THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

A HISTORY OF THE GIFTED EDUCATION MOVEMENT IN OKLAHOMA FROM 1969-1983

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degree of

Doctor of Education

by

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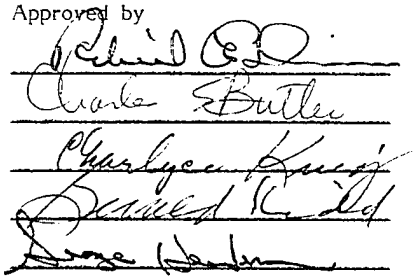

Doctoral Committee

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DEDICATION

This work is lovingly dedicated to those who made it possible.

To my parents and sister: for believing in me.

To Rod: my husband, with whom all things are possible.

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A HISTORY OF THE GIFTED EDUCATION MOVEMENT IN OKLAHOMA FROM 1969-1983

CHAPTER I

Introduction

Although the knowledge of the gifted and talented and what could be done for them has increased over the years, it has not been without consideration, frustration and conflict. Educators, legislators, and parents have long puzzled over the problem of educating gifted students in a public education program geared primarily to a philosophy of egalitarianism.[1] The task of nurturing the gifted is complex. What once appeared to be the responsibility of the educator has now become a concern for many. This responsibility is manifesting itself in more deliberate parental involvement, both personally and publicly; in legislation that is being widely enacted in the United States; and in the efforts of national, regional, and local groups who champion and even provide opportunities for the gifted.

Serious initiatory and supportive efforts of federal and state legislation and funding become noticeable in the 1970's.[2] As early as 1976 Oklahoma Senator James Howell had attempted to introduce legislation designed to assure that students with special abilities were not overlooked.

In the state of Oklahoma the legislature has been very active in outlining educational policy. Policy decisions regarding special programs are no longer made by educators alone. These decisions are being made by individuals and groups who are deeply involved in the political processes of a state. Formally, the legislatures and courts have their constitutionally given responsibilities; informally, interest groups, political parties, communication media and others exert pressures from

inside and outside the formal systems in Oklahoma. The steady growth and importance of legislative mandates for education in Oklahoma is not only well documented, but is indicative of concern for the expansive list of mandated curriculums and special programs by legislative authority.[3] The myth of separation of politics and education is being obliterated in state after state as legislators deal with interest groups and complex educational issues. The gifted and talented movement in Oklahoma presented an excellent example of a special program which involved many participants. There was, indeed parental, legislative, and educational involvement on the local, regional, and national levels.

The gifted and talented movement in Oklahoma would benefit from a myriad of factors in the late seventies--a growing oil economy, an increased population, and a state awareness of the importance of gifted education as a national priority. This study will focus on these many elements that helped fuse programs for gifted students.

Background Information
A Brief Historical Perspective in the United States

Historically, the serious inception of the gifted movement in the United States began with the efforts of Terman in the early years of this century. For many years, study of the gifted was dominated by Terman's work, particularly the basic concepts of giftedness derived from measures he had developed.[4] The origins of the gifted child movement in America also seem rooted in the late nineteenth and early twentieth century work of psychologists Granville Stanley Hall, John Dewey, and M. M. Cattell. Their orientation was toward the individual. Each person was, to them, a unique mind and soul, worthy and precious, and capable of positive development. Carl Rogers, Lega Hollingsworth, and E. Paul Torrance are

examples of more recent influences stemming from those earlier humanistic roots.[5]

The next step was the measure of individual differences. This led to a union between mathematics and psychology. Frederick Kuhlmann, Edward and Robert Thorndike, J. P. Guilford, Cyril Burt, and Alfred Binet were pioneers in the ability to measure every kind of human capacity.[6] Measurement, in turn, led to the exploration of development, or the unfolding of abilities. Jean Piaget and Erik Erikson can be taken as early leaders with a view of development as a unity made up of affective, cognitive, and psychomotor domains.

