES BEST DESCRIBING YOUR PRESENT PROGRAM**

<b>Program title</b>	<b>Frequency</b>	<b>Percent</b>
1.) cluster grouping within the regular class	26	12
2.) Part-time groups before, during, after school, or on Saturday	95	42
3.) Seminars, symposiums	80	36
4.) Mini-courses	34	15
5.) Team teaching	29	13
6.) Alternative schools	1	1
7.) Resource room	115	51
8.) Field trip/cultural event	117	52
9.) Special summer study	14	6
10.) Special contained classroom	19	8
11.) Early entrance to classes	57	25
12.) Advanced Placement classes	31	14
13.) Ungraded, multiage classes	26	12
14.) Tutoring	13	6
15.) Correspondence courses	27	12
16.) Extra classes for extra credit	14	6
17.) Credit by examination	16	7
18.) Independent study	118	53
19.) Continuous progress curriculum	16	7
20.) Year-round school	0	0
21.) Flexible scheduling	26	12
22.) Block or back to back classes	6	3
23.) Mentorship	46	21
24.) Internship	5	2

<b>Program title</b>	<b>Frequency</b>	<b>Percent</b>
25.) Telescoping	15	7
26.) Self-directed, contract programs	39	17
27.) Other	25	11

"Other" programs reported are: self-paced math program, subject acceleration, a one week long summer day camp, cluster grouping outside class (two or more schools grouping outside the regular classroom), individual study groups with an emphasis on problem solving and processes of learning, one-half hour per month working with regular classrooms, talent pool, two schools had full day pull-out one day a week, five schools reported working with high ability enrichment students, one school reported that enrichment activities are provided to the regular classroom teachers in curricular areas if needed.

One teacher sees her gifted students every day during their regular classroom math or reading time. She grades the students in these subjects. Math is pursued at their own pace--most are one or two grade levels ahead of their age. In reading, literature is self-selected, but research topics are chosen by the teacher. Subjects are studied three days a week, while the other two days are used for creative challenges, interviews, field trips, etc.

One teacher stated that her school is the school to which gifted students are bussed. Students come from all over the city for gifted classes one full day each week. One teacher stated that Renzulli's School Wide Enrichment Program is used. Another school provides gifted education in an elective class for gifted students only. Yet another school's students are bussed to a center for one and one-half hours each week for classes.

One teacher reported that academic competitions such as Quiz Bowl and regional math contests are a part of their program. One school stated that the students may drop in for gifted assistance during their regular class time, may schedule set times during class, and that a 7th hour study hall is used for gifted education.

One teacher reported that her school used college credit courses. Another stated that her students took college classes for dual credit. Two teachers indicated that theirs is a pull-out program.



Another teacher reported that the school in which she teaches is moving to "integrated team taught blocks to be implemented in our school next year as a pilot program." Another teacher stated, "We do a great deal of vocabulary building and developing strategies for test taking (ACT, SAT, PSAT). It is basically a "pull-out" program. I try to see each student for at least 90 minutes/week. We meet in small seminar groups and individually. I rotate my schedule so that the students miss their regular class only once or possible twice during a nine-week period."

### FUTURE OF GIFTED EDUCATION IN KANSAS

Table 10 summarizes responses to the survey item: "If the Kansas legislature removed the mandate for gifted education in our state, do you think your district would delete the Gifted Program from your school? (1) Yes (2) No (3) Maybe."

Table 10

### PROGRAM FUTURE

<u>Future Responses</u>	<u>Frequency</u>	<u>Percent</u>
1.) Yes	67	30
2.) No	69	31
3.) Maybe	86	38
No Response	2	1
TOTAL	224	100

Responses were almost evenly divided among the three response options. Approximately one-third of the teachers returning the surveys said that their programs would end if the mandate were lost. Approximately one-third said their programs would continue. Approximately one-third were not sure whether their programs would continue or end.

### COMPARISON OF ITEMS

The following paragraphs combine survey items. The goal in combining the items is to provide further information about programs in Kansas.

### COMMUNITY SIZE AND PROGRAMS USED

When program options utilized (from Table 9) were categorized in terms of size of the communities where respondents' schools are located (see Table 2), several differences could be observed. The Alternative School, for example, was used in only one instance--in a community of

## PROGRAMS AND TEACHER CERTIFICATION

Teachers certified provisionally use options 2 (part time groups), 7 (resource room), 8 (field trips), and 18 (independent study) to a greater degree than any other programs. Programs 6 (alternative classroom), 16 (extra classes for extra credit), 20 (year round schools), and 24 (internship) are missing from programs used by provisionally certified respondents.

Fully certified teachers use options 2,7,8, and 18 in addition to option 3 (seminars and symposiums) more than any other programs. The only option missing from programs used by fully certified teachers is program number 20 (year round schools).

Teachers calling themselves paraprofessionals reported using only program options 3 (seminars and symposiums), 7 (resource room), 11 (early entrance to classes), 14 (tutoring), 18 (independent study), 23 (mentorship) and pull out programs. All other options are missing from the programs reported by this group.

## PROGRAMS/YEARS USED

Looking closely at each program option and the number of years that each has been used reveals that more resource rooms were implemented in recent years. While 48 resource rooms were begun in the first year, 70 were started in the 11th year of the mandate. Results are similar for mini-courses, with 14 begun in the first year of the mandate and 40 begun in the 11th year. Likewise self-directed contract programs were initiated in 17 schools during the mandate's first year and 40 begun in the 11th year.

Seminars/symposiums, however, were heavily implemented in the early years of the mandate, and less so in recent years. Advanced Placement classes, correspondence courses, block classes, internships, and telescoping began moderately 11years ago and new programs are not being implemented at all.

## PROGRAMS/TITLES

Consultant teachers most often use Seminars/Symposiums (63%), Independent Study (61%), Field Trips/Cultural Events (58%), and Part-time Groups (50%) as programs. Itinerant teachers use Field Trip/Cultural Events (50%), Part-time Groups (49%), Independent Study (47%), and Resource Room Delivery (41%). In all other Consultant and Itinerant programs, teachers numbered fewer than 35%.

The Resource Room program is used by 92% of the Resource Room Teachers. The next highest percentages are 52% (Independent Study) and 49% (Field Trips/Cultural Events). No other program is higher than 29%.

One teacher reported their status as Classroom Teacher Serving As Teacher of the Gifted. This teacher listed using four options: Part-time Group, Special Contained Class, Multiage Class, and Independent Study.

### PROGRAMS/IMPLEMENTORS

Tables 6 and 9 indicate that the programs most often implemented by teachers are Field Trips/Cultural Events (31%), Independent Study (30%), Resource Room (25%), Seminars/Symposiums (24%), Part-time Groups (21%), and Early Entrance To Classes (15%). No other program exceeds 10%. Least used are: Year-round School (0%), Alternative School and Back-To-Back/Block programs (2% each).

Nonteachers (Administrators, Administrators/others, and Others) most often chose: Independent Study (21%), Resource Room (20%), Field Trip/Cultural Events (20%), Seminars/Symposiums (16%), and Part-time Groups (16%). No other program exceeded 10%. Least used were: Alternative Schools (0%), Year-round School (0%), and Back-To-Back/Block programs (1%).

### PROGRAMS/PROGRAM FUTURE

Taking the "yes" answer (Program will not survive the removal of the state mandate) as a negative and the "no" answer (Program will survive the removal of the state mandate) as a positive and finding the total for each individual program. The maximum positive value obtained is with those teachers using the Resource Room option (9%). This is more than triple the next most positive responses, Early Entrance To Classes and Other (3% each). Maximum negative response was with Seminars/Symposiums at 3%. The next largest negative responses were with Field Trip/Cultural Events and Mentorships at 2% each.

### TEACHER TITLES/YEARS PROGRAM USED

In examination of Tables 4 and 8, the greatest number of consultant, itinerant, and resource room respondents began teaching in gifted child programs during the first year of the state mandate. The number of additional teachers in these categories fell sharply in the second year, but remained at that new level until the present.

Teachers with the title "Others" peaked sharply in the second year of the mandate.

Numbers of additional teachers with that title then leveled, as did all other titles.

#### IMPLEMENTORS/YEARS PROGRAMS USED

In examining Tables 6 and 8, it is apparent that administrators were strongly involved in the implementation of programs in the first year of the mandate. Of administrators that participated as program implementors, 46% were involved that first year. At the same time, 20% of all administrator/others and 36% of all reported previous teachers were implementors. A total of 20% of present teachers and 41% of present teacher/others were involved in creating programs at that time.

An additional reported 22% of those titled "others" became involved in the second year of the state mandate. Reported administrators numbered 12% and reported administrator/others numbered 17%. Participation by present teachers reported an additional 20%, while present teacher/others were 16%. Previous teachers numbered an additional 18%.

#### PROGRAM FUTURE/COMMUNITY SIZE

In examination of program future and community size, almost twice the percentage of rural teachers said their programs would end, with the loss of the mandate, as any other community size category. Sixty-six percent of rural teachers reported that their programs would end with the loss of the gifted mandate. The other three community sizes averaged 40% in the opinion that their programs would end.

## CHAPTER 4

### CONCLUSIONS

A national study by the Richardson Foundation (1985) and The State of the States (Houseman, 1987) looked at gifted programs in all states but did not identify Kansas programs specifically. The purpose of this study was to identify the programs for gifted students being used in Kansas under the present mandate in 1991 and how these programs relate to such parameters as: community size, number of schools served, grade levels taught, program goals, teacher titles, implementors of programs, certification status, and program future in light of the current legislative move to end the mandate.

A profile of the current status of gifted child educational programs in Kansas can be compiled from the data gathered in this study. In a state that is predominately rural, it is not surprising to find that only 16% of the educators surveyed teach in communities of 50,000 or larger; a parallel finding is that only 14% of the educators surveyed provide gifted programming at only one site--nearly as many (12%) serve gifted children at 10 or more schools. The large majority (74%) serve three or more schools. Although only 44% said that the job title "itinerant" best described their positions, it is apparent from these figures that the predominating teacher model in Kansas is that of an itinerant special educator serving students at multiple sites. These figures also suggest that the Kansas taxpayer is getting good mileage out of dollars expended on gifted teacher salaries.

The data reported here indicate that school programs for gifted students in Kansas are typically staffed by teachers well prepared for their job roles: 75% are fully certified, an indication they have acquired 30 hours or more of graduate coursework and practica in the field of gifted education. Twenty two percent are serving with provisional certification--an indication they are working toward full certification, having begun their duties with a minimum of nine hours of coursework.

As to administrative models employed in Kansas gifted programs, it appears that pull-out programs predominate with part-time groups used by 42% of the respondents and the resource room model employed by 51%. Acceleration options appear to be employed much less frequently: although "early entrance" was indicated by 25% of the respondents, only 7% reported using telescoping and continuous progress curriculum. Independent study (53%) and field trips (52%)

are the most popular enrichment options in Kansas schools with the mentorship option (21%) also appearing relatively frequently.

As has been mentioned, gifted teachers in Kansas typically serve multiple sites with almost 40% of the teachers of the gifted in Kansas serving between six and 13 schools each week. Such teaching schedules are emotionally and physically draining. In response to the question, "What changes do you foresee in your district if the mandate for gifted education is dropped in Kansas", one respondent addressed the problem of overload by saying "...We are already stretched as far as we can go now. We would have to spend less time at each school or/and forego testing. Two hours/week is all we do now. I don't see how we could implement effective IEP's on less than 2 hours/week." Another said "...superhuman expectations from the teacher, much more pressure to spend less money and combine with other special ed. programs involving room sharing." The quality of the program must of necessity suffer when teachers are spread so thin.

On the subject of the survival of the threatened mandate for gifted education, it is clear that the rural teachers are the least confident, by a considerable margin, that their students will continue to receive services if the mandate ends. The writer of this paper is of the opinion that rural students are, in many instances, already at a disadvantage educationally, since rural schools do not have the faculty or facilities to offer traditional electives such as speech, advanced math, advanced science, or foreign language. In a comment concerning program future one teacher said, "Rural gifted students will suffer to a greater extent than the urban gifted. I doubt if there will be any specific changes to meet their needs--there simply is not enough money locally to finance these programs...." Another teacher stated that, if the mandate ended, there would be "no services in rural area schools....Possibly retain reduced services in the largest school in the cooperative." If the mandate ends, it may be that the disadvantaged will become even more disadvantaged.