A fundamental lesson from history of the gifted child movement points out that the attitudes of society toward the gifted and talented child, adolescent, and adult definitely affect the form and quality of special educational provisions. An additional lesson from history is that education does not homogenize pupils.[7] Rather, education increases individual differences. The record of the past, too, shows that the same education for all is not the appropriate education for all. That becomes more and more evident as pupils progress upward through the grades.

The history of gifted education in the United States has many valleys and very few peaks. The peaks represent the sparse number of times the gifted student has received special attention in public instruction and the valleys depict the long periods in which the gifted have been out of focus to educators, legislators, and to a policy of national commitment.

In 1957, the Russians successfully launched Sputnik, which Bish refers to as a 184 pound ball in space that "caught the attention of more Americans than the blast of the H-Bomb."[8] Sputnik temporarily jarred America out of complacency and changed the direction temporarily of education. Critics of public education

said that insufficient attention had been given to upgrading the scholarship of the ablest student.

This dissatisfaction found focus in the call for curriculum reforms. The government's response to Sputnik was the passage of the National Defense Act of 1957; a massive aid to the education program originally designed to help the schools improve instruction in chemistry, physics, mathematics, biology, and economics for the most academically able students.

During the 1960's, as Americans matched and later exceeded the Soviets in quality of space exploration, the national panic about the caliber of our best schools ebbed.[9] Other concerns, most notably, civil rights, moved into the educational spotlight. American educational priorities shifted from the most able students to the least fortunate, and interest in educating the gifted waned.[10] Gifted programs vanished, and the number of articles on the subject in educational journals dropped sharply.[11]

It was not until 1969, 12 years after Sputnik, that the gifted again came under federal scrutiny. In that year, Congress mandated a study of gifted education called the Marland Report, which produced a startling and disturbing portrait of neglect. This landmark document revealed that:

1. The schools were adequately serving fewer than 4 percent of the 2.5 million gifted and talented population.

2. Only 10 states had full-time directors of gifted education, despite a high correlation between full-time effort at the state level and excellent in programming.

3. Only 10 universities had graduate level programs specializing in gifted education.

4. Fifty-seven percent of school administrators were unaware of any special needs of the gifted and talented population.

5. A high percentage of dropouts were actually gifted children who left school because of boredom with a lockstep system geared to the average child.[12]

The report concluded its analysis by asserting that gifted and talented children reached their potential not because of our schools, but in spite of them. The education community responded to the Marland Report with shock and dismay. In line with many of the Report's recommendations, the federal government established, in early 1972, the Office for the Gifted and Talented (OGT) within the United States Office of Education.

In 1982, ten years after the Marland Report, an Office for Civil Rights survey of school districts indicates that schools are serving approximately 35 percent of the gifted population. In addition, 40 states have full-time directors of gifted education.

The number of universities with graduate level programs specifically in gifted education has expanded to approximately 26. Perhaps most important, many educators, parents, and legislators are now aware of the special needs of gifted children.

Indeed, gifted education is on much firmer ground.[13] Noted researcher in gifted education John Gowan selected 12 significant research milestones in attempting to explain the growth and acceptance of gifted programs:

"1. The factor analytic advance of the structure of intellect and its identification and curriculum-intervention correlates.

2. The Terman and Oden midlife follow-up study of their gifted group that provided, among other information, evidence of the increase of mental age through age 50.

3. The importance of predisposing guidance and the trainability of scientific talent.

4. The direct influence of socioeconomic class on personality differences that hitherto were attributed to intelligence.

5. The identification-procedures research of Pegnato and Birch, which shows that both the efficiency and effectiveness of various identification measures are less than has been assumed.

6. The development of creativity in children and the attempts to measure effects of this development by the Torrance Tests of Creative Thinking.