Although results of this study suggest that Kansas gifted children in grades K-3 are underserved (see Grade Levels Taught, Chapter 3) teachers indicated that grades 3-12 are served in all schools housing those grades, second grade students are served in only 77% of schools reporting. First grade students are served in 66% of schools reporting and only 16% of the schools serve Kindergarten students. This may indicate a belief by some administrators that very young students are not gifted, or that they will "outgrow" their giftedness by third grade. It may also be one method that administrators use to lighten the student load of the teacher of the gifted,

by limiting the grades the teacher may serve. Further study could clarify the reasons for not serving these grades.

When asked to indicate how their programs and program goals matched,(see Table 3) half of the teachers reported that their goals match their program at a score of seven or higher on a Likert-type scale where the highest possible was nine, including seven percent that said their programs and goals matched perfectly. Ten percent of all respondents saw little match between programs and goals (circling one, two, or, three). This would indicate that, allowing room for improvement, the majority see their programs meeting many of their goals. This speaks well of gifted education in Kansas, assuming that the original goals were properly selected.

Responses to the item " What title best describes your teaching position" suggest there may be some ambiguity or misunderstanding concerning definitions of teachers' titles. Sixteen percent of the teachers listed themselves as "itinerant/consultant", "itinerant/resource room", or "Classroom teacher/resource room", and one teacher said her title is "Consultant/itinerant/resource room/regular classroom teacher." These categories should be mutually exclusive. When coop directors report their teachers to the State Department of Education, that teacher is given only one title for purposes of assigning caseload limits. It may be that, even though teachers were asked to respond for the school addressed on the envelope, that they were listing their titles for several schools. The multiple titles may also indicate that teachers are doing the work of all of these titles, but that the teachers are not being reported to the State in the same manner.

One teacher reported that she is titled "consultant" (where caseload limit is 75) but does the work of an itinerant (whose caseload limit is 25) so the district can assign more students to her. This is an indication of abusing the state reports: misrepresenting teacher positions to the State in order to increase a teacher's workload beyond the specified maximum. Personal knowledge of other such cases suggests this practice is not uncommon in Kansas. It might be possible to be an itinerant teacher for one group of students while acting as a consultant for another group of students in the same building. The writer of this paper was an itinerant teacher seeing gifted and enrichment students while, in the same building, acting as consultant for one Kindergartner that did not wish to be singled out of the classroom for gifted services. I consulted with the classroom teacher, principal, counselor, psychologist, and parents.

In examining teacher titles and programs it is noted that only one teacher titled herself

**gifted teacher employed in the regular classroom**, and the state claims that nine are reported to the State Department of Education. However, 19 teachers reported the self contained classroom as being a part of their program. This may indicate confusion as to term definitions--are teachers confusing **self contained classroom** with **resource room**? Further study is needed to clarify this issue.

In further examination of **teacher titles and programs**, this author noted that teachers with the title **consultant** often use **part time groups before, during, or after school**. This appears to be contradictory, since consultants are assumed to consult with professionals, not with students. But, consultants are allowed up to 30% of their work time in student contact.

In Table 6, teachers responded that a total of 65% of all programs have been implemented by teachers, or teachers and others. Administrators, or administrators and others are credited with implementation of 29% of programs reported. Specialists, parents, and special committees made up the remainder of people implementing programs. This data seems to indicate enthusiasm and willingness to initiate program implementation by teachers. It may also indicate an unwillingness on the part of administrators to be involved in gifted education.

A study by Phoebe Janzen (1988) shows that many administrators do not support the mandate or programs for gifted education. This may imply that there needs to be greater involvement of administrators in the implementation of gifted programs. Perhaps if administrators were better informed of the needs of gifted students, and were more familiar with program options, there would be greater involvement on their part. But, the question remains: Would administrators support gifted programs if they were more directly involved or are they simply hostile to the program?

In Table 7, survey responses showed that 75% of Kansas' teachers of the gifted are fully certified, while 23% are teaching on provisional certificates. Paraprofessionals make up the remainder. In studying **teaching certificate** status and **programs** used, it was found that fully certified teachers were more likely to use a greater diversity of programs (97% of programs available), while provisionally certified used 88% of available programs. Those teaching gifted as paraprofessionals use only 21% of available program options. It is apparent that training is important to the diversity of gifted programs in Kansas. Schools employing paraprofessionals should be aware that they are not getting the quality and variety of programs that trained, certified



teachers are able to give. These schools are doing a disservice to their students by employing untrained people.

Returns in Table 8 showed that 37% of the responding schools have used the same program for 11 years or more (since the first year of the gifted mandate). Another 16% have been in place for 10 years. This means that more than 50% of the programs for gifted in Kansas have not changed noticeably for at least ten years. Also, when looking at **years present program used and teacher titles**, it is noted that teacher titles that began the first year of the mandate have changed little as well. This may indicate that once a program or title has been implemented, it does not often change. "Why?" is a matter of conjecture: Does this mean that the implementors are suffering from "mental inertia" or did they simply start their programs with a sufficiently wide range of options that it continues to meet all their needs? Further study is indicated.

Table 9 tells us that program options used most often are; Independent Study (53%), Field Trip/Cultural Events (52%), Resource Room (51%), Part-time Groups (42%), and Seminars/Symposiums (36%). Programs used least are: Year-round School (0%), Alternative Schools (1%), Internship (2%), and Block Classes (3%). Alternative schools, and Year-round Schools are expensive programs to maintain. However, Block Classes and Internships have the capacity to save money. Perhaps Block Classes are less used because they require more effort on the part of the regular classroom teacher. But, once the original work of setting up the internship is completed, virtually no maintenance is required from teachers, neither classroom nor gifted. Further, Internships, according to the Richardson Study (1985), are among the most effective programs. Perhaps these two programs are not being used because they call for the teacher of the gifted to share control over the student, and they are reluctant to do so. It may also be that poor relationships exist between the teacher of the gifted and the regular education teachers. Work should be done to determine the problem and eliminate it.

In looking at **Present Program and Years Used** it is noted that more Resource Rooms, Mini-courses, and Self-directed Contract Programs have been implemented in recent years. This is somewhat unfortunate in that Resource Rooms (Pull-out Programs) are among the least effective, according to the Richardson Study (1985). At the same time, teachers are implementing fewer seminars, Advanced Placement classes, and correspondence courses. Again, this is the wrong direction, since AP classes are listed as being highly effective. The probable cause of the increase

in Resource Rooms is obvious: most teachers would rather have the students come to their rooms, where they know what materials they have and where the teacher does not have to "take their show on the road." The reduction in new AP classes may be due to good work in the past: if effective classes are already in place, new ones would be superfluous. However, an alternate suggestion is that they require a good deal of maintenance by both classroom and gifted instructors and therefore are an unattractive alternative.

The last item in the survey was an open ended question asking teachers to share their predictions of consequences should the state remove the mandate for gifted education. The reason for the inclusion of this question was that prior to the mailing of the survey for this thesis, Kansas legislators, meeting in interim session, planned to introduce a bill in the Senate that would destroy the mandate for gifted education in Kansas. Their original intention was that the mandate would be taken away but that funding would continue for any school wishing to continue the program. Governor Joan Finney, however, took a stand to get rid of the state mandate for gifted education and funding.

In February of 1991, the Senate Education Committee held a hearing at which 150 people (parents, students, teachers, and administrators) had signed to make a presentation in effort to keep the mandate. Several hundred people were present as observers. After listening to six presenters, the meeting adjourned to consider the testimonies heard and those on paper. The number of testimonies so overwhelmed the Committee that Phoebe Janzen took the testimonies and organized, categorized, and summarized them into a twelve page paper that the senators could absorb. In March, the Committee announced that the topic would be tabled until the Interim Session in July of 1991.

In May of 1991, the legislators presented an education funding package to Governor Finney which she promptly vetoed, cutting millions of dollars from budgets of the schools in Kansas. A move to override her veto was put into motion, but failed. Education budgets for school year 1991-1992 were cut to the bone. The full effect of the budget cuts are as yet unknown. However, teaching positions have already been eliminated, other teachers have been told that there will be no teacher workshop training or field trips for students.

A total of 196 (88%) teachers responded to the survey question about the continuation of their programs. Their comments showed concern for the welfare of gifted students, since most

indicated that their program would end. A few explained that their programs would continue in name only, or that programs would continue for a year or two and be allowed to die out. Of the 196 responses, only 21% indicated that they were confident that their programs would continue without the mandate. Perhaps 21% is an optimistic number in light of the Governor's action against educational funding. If the survey were to be repeated today, there might be a dramatic shift to the opinion that gifted programs would not survive. These responses are found in Appendix C.

### LIMITATIONS OF THE STUDY

The writer of this paper recognizes that some additional questions would have been helpful in the complete understanding of how program options are used in Kansas, five of which are listed in Recommendations For Further Study. Also the wording of the 11th survey item was confusing if not read carefully, since a negative response indicated that the program would continue and *vice versa*. This author believes that the answers to Item 11 are not indicative of the true opinions of the teachers surveyed because of the way the question was stated. This is supported by the comments in item 12 concerning predicted changes in the program should the mandate cease. They were overwhelmingly of the opinion that their programs would end. This contrasts sharply with the approximately one-third that indicated in Item 11 that their programs would cease.

Another limitation of the study was in the way teachers responded to the survey. Although teachers were asked to respond for only the school addressed on the envelope, it is evident that many answered Items for their entire program. An example is that 16 elementary and middle/junior high teachers said that Advanced Placement was part of their program. Advanced Placement courses are for upper level high school students.

The author also realizes that the surveys were received by the teachers in mid to late April. This is a time when teaching energy is often severely drained. It is possible that the comments to the open ended question and to Item 11 were biased because teachers were tired and perhaps discouraged over the political atmosphere involving the mandate and funding.

### RECOMMENDATIONS FOR FURTHER STUDY

This writer recommends that a similar study be done in the early fall. It would be interesting to compare teacher answers when energy and excitement over a new year are high as

opposed to when this survey was taken.

It is also recommended that a similar study be done every few years. This study has shown that, in the past, once a program is established, little change occurs. But, in light of the financial cuts made by Governor Finney, it may be that gifted programs will reflect those cuts and evolve accordingly.

Additional questions that might enhance future studies are: 1.) Do you follow a Theoretical Model? 2.) If you are an itinerant teacher, where do your classes meet? 3.) How many students do you serve? 4.) How much time is allotted per student each week? 5.) Does your program have a scope and sequence?

There is also a mountainous amount of data resulting from this survey that could be used to supplement or begin other directions of study. An example is the study of program goal satisfaction with community size, with numbers of schools served, with years the program has been used, with grade levels taught, etc. Another study might examine teacher titles with program goal satisfaction, community size, numbers of schools served, years the program has been used, grade levels taught, and so on.

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**APPENDIX A**  
**LETTER TO TEACHERS OF THE GIFTED**

April 2, 1991

Dear Teacher of the Gifted;

At this time there is no record of the kinds of gifted programs being used in Kansas. Such a record could be of great value to schools building new or revising existing programs. The information in such a record could also be used at the state level in revising or planning for new programs in gifted education.

Your school is one that has been selected to identify the program(s) presently being used. Your school's name was drawn in a random sample of all of the schools in Kansas. In order for the information gathered to truly represent the schools in Kansas, it is important that your questionnaire be completed and returned.

Information about the kinds of programs being used across Kansas is being compiled so that teachers of the gifted and their students may benefit. It will be necessary to identify which schools have what programs. Please be assured, however, that additional comments you may wish to make will be kept in strictest confidence.

The results of this study will be kept on file in White Library, Emporia State University; Emporia, Kansas. You may receive a copy of the recorded programs in Kansas by printing your name and address with "copy of results requested" on the back of the return envelope.

Please respond by April 19, 1991.

If you have any questions please write or call. My phone number after 5:00 p.m. is (316) 343-1898.

Sincerely,

Mary F. Buster  
Graduate Student  
Emporia State University  
Dept. of Psychology and Special Education  
717 Elm  
Emporia, Kansas 66801

**APPENDIX B**  
**SURVEY INSTRUMENT**

## MAPPING GIFTED PROGRAMS IN KANSAS

PLEASE RESPOND BY APRIL 19, 1991

Q-1 Your school's name (If you teach in more than one school, please respond for the school addressed on the envelope only)

Q-2 The number of schools you serve as a teacher of the gifted (Write number of schools served in the blank)

(Please circle the number of the appropriate answers to questions 3-11)

Q-3 The size of your community

- 1 rural (smaller than 15,000 population)
- 2 between 15,000 and 30,000
- 3 between 30,000 and 50,000
- 4 greater than 50,000

Q-4 The grade level(s) you teach in school addressed on the envelope

- 1 2 3 4 5 6 7 8 9 10 11 12

Q-5 How well do your goals for your program match your present program? (With 1 representing no match and 9 representing a perfect match of program and goals please circle the appropriate number)

no match 1 2 3 4 5 6 7 8 9 perfect match

Q-6 Which title best describes your teaching position in this school?