7. The use of the structure of intellect for curriculum development in the classroom.

8. The interrelationship between creativity and intelligence.

9. The work of Goldberg and Passow at De Witt Clinton High School in New York City that showed underachievers required assistance with learning skills and identification with a supportive teacher.

10. The study of facilitation of mathematically precocious youth through educational acceleration longitudinally.

11. The development theories of Erik Erikson and Jean Piaget fused by Gowan into the periodic developmental stages theory with its implications for creative development.

12. The progression of identification procedures from Stanford-Binet to biographical information measures."[14]

From a nationwide perspective there has been considerable change and awareness as to the needs for differentiated and appropriate educational programs for the gifted and talented. This historical perspective has been provided to the reader in preparation for examining the gifted and talented movement in Oklahoma. In order to appreciate where a program currently stands, and where it may be headed, the importance of what has happened in the past cannot be underestimated. The understanding must extend itself both into the past and the future to find meaning for the present. The researcher hopes this background will assist the reader in understanding how national movements and trends are often reflected in state mandates, advocate roles, and state leadership.

Statement of Problem

The problem of this study was to investigate the events, individuals, and conditions that occurred in the gifted and talented movement in Oklahoma from 1969 to 1983. The major questions to be investigated were:

1. What factors contributed to mandated legislation for the gifted and talented in Oklahoma?

2. What had been done for the gifted prior to mandated legislation for gifted education?

3. What were the interest groups and what part did they play in the gifted and talented movement?

4. Was there opposition to special programs for the gifted?

5. How did the media report the gifted and talented movement in Oklahoma?

6. What did successful passage of legislation do for the gifted and talented?

Significance of the Study

Mandated legislation for gifted and talented children was a significant milestone in the gifted and talented movement in Oklahoma. Yet, little was recorded of the movement and history of gifted education in Oklahoma. This study can serve as valid research for educators, legislators, and friends of gifted education in understanding the early history, the lengthy legislative attempts, and the eventual mandated programs for gifted and talented children of Oklahoma. In order to appreciate where a program currently stands, and where it may be headed, the importance of where it has been cannot be underestimated.

Limitations of the Study

This study was concerned with the history of the gifted and talented educational movement in Oklahoma from 1969 to 1983. It was not until 1969 that legislative statutes permitted special education funds to be used for gifted students. Once funding was available for these programs, organizations began to keep records. It was also at this time that a definition for gifted was outlined and criteria for the disbursement of funds established. Virtually no records were kept

prior to 1969 and only sporadic official documentation regarding programs for the gifted and talented is available for the years 1969 to 1980. With the passage of mandated gifted legislation and the establishment of the gifted section within the State Department of Education, formal and consistent documentation began to occur. Thus this research allows the reader to take a broad look at the movement's early years and a close look at the two consecutive years under mandated legislation, 1981-1983.

This research is also limited in that it does not attempt to describe individual programs for the gifted and talented. It is, as stated previously, a look at the "movement" itself. This is predominantly because prior to mandated gifted legislation local district programs for the gifted and talented varied widely within districts themselves. Districts frequently defined gifted and talented in vastly different terms. Perceptions were marked by little in the way of a common denominator or core.

Methodology

This research was conducted in the form of a historical study. The historical method would investigate the events, conditions, and factors that produced a gifted education movement in Oklahoma. Four major techniques were used in gathering and evaluating data for this study: (1) Interviews with actual participants or direct observers in the gifted and talented movement; (2) Examination and analysis of relevant documents which included:

1. Legislative documents
2. Media releases
3. Statutes of Oklahoma
4. House and Senate Journals of Oklahoma
5. State Department of Oklahoma correspondence pertinent to the gifted and talented
6. Interviews with interest groups
7. Federal registers
8. Budgetary records for funding requests and grants;

(3) Taped hearings from the Committee on Common Education; and (4) An examination of Related Literature.

The first step in gathering data was an extensive literature review on the gifted and talented education movement from a national perspective. This was necessary before the researcher could begin to examine specifically the State of Oklahoma's gifted education movment.