- 1 Consultant teacher
- 2 Itinerant teacher
- 3 Gifted teacher employed as regular classroom teacher
- 4 Resource room teacher
- 5 Other \_\_\_\_\_

Q-7 Who originally implemented the type of program now being used in your school? (Circle all appropriate numbers)

- 1 Yourself
- 2 Administrators
- 3 A previous teacher
- 4 Other \_\_\_\_\_

Q-8 What is the status of your gifted teaching certificate?

- 1 Provisional certificate
- 2 Full certificate

Q-9 How many years has your present gifted program been used in your school?

- 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- 6 years
- 7 years
- 8 years
- 9 years
- 10 years
- 11 years or longer

## MAPPING GIFTED PROGRAMS IN KANSAS

Page two

Q-10 Which titles best describe your present program?

- 1 Cluster grouping within the regular class
- 2 Part-time groups before, during, or after school or on Saturdays
- 3 Seminars, symposiums
- 4 Mini-courses
- 5 Team teaching
- 6 Alternative schools
- 7 Resource room or demonstration classroom
- 8 Field trip and cultural events
- 9 Special summer study
- 10 Special contained class
- 11 Early entrance to classes (grade acceleration)
- 12 Advanced Placement (AP) classes
- 13 Ungraded, multiage classes
- 14 Tutoring
- 15 Correspondence courses
- 16 Extra classes for extra credit
- 17 Credit by examination
- 18 Independent study
- 19 Continuous progress curriculum
- 20 Year-round school
- 21 Flexible scheduling
- 22 Block or back to back classes
- 23 Mentorship
- 24 Internship
- 25 Telescoping
- 26 Self-directed, contract programs
- 27 Other \_\_\_\_\_

Q-11 If the Kansas legislature removed the mandate for gifted education in our state, do you think your district would delete the Gifted Program from your school?

- 1 Yes
- 2 No
- 3 Maybe

Q-12 What changes do you foresee in your district if the mandate for gifted education is dropped in Kansas?

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Thank you for responding.

**APPENDIX C**  
**TEACHER COMMENTS**

TEACHER COMMENTS

RESPONSES TO OPEN ENDED ITEM: "What changes do you foresee in your district if the mandate for gifted education is dropped in Kansas?"

- 1.) Changes for admission to the program. Cut teachers from 3 to 1 or 2.
- 2.) I would expect that the gifted students would not receive services and that the identification of students would cease.
- 3.) The program would drop for lack of funds.
- 4.) Larger percentage of students served by one facilitator. Secondary program might be deleted at H.S. since those students are in A.P. classes.
- 5.) I serve two districts in the county--one may drop gifted ed. The other may reduce my full-time position.
- 6.) No gifted program--only honors classes at the H.S. level.
- 7.) A year or two of total frustration for gifted students and the consultant, a marr on our credibility, setting the program back ten years. Then ANGRY parents, the forming of a Parent Support Group and then consultants will be re-hired and we'll start AGAIN to build.
- 8.) Fewer teachers at the elementary level.
- 9.) It is a high priority. I alone service over 60 identified students in my building--we would still offer services.
- 10.) Very little--too much parental pressure.
- 11.) Probably a change in focus, possible itinerant teachers.
- 12.) Tighter budget.
- 13.) Perhaps a county consultant--possibly no services at all.
- 14.) No program.
- 15.) No finances, no program.
- 16.) If we lose funding, we will lose the program.
- 17.) I could see changes in identification of students, thus being able to serve more students. I would also be used in the guidance area more (for high school). I could do more because of less time needed for paperwork.
- 18.) Undecided.
- 19.) I feel \_\_\_\_\_ Elementary School will drop the gifted program. \_\_\_\_\_ Elementary doesn't like Special Ed. programs. Since I'm employed by \_\_\_\_\_ Coop I feel \_\_\_\_\_ would continue with gifted education.
- 20.) Any financial "crunch" would make it next to impossible to keep the program in ANY form. Having a QUALITY program would be in definite jeopardy, even when "belt tightening" would have to be used. In rural areas as ours, with already high taxes, anything that is not required can and would be cut. The patrons as well as administrators will agree that education is important--but everyone agrees that within a given budget, if there must be cuts--there will be. Services, materials, etc. Have already been cut--so programs are next, non-mandated first!
- 21.) Rural gifted students will suffer to a greater extent than the urban gifted. I doubt if there will



be any specific changes to meet their needs--there simply is not enough money locally to finance these programs.

It will be interesting to see the effects of "outcomes based education" on these programs.

22.) Few to none.

23.) Gifted students will be mainstreamed. They would not have the opportunity to do individual projects. They would become bored with school. Grades would drop and the possibility of dropouts would become real.

It is imperative that the gifted mandate stay in place. Even though many people understand that gifted students can not make it on their own, many others feel they can ( and some can but usually only those with supportive parents). Drop out and suicide rates are high for gifted students. This should be of concern to all people because we are losing our best.

24.) Deletion of the program or approach it from the integration approach (where the students remain in the classroom and gifted consultant leaves materials for them to do and checks in weekly/monthly). Most likely deletion of the program.

25.) None--all four of my districts are remaining status quo or increasing services.

26.) I work for a coop. That might change to my being employed by my district. I believe \_\_\_\_\_ School district is committed to excellence and that includes Gifted Ed. And integration of the fine qualities of Gifted Ed. into the regular classroom.

27.) I would probably be hired by the district if funding was available but it wouldn't last very long.

28.) None, if the cooperative retains the program.

29.) The district this school is in would support it; however, they are only a small part of the coop (11-13%) and the home district would probably not support it.

30.) I teach in 3 small towns--without the mandate we would have no program because of money.

31.) The smaller districts will be unable to fund a program. Only if there is an outcry from parents will districts attempt to implement their own programs.

32.) Might not change. Gifted program sponsors many activities which are open to regular ed. students: Quiz Bowls, Math Contests, Research fair, Odyssey of the Mind, etc. Local banks provide funds for these activities. Not having a mandate might reduce the amount of paperwork.

33.) I serve two districts. One district is more supportive. However, it is a relatively small part of the coop. I believe the head district would not support it if it didn't get too much reprisal from parents.

34.) Local control, more students involved.

35.) District would evaluate the program. The teacher could set up a program appropriate for the school. More students.

36.) No program at all. It's easier when all students in class do the same thing, the same way at the same time. There's no room for individual differences.

37.) Possibly reduce gifted ed. teacher's position to half time; or, eliminate completely due to budget crunch.

38.) Gifted consultation only would probably be done by a classroom teacher paid by the district. I.E.P.'s would be written and filed with the state and NOTHING would be done for gifted students.

39.) A more restrictive budget.

- 40.) Less service to perhaps no service--less funding.
- 41.) "Mouth-Service" to gifted students.
- 42.) If money is retained, program will expand to include more children, if money is removed program will be discontinued due to poor financial status of district.
- 43.) A lot depends on if the Coop keeps gifted under it's leadership or if the district must pick it up by itself. There wouldn't be a lot of change if Coop stays in control. The individual district couldn't afford it. (I serve in 3 different districts.)
- 44.) No services in rural area schools of the cooperative. Possibly retain reduced services in the largest school in the cooperative.
- 45.) There may not be money for a program. I don't know if the district would be willing to hire a gifted consultant. Currently gifted services are provided by educational coop made up of 12 school districts.
- 46.) Less money.
- 47.) Students would get NO additional programming from anyone.
- 48.) Deletion of the program.
- 49.) The rural secondary schools will drop the program.
- 50.) Any efforts to help gifted students will officially or actually be dropped. A few teachers may try to enrich--generally with rote level extensions of required work.
- 51.) I would probably be in charge of at least one and one-half to two schools. \_\_\_\_\_ would probably hire only two gifted teachers. I could also see the push for more involvement of unidentified students in areas in which they might be interested.  
I have questions about criteria they would use for placement since the program would not be under the \_\_\_\_\_ Coop and probably would not have the services of the Coop psychologists.
- 52.) No gifted program.
- 53.) Gifted students would miss enrichment and affective activities with like peers due to the program being dropped.
- 54.) If the state drops mandate and funding then I would imagine USD # \_\_\_\_\_ will drop their gifted program.
- 55.) If funding is still available and teachers can be retained or replaced, services would probably continue although will be diminished for students. If state funding is not available and/or current staff should resign, I doubt if any effort would be made to continue a gifted program.
- 56.) We would really like to be taken out from under the umbrella of Special Ed. so we can dump all the paperwork. I foresee the districts making their individual criteria for entrance into the gifted program so difficult that the numbers will drop and eventually the program will die from lack of students--unless the parents are organized.
- 57.) I think that gifted ed. will be dropped in my districts because of funding and interests in other areas: ie. athletically gifted, musically gifted, etc.
- 58.) Larger classes--reduced # of field trips, more restrictions.
- 59.) Due to budget cuts it would be feasible to drop the program.

- 60.) No money, no program.
- 61.) I suppose we would continue with the program. There may be changes in the delivery such as consultant model, because we could handle more kids per teacher.
- 62.) Maybe discontinue program. It is already a one-half day consulting program.
- 63.) Cut back in the gifted program.
- 64.) The high school would probably not have a program.
- 65.) It has already happened--our staff has been reduced to two full time staff and we are moving to a consultant model which will be quite a change in delivery of services.
- 66.) At this point I don't know, the superintendent thinks the schools in our coop would continue to financially support the program. However, I think several areas of the program that require transportation would be cut.
- 67.) Gifted students will continue in regular education with few provisions being made for their intellectual needs to move at a faster pace. Less opportunity for exploration and learning in their own areas of special interest.
- 68.) Keep elementary and not have secondary.
- 69.) The progress that has been made in the last ten years in allowing students to do alternatives to regular programming will probably be lost. I spend a large amount of time being an advocate for the student and working for programs that fit their needs.
- 70.) Cutting back of services, perhaps a switch to consulting method of delivery.
- 71.) Parent pressure to retain services.
- 72.) Our district probably would drop the program!
- 73.) It will become just another unsuccessful accelerated program that simply means MORE work not appropriate work.
- 74.) Money is very tight here. The board has to cut where they can. All non-mandated programs are at-risk. Even if the program was kept, the time the students spend would be drastically reduced. Consequently the quality would be "a joke". I see students for 6 hours per week (one full day), and still feel it is not sufficient time to provide for all their needs--having to cut to half that time or less would seriously jeopardize their education, self-esteem and futures!
- 75.) "0" services. The reason--strong belief in no one should be so vain as to be labeled gifted, given more than others. Teachers' children haven't passed the test--strong resentment to others afforded the opportunity when a few points held back their child.  
 Program is too popular (pullout) elsewhere and \_\_\_\_\_ (school) hears about the eagerness of students to gain access and there is fear of being left behind.  
 (Part of this comment is illegible, therefore it is not complete.)
- 76.) We would probably have the Gifted Program funded for a year or two, but given district philosophy, we would probably be expected to provide services for any/all high achieving students. This would mean we would not be able to concentrate on meeting the unique needs of the gifted. A program of this type would exist only if other funds for regular education were not cut and the Handicapped Pre-School program were funded adequately.  
 After a year or two, or if our present superintendent leaves, we would be at great risk of losing our program. We have 6 gifted facilitators in our district--not a small amount of money to fund, particularly since 2 have served our district many years.  
 CONCERN: I feel that we are not meeting the needs of our HIGHLY GIFTED in our district. Given district philosophy, a MAGNET SCHOOL would be out of the question. How are

other districts meeting the needs of these students. If we can document successes in other districts for programming for these students, we would have a better chance at implementing changes in our district. At the elementary level, we are accelerating some of these HIGHLY GIFTED, but this is not enough in my opinion. Also, quite a few of my students have extremely high performance IQ's (WISC-R) with Verbal scores closer to 130. I believe we are far from meeting these children's needs in regular ed. Two hours a week with us in a gifted Pull-Out program are not enough to meet these children's needs, either.

We ought to be fighting for money to expand our programming--not just working to keep the status quo. We also need to concentrate on making some major changes in regular ed to meet our gifted students' needs. We are working on that in our district, but once again documentation of successes elsewhere would be helpful. Our district is very much into Effective School Research and "equity". Going from grouping in the teaching of reading and math to whole group instruction has retarded the learning of Gifted students. If the classroom teacher isn't open to enriching or telescoping curriculum, my only recourse is to look at grade level or subject acceleration. Of course the student's social/emotional/ and or physical development may not warrant that. The principal or teachers involved may not agree to that, even if grade/subject acceleration is appropriate. I'm feeling frustrated because I'm having to prioritize which students I can implement changes for. The district is moving to Criterion Referenced Tests at the district level. Are any districts using CRTs to the advantage of the Gifted?