In organizing this study, both a chronological and topical perspective were used.

Operational Definitions

1. House Bill 1816 - House Bill 1816 was the legislative bill passed in 1980 for gifted and talented educational programs. This bill was not implemented.

2. Senate Bill 214 - Senate Bill 214 was the legislative mandate for gifted and talented children which replaced House Bill 1816. SB 214 presently dictates the rules and regulations for mandated gifted education programs in Oklahoma.

3. "Grade Step" implementation - Gifted child education programs shall be implemented over a three-year period. Schools shall select one "grade step" per year. "Grade step" means (1) the grades first through sixth; (2) the grades seventh through ninth; or (3) the grades tenth through twelfth; or the grade levels for which a school is accredited. Each local school district shall have the authority to implement each of three grade steps in the order as determined by the local board of education. Implementation of such programs by grade steps shall begin with the 1981-82 school year and continue on a cumulative basis with a minimum of one grade step per year. Beginning with the school year 1983-84, it shall be the duty of each school district to provide gifted child educational programs for all identified gifted children.

4. Gifted and Talented - The definition for gifted and talented would change throughout the period of 1969 to 1981. The definition written in the mandated legislation of Senate Bill 214 is:

   "Gifted and talented children" means those children identified at the preschool, elementary, and secondary level as having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services. For the purpose of this definition, "demonstrated abilities of high performance capability" means those identified students who score in the top three percent (3%) on any national standardized test or may include students who excel in one or more of the following areas:

a. Intellectual ability
b. Creative thinking ability
c. Leadership ability
d. Visual and performing arts ability
e. Specific academic ability

5. "Gifted child educational programs" - Gifted child educational programs means those special instructional programs, supportive services, unique educational materials, learning settings and other educational services which differentiate, supplement and support the regular educational program in meeting the needs of the gifted child.

6. Differentiated education - School districts shall provide differentiated education for all identified gifted students. Options for providing differentiated education include: (definitions are in Appendix A, pg. 107).

a. Enrichment of content
b. Acceleration of content
c. Individualization of instruction
d. A modified, open ended curriculum
e. Specific goal-directed program
f. Guidance
g. Guided research
h. Mentorships
i. Others or any combination of the above

CHAPTER II

REVIEW OF RELATED LITERATURE GIFTED AND TALENTED EDUCATION FROM A NATIONWIDE PERSPECTIVE

Introduction

The intention of this literature review is to identify many of the more salient changes that have taken place across the country with regard to the education of gifted and talented children. Before 1976, very little systematic information concerning state policy and the delivery of services to gifted and talented children had been collected on a nationwide basis. To help meet this need, the United States Office of Education in 1976-77 contracted The Council for Exceptional Children (CEC) to conduct a nationwide assessment to compile this information. The results of this original investigation were portrayed in a 1978 CEC publication entitled The Nation's Commitment to the Education of Gifted and Talented Youth.[15] Subsequently, for the next three years, this information has continued to be compiled, analyzed and updated. Selected portions of the 1977-78 investigation were disseminated through a chapter in the 1979 Yearbook of the National Society for the Study of Education,[16] while data obtained in 1978-79 were contained in a paper presented at the 1980 Annual Meeting of the American Educational Research Association.[17] While this review will use a similar format established by these earlier works, it will greatly expand upon their data base and provide the reader with what the researcher believes to be the most current assessment of "the state of the art" for gifted and talented education.

Data for this four year investigation have been obtained on an annual basis through direct informational questionnaires sent to individual State Consultants for

the Gifted and Talented. Upon receiving this information, the data were analyzed and individual gifted and talented policy profiles were created for each state. Following the completion of this activity, the profiles were subsequently (and on an annual basis) returned to their respective State Consultants for verification and updating. Where missing or conflicting information arose, the Consultants were personally called for clarification. Finally, during this past year's investigation, the results of two other nationwide policy investigations regarding gifted and talented education conducted by the U.S. Office of Education[18] were also included on the state policy profiles. Where confusing or conflicting data appeared, the individual Consultants were once again asked to clarify them.