77.) Change to Consultant model instead of teaching (at which point I would not be interested). Enrich every class rather than identify to 2%. It would become very weak; haphazard; teachers would be "spread too thin" to be effective. We are already stretched about as far as we can go now. We would have to spend less time at each school or/and forego testing. Two hours/week is all we do now. I don't see how we could implement effective IEP's on less than 2 hours/week.

78.) No change; our superintendent supports the gifted program.

79.) Less emphasis on gifted education alternatives. Less funding for special events/field trips.

80.) Consultant model for purposes of reducing # of gifted staff members.

81.) Perhaps no secondary program. This is greatly needed to meet the affective needs of secondary students.

82.) Over ten--twenty year period, it would probably be phased out due to tight budgets.

83.) G.E. facilitators would possibly be used as building resource teachers or returned to regular education.

84.) The possibility of the facilitator being used as a building resource person.

85.) Less personnel for the program.

86.) Watering down of the gifted program until it is ineffective.

87.) Slow death by not replacing teachers who leave, budget cuts, heavier loads.

88.) Not enough money to fund gifted education.

89.) Less personnel.

90.) I don't think our program will change very much as long as they still provide funds for certified gifted staff.

91.) Nothing will be done for gifted students.

92.) The secondary program would be deleted because the administrator thinks the students are already extremely busy with other activities.

93.) Our district would maintain most of their current commitment (about

one-half the staff salaries).

94.) Either program will be dropped or token program will be in place with one secondary and one elementary consultant.

95.) Cut teachers.

96.) Watered down curriculum for bright students. Already their options are being slowly taken away as the district drops advanced reading courses at junior high level, removes the option of a 6th grader taking 7th grade math, experiments with cooperative learning. I don't see the Regular Education Initiative as meeting the needs of gifted students when I go into the regular classroom to teach a unit. Often what happens is, the gifted kids have to "wait", again. Pace is too slow because of homogeneous mixture of group. Education is beginning to put ceilings of gifted kids again.

97.) Depends on available monies.

98.) A program with less emphasis on individual needs of gifted students.

99.) I believe my district would support continuation of the gifted program because they see a need and are a large enough district to be able to afford it. (I hope)

100.) No finances, no program.

101.) Since I serve two districts, changes will depend on what both districts will be able to finance. It is possible that I would serve my home district half-time. At this point in time, all facilitators for gifted ed. in our coop have been "RIFed".

102.) More flexibility in identifying students.

103.) Less paperwork for special education. More useful IEP that would better reflect what we do.

104.) I see in Western Kansas the trend of implementation of more mentors and resource personnel to help with the overload and lack of Gifted Coordinators. They are becoming so spread out.

105.) Children will not be served as well as they should be. Right now they need more instruction than they are getting but if the mandate would be dropped it would be even worse, I think.

106.) Initially, I can't think of major changes.

107.) Gifted education would continue with site based management at each elementary school and a continuum of services offered. We are presently in the midst of an evaluation of our current program. Changes are anticipated towards producing a continuum of services to include all models.

108.) Less interaction between (gifted) teacher and student and students themselves--we would probably have to go to consulting.

109.) Added categories of Giftedness. The program will be more curriculum based. We will drop all formal Special Ed. regs such as I.E.P., individual I.Q. testing, and progress reports/placement papers.

110.) If the gifted program were not completely dropped, perhaps several districts would share a consultant gifted facilitator.

111.) No power to meet student needs/maybe working with more regular education students. It depends on the money situation...If funding is dropped as well as the mandate then I'm sure the program would be dropped.

112.) 1. Piling more of a student load on one teacher; thus watering the program down because

one teacher would be spread too thin.

2. Making IQ requirements more stringent which would decrease # of students in gifted.

3. All of this would gradually squeeze gifted out in our rural schools.

112.) First thing to go if funding becomes difficult and there is no mandate. U.S. citizens are champions of the underdogs--gifted students are viewed as privileged with ability to "get it on their own".

113.) Elementary would be kept but secondary would be dropped.

114.) At (school) a possible switch to resource room work. If funding is cut I'm not sure how long the program would stay.

115.) Less money to finance programs--programs could then become less effective instead of evolving into the more responsive programs we are aiming toward.

116.) Far less impact, less ability to meet needs--probably fewer teachers.

117.) Our district would probably cut staff, stop identifying all be severely gifted, and eventually water the programs down to nothing.

118.) More students involved, local control.

119.) Continue program as is.

120.) I like to think that we will prosper and continue to grow and improve.

121.) I'd probably teach advanced courses to identified gifted students and students academically talented in those subject areas.

122.) Gifted ed. has never been wholly supported by administration. Parents would be upset but administration would adamantly insist they could not fund gifted ed. without state finances.

123.) If we two gifted ed. teachers would find other jobs, the program would be dropped.

124.) If the other gifted ed. teacher or I would quit, we would not be replaced.

125.) The intellectually gifted would have NO opportunities for differentiated curriculum. All progress toward appropriate education would be lost.

126.) If funding is continued, our program would continue but with much more flexibility. If funding was also dropped, our program would cease to exist.

127.) I have no idea--the SPED coop we belong to is attempting to get a grant to continue the program.

128.) Major cutbacks in materials, time, field trips, seminars, possibly dropping academic competitions such as Quiz Bowl, Regional Math contest and Knowledge Master Open.

129.) Larger classes--maybe less time in classes, "Class-within-a-class".

130.) Larger classes, less individual service to students, eventually dropping program.

131.) Higher case loads, fewer dollars for materials/supplies.

132.) Fewer teachers--program would be depleted.

133.) I believe (with money available) that the \_\_\_\_\_ Grade School would continue the GT program. It is a very small but VERY progressive school district. I have worked with the 3-4-5

grades teachers this year in utilizing Bloom's Taxonomy in several subjects in their classrooms.

They (especially 4-5) have individualized their reading and spelling and 4th grade does team teaching and classroom "trading" in math. If I had the time and the Spec. Ed. Administration would allow--the teachers would like to do more with the materials I have to offer, especially having me do some team teaching, cluster grouping and special studies with them.

134.) I feel that doing away with the mandate is the first step in doing away with gifted education in Kansas. Many rural districts will opt to remove the program. The next step--the legislature will take will be to do away with state funding for gifted. I am afraid if that happens most of the districts in Kansas will eliminate their gifted program.