Overall, this investigation was constructed and is reported around three basic informational needs; (1) the need to determine from a policy perspective exactly who are the gifted and talented, how they are being identified, and approximately how many are being reported as receiving a differentiated special education program; (2) the need to carefully examine the progress that has taken place at the state level with regard to many of the administrative structures, state-level personnel, regulatory and administrative practices that impact upon the provision of services to the gifted and talented; and (3) the need to delineate the present levels of state and federal appropriations for this population.

Review of State Legislation

Legislation affecting the education of gifted and talented children can be traced back to as early as 1939 when a Florida state statute called upon its "county boards of education to provide insofar as 'practicable', facilities for classes for children with unusual ability."[19] A few years later, in 1941, legislation in Kansas directed the state's Division of Special Education to "encourage school districts

through consultation and guidance to make provision for gifted children by adapting school work to their needs and to waive restrictions which interfere(d) with the development of such children."[20] By 1967, a study conducted by The Council for Exceptional Children (CEC) found that by that time "17 states (had) within their education code a term which (could) be construed to apply to the clinical entity known as the gifted child."[21] Of the 17 states, however, only 10 actually had "any legal guidelines or definitions for determining the type of child to be served."[22] Finally, at the present time, according to the results of this most recent investigation, there are now 39 states that make mention of or legislatively define gifted and talented children within their state statutes.

As might be anticipated, the manner and way in which each of these 39 states refers to this population is considerably different. Essentially, however, statutory reference to gifted and talented children can be categorized around four central taxonomies. First, as is demonstrated in Table 1, nearly half (i.e., 49 percent) of the states that provide legislative guidelines or definitions of gifted and talented children do so under the broad, general rubric of exceptional children. Within this first classification, 16 states define the gifted and talented as being one of a specified number of subpopulations of exceptional children for whom regular educational programming may not be sufficient without the provision of special classes or instruction.

Oklahoma, for example, uses the following definition:

> Exceptional children shall mean gifted children, educable mentally-handicapped children, trainable mentally-retarded children, speech-defective children, emotionally-disturbed or perceptually-handicapped children, children with special health problems, children requiring the services of a visiting counselor, children with specific learning disabilities as a result of

TABLE 1
STATE STATUTORY DEFINITIONS OF
GIFTED AND TALENTED CHILDREN

I. Defined as Exceptional Children

Alabama	Delaware	Louisiana	North Dakota
Alaska	Florida	Maryland	Oklahoma
Arizona	Georgia	Mississippi	Pennsylvania
Colorado	Idaho	New Mexico	West Virginia
Connecticut	Kansas	North Carolina	

II. Defined as Gifted and/or Talented

Arkansas	Maine	Nebraska	Virginia
California	Michigan	Ohio	Washington
Illinois	Minnesota	Oregon	
Iowa	Missouri	Rhode Island	
Kentucky	Montana	Texas	

III. Defined as Handicapped

Nevada Tennessee

IV. Defined as Children in Need of Special and Prolonged Assistance

South Dakota

V. Not Presently Defined in State Statutes

Hawaii	New Hampshire	South Carolina	Wisconsin
Indiana	New Jersey	Utah	Wyoming
Massachusetts	New York	Vermont	

> neurological impairment, multiple-handicapped children, and other handicapped children...whose condition is such that it is impractical or impossible for them to benefit from or participate in the regular classroom program of the public schools in the district in which they reside and whose education requires a modification of the classroom program.[23]

There are three states (Kansas, New Mexico, and Pennsylvania), on the other hand, that, while they do not specifically mention the gifted and talented as being

exceptional, have statutory language that allows this to be interpreted. Pennsylvania's statute of exceptionality allows for such interpretation. According to its definition:

> The term 'exceptional children' shall mean children of school age who deviate from the average in physical, mental, emotional or social characteristics to such an extent that they require special educational facilities or services.[24]

Two states, Nevada and Tennessee, statutorily define gifted and talented children in terms of their being handicapped children. Tennessee, for instance, defines its handicapped children to be those:

> ...who have been certified...by a specialist as being unsuited for enrollment in regular classes of the public schools or who are unable to be educated or trained adequately in such regular programs without the provision of special classes, instruction, facilities or related services, or a combination thereof. This term includes the educable, trainable, and profoundly retarded; and speech and/or language impaired;...the multiply handicapped; and the intellectually gifted; and any other child whose needs and abilities cannot be served in a regular classroom setting. (Emphasis added)[25]

Including Nevada and Tennessee, it is noteworthy to realize, therefore, that 54 percent of the states that have enacted legislation regarding the education of gifted and talented children have established a direct statutory relationship of this population to special education. The direct as well as indirect advantages of this relationship will become clear to the reader as this review progresses.

Besides describing gifted and talented children in terms of their being exceptional and handicapped, there are two additional ways in which many states refer to these children within their statutory language. As can be further seen from Table 1, there are 17 states that independently define gifted and talented

children within their general education statutes. Many of these definitions, as exemplified by the following language from the states of Iowa and Michigan, speak of the personal characteristics of these children rather than to their programmatic and/or educational needs:

> 'Gifted and talented children' are those identified as possessing outstanding abilities who are capable of high performance. Gifted and talented children are children who require differentiated educational programs or services beyond those provided by the regular school program.[26]

> The 'gifted and/or academically talented' means elementary and/or secondary school students who may be considered to be (1) intellectually gifted, (2) outstanding in school achievement, and/or (3) those who have outstanding abilities in particular areas of human endeavor, including the arts and humanities.[27]

There is one state, South Dakota, that statutorily describes its gifted and talented children as being "children in need of special or prolonged assistance."[28]

Finally, there are 11 states that at the present time do not have any legislative provisions pertaining to the gifted and talented. Of these 11, however, over half have recently introduced bills or legislative provisos to do so.

State Policy and Administrative Practices Related To The Education of Gifted and Talented Children

There are a broad number of areas that could be discussed concerning the progress that has taken place at the state level with regard to the education of gifted and talented children. For purposes of this particular review, however, this discussion is limited to the following five topics: (1) the various state-level administrative structures that have been created to initiate and coordinate the

provision of policy and services to the gifted and talented; (2) the administrative personnel that have been assigned to coordinate and implement these procedures and programs; (3) the specific criteria that have been established by the states to evaluate and identify potential gifted and talented individuals; (4) the use of individualized education programs (IEP's) in providing services to this population; and (5) the use of due process procedures to assure that the identification, evaluation, and educational placement of these children is conducted according to state policy and in the best interest of the gifted and talented children themselves.

State Administrative Structures

There are basically three different types of managerial systems that have been established by states to help them effectively administer their programs for the gifted and talented at the state level. First, the majority, or 54 percent, have chosen to administer these programs through their Departments of Special or Exceptional Education. Indicating that most special educators have historically used the term exceptional to refer to all children with special needs (i.e., both handicapped and gifted), many states have further justified the inclusion of the gifted and talented within their special education programs by stating that it would negate both the duplication of many existing delivery systems as well as the often difficult task of creating entirely new state-wide delivery systems.

As previously described, 21 states have legislatively indicated that their gifted and talented programs should be administered through Special Education. Table 2 data illustrates that an additional ten states (i.e., Arkansas, Connecticut, Hawaii, Maine, New Hampshire, New Jersey, Ohio, Oregon, South Dakota, and Virginia) have opted to likewise establish this relationship through regulation or administrative practice. Nearly one-quarter, or 13 states, on the other hand, have elected to administer their gifted and talented programs through their State

TABLE 2
LOCATION OF G/T EDUCATION WITHIN
SEA ADMINISTRATIVE STRUCTURE

I. HOUSED WITHIN SPECIAL/EXCEPTIONAL EDUCATION

Alabama	Kansas	North Dakota
Alaska	Louisiana	Ohio
Arkansas	Maine	Oklahoma
Connecticut	Mississippi	Oregon
Delaware	Nevada	Pennsylvania
Florida	New Hampshire	South Dakota
Georgia	New Jersey	Tennessee
Hawaii	New Mexico	Virginia
Idaho	North Carolina	West Virginia

(N=27)

II. HOUSED WITHIN CURRICULUM SERVICES/INSTRUCTION

Arizona	Massachusetts	New York
Indiana	Minnesota	Wisconsin
Iowa	Missouri	Wyoming
Kentucky	Nebraska	
Maryland	South Carolina	

(N=13)

III. MISCELLANEOUS

Consolidated Programs - California
Program Development - Colorado
Department of Federal and State Grants - Illinois
School Program Services - Michigan
Office of Public Instruction - Montana
Division of Technical Assistance - Rhode Island
Division of Educational Programs for Special Populations - Texas
Division of Special Projects - Utah
Division of Elementary/Secondary Education - Vermont
Division of Special Services - Washington

(N=10)

Departments of Curriculum or Instruction. Finally, as is also demonstrated in Table 2, there are an additional ten states that have administratively aligned their programs for gifted and talented children with a variety of special divisions or departments, such as technical assistance, special projects, federal and state grants.

State-Level Personnel

In addition to looking at the variety of programmatic structures that have been created by the states to administer their programs for the gifted and talented, it should be noted to observe the growth that has taken place in the number of state-level personnel that have been assigned to coordinate these programs. According to the results of a state survey disseminated by the U.S. Office of Education in 1970, 24 states indicated they had a designated staffperson at the state department level with major responsibilities for programs for the gifted. In only 10, however, were these individuals assigned that responsibility for more than 50 percent or more of their time.[29] By 1975, all 50 states indicated they employed individuals at the state level with responsibilities for the gifted and talented. Twenty-four assigned them for 50 percent or more of their time, and 16 employed them in full-time capacities. By 1980, as can be seen from Table 3, there were 48 states that currently had state department personnel with 50 percent or more of their time assigned to gifted and talented education. Forty-two states have full-time individuals employed in these positions.

Change has also taken place with regard to the institutionalization of these state-level positions. In 1970, for example, only 21 states indicated they were contributing half or more of the salaries of their state department personnel assigned to the gifted and talented. By 1980, however, 34 states reported they supported these positions with state funding. Even more impressive is the fact that