135.) I think that U.S.D. \_\_\_\_\_ has a commitment to the gifted students in \_\_\_\_\_. I think they would continue to provide services for the gifted students as money allows.

136.) I think my cooperative would continue to offer my services to the districts, I hope!

137.) No acceleration or guidance.

138.) Lessened financial support. Possible discontinuance of program. Probable drop in support by teachers. Definite drop in administrative support.

This school's administration has expressed dissatisfaction with the gifted program regarding the identification process and the small number of students who benefit from the program. They would like to see more students in the program and more of my time spent with identified students. I would like to see more independent study, credit by exam, mentorships and flexibility in scheduling.

139.) Glad to see it go--then the school doesn't have to take any responsibility for the kids, program or curriculum.

140.) 1. Combining of elementary and secondary programs or 2. making gifted one-half time.

141.) The removal of gifted ed.

142.) None unless money becomes a bigger problem.

143.) I think the program would be phased out, although the board has stated there would be no change within the current program.

144.) Probably more flexibility.

145.) It would possible be more flexible.

146.) Less academic enrichment for top students. Less participation in contests and regional activities.

147.) Not sure.

148.) We are just beginning to make progress in differentiating learning programs. I think continued progress will not happen without the support personnel to carry out these programs, ideas, etc.

149.) Gifted students' needs would not be met.

150.) (Loss of) adequate funding.

151.) Program wouldn't be funded.

152.) I don't know!

153.) It could be dropped.

- 154.) The district would possibly keep the elementary program but drop secondary.
- 155.) It would be maintained for awhile and gradually decline in emphasis and importance.
- 156.) It would continue at the present level for 1-3 years, then gradually be cut back. Teachers would be less likely to cooperate. Importance and significance would lessen gradually.
- 157.) Parental push for more contact time and more schoolwide enrichment.
- 158.) It would be maintained for 2-3 years, but then staff would be cut, teachers would feel less obligated to provide differentiation, and eventually it would lose its effectiveness and importance. Sort of "die of benign neglect", if you will, because it is not important enough to be mandated by the state.
- 159.) More direct input from parents leading to an increase in direct service time and more continuous progress.
- 160.) Unless the program opens up to benefit a wider scope of high achievers, I would see the school board voting to spend it's money otherwise.
- 161.) The school district would want a broader program reaching more high achieving students.
- 162.) A change in the program--high school may be dropped--or teaching may be done over the 2-way interactive system between schools.
- 163.) At this point I have no idea.
- 164.) Parental support rallies, letter campaign, fund raising efforts, officials targeted for removal.
- 165.) Squashing, many more students served, superhuman expectations from the teacher, much more pressure to spend less money and combine with other special ed. programs involving room sharing.
- 166.) Budget tighter if that's possible. Possibly being used in more ways than just teaching gifted.
- 167.) Gradual phase-out; Perhaps elementary programs surviving with one consultant replacing 40 teachers.
- 168.) Fewer teaching positions; less emphasis on identification and staffing; delays in active support.
- 169.) Less resource room classes, more mainstreaming and greater "class" loads.
- 170.) An attempt to train regular teachers in higher level instruction.
- 171.) Perhaps return to itinerant or travelling teacher or consultant to regular education with reduction in teaching staff.
- 172.) No bus service, back to itinerant teacher serving 5-6 buildings.
- 173.) Reduced services due to financial constraints.
- 174.) Perhaps a magnet school; starting identification at 3rd grade.
- 175.) It would also include other bright, motivated, performing students who do not currently meet the 130 IQ guideline.
- 176.) Services will be provided for in different ways, high school might be eliminated.
- 177.) There will no longer be a program.



178.) Difficult to predict. Present program is excellent use of staff time.

179.) Not sure, this question is no longer a current issue.

180.) There will be no assistance for the bright child who once again is punished for being gifted. Academics is always the first to suffer.

181.) At first it will be a program in name only and eventually it will disappear.

182.) No mandate, no effective program.

183.) The program would be eliminated or exist in name only. The parents and teachers in this district are easily intimidated and don't demand quality services for gifted and their children get less every year.

184.) No gifted in rural districts.

185.) There has been some move toward an enrichment program to include more students.

186.) I would expect this district to discontinue a formal, separate gifted program if they had the option. The needs of the students probably could not be met completely in the regular classroom alone, in most cases. The students would be the losers.

187.) There will be no gifted program.

188.) Possible loss; definite cut-down of program...main reason is budget, not program itself.

189.) At least two of my districts would probably drop the gifted program.

190.) Disappointment--students, parents, teachers, etc. A return to more to keep able kids busy while others learn.

191.) I foresee few, if any, changes at the secondary level. Our district offers many choices and alternatives within the regular education program which effectively meet the needs of a large number of our gifted students. The most noticeable effect, I believe, we will see will be that gifted students will not be receiving the personal and Career Counseling Services they have become used to because they will need to share the school support services with regular education students. To date, facilitators of gifted programs have performed many counseling functions for identified gifted students, freeing counselors to work with regular education students.

Please note that this information will change during the 1991-1992 school year. We have been given approval on a model program which we will begin implementing next year as a pilot project. It will consist of team taught blocks of integrated studies for underclassmen and seminars/independent study courses scheduled back to back with content areas in which students interests lie to allow for in-depth research. Along with this program for the identified, gifted students we will be identifying and implementing a talent pool program. The focus will be a blend and modification of Renzulli and Betz (*sic*) models in an attempt to address the needs of our school population.

192.) The number of teacher positions would be reduced in the district if the mandate were dropped.

193.) A possible change in student/teacher ratio or a change in services given. E.g.. consulting only.

194.) Would probably open the program up to a model something like the modified Renzulli "Revolving Door" Triad Model.

195.) I am afraid the requirements for entrance would be watered down so students who are high achievers would be in the program. That is not a problem unless they start manipulating the system to get "pets" in. The other problem would be more students for the same number of

children.

196.) Gifted ed. would be dropped.

**APPENDIX D**  
**PERMISSION TO COPY STATEMENT**

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FROM: Emporia State University Graduate School

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Mary F. Ward Buster  
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July 31, 1991  
Date

A Description and Analysis of Administrative Models  
and Gifted Program Options in the State of Kansas:

1990-1991

Title of Thesis Project

Rebekah Sullert  
Signature of Graduate Office Staff Member

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