TABLE 3
STATE LEVEL PERSONNEL

STATE	Number of Persons Assigned to G/T	Percent of Time Devoted	Source of Funding	Year Position was First Established
Alabama	1	100%	Fed.	1974
Alaska	1	100%	State	1975
Arizona	1	100%	Fed.	Position Currently Unfilled
Arkansas	1	100%	State	1979
California	3	100%	2-St. 1-Fed	1961
Colorado	1	100%	Fed.	1966
Connecticut	1	100%	State	1966
Delaware	1	100%	Fed.	1980
Florida	1	100%	State	1970
Georgia	1	100%	State	1958
Hawaii	1	100%	State	1976
Idaho	1	50%	State	1975
Illinois	2	100%	State	1963
Indiana	1	100%	Fed.	?
Iowa	1	100%	Fed.	1976
Kansas	1	60%	State	1955
Kentucky	1	100%	State	1975
Louisiana	3	100%	State	1975
Maine	2	100%	St/Fed.	St-78; Fed-79
Maryland	3	100%	State	1975
Massachusetts	1	100%	Fed.	1976
Michigan	1	100%	State	1975
Minnesota	1	100%	State	1960
Mississippi	1	100%	State	1976
Missouri	1	100%	State	1979
Montana	1	100%	Fed.	1979
Nebraska	1	100%	State	1967
Nevada	1	100%	Fed.	1971
New Hampshire	1	1-5%	State	1975
New Jersey	1	100%	State	1977
New Mexico	1	50%	State	?
New York	1	100%	State	1961
North Carolina	3	100%	State	1961
North Dakota	3	1-100%; 2-P/T	Fed.	1978
Ohio	1	100%	Fed.	1960
Oklahoma	1	100%	St/Fed.	1974
Oregon	1	100%	State	1977
Pennsylvania	1	100%	Fed.	--
Rhode Island	-	--	--	--
South Carolina	1	100%	State	1974
South Dakota	1	100%	Fed.	1978
Tennessee	11	1-100%; 10-P/T	St/Fed.	1975
Texas	2	100%	St/Fed.	1975
Utah	1	50%	State	1972
Vermont	1	50%	State	--
Virginia	1	100%	State	--
Washington	2	100%	State	1957
West Virginia	1	100%	State	1979
Wisconsin	1	100%	Fed.	1976
Wyoming	1	50%	Fed.	1974

28 states now totally support at least one full-time individual at the state level whose major responsibility is gifted and talented education.

The Identification of Gifted and Talented Children

Historically, gifted and talented children were often viewed by most educators and lay persons to include only those individuals who possessed a high intelligence quotient or demonstrated a significant potential in their intellectual ability. In 1971, then U.S. Commissioner of Education, Sidney Marland, sought to change this limited stereotype of gifted children. For purposes of federal education programs, he suggested that the category "gifted and talented" be expanded to include children selected from those capable of high performance in the following six areas of achievement: (1) general intellectual ability; (2) specific academic aptitude; (3) creative and productive thinking; (4) leadership ability; (5) visual and performing arts; and (6) psychomotor ability.[30]

The impact of this expanded federal definition upon the development of state policy related to gifted and talented education was demonstrated during a nationwide investigation conducted by The Council for Exceptional Children (CEC) in 1978.[31] During this study, 38 states were found to have regulations or guidelines governing the identification of their gifted and talented children. Of the 38, twenty-two states had adopted the broad six-categorical definition, similar if not identical to the one suggested by Marland.

In 1980, 44 states were found to have written policies (i.e., regulations, rules, guidelines, or by-laws) that governed the identification of their gifted and talented students. As can be seen from Table 4, however, there continues to be disagreement among many states as to who each believes should be identified and labeled as "gifted and talented." For example, all 44 currently have policy statements indicating they strongly believe that individuals possessing high

TABLE 4
STATE IDENTIFICATION PRACTICES

State	Intellectual Ability	Specific Academic Aptitude	Creative/ Productive Thinking	Leadership	Visual Performing Arts	Psychomotor Ability	Date Enacted
Alabama[1]	x		x				1979
Alaska	x	x	x	x	x	x	1978
Arizona	x	x	x				1976
California[2]	x	x	x	x	x		1980
Colorado[3]	x	x	x	x	x	x	1980
Connecticut	x	x	x				1978
Delaware	x	x	x	x	x	x	1978
Florida	x						1977
Georgia[4]	x	x					1979
Hawaii[5]	x	x	x	x	x	x	1977
Idaho	x	x	x	x	x		1979
Illinois[6]	x	x	x	x	x	x	1976
Indiana	x	x	x	x	x		1980
Iowa[7]	x	x	x	x	x		1978
Kansas	x	x	x				1979
Kentucky[8]	x	x	x		x		1978
Louisiana[9]	x	x	x				1979
Maine	x	x	x	x	x	x	1979
Maryland	x	x	x	x	x	x	Undated
Massachusetts[10]	x	x	x	x	x	x	1978
Michigan	x	x	x	x	x	x	1976
Minnesota	x	x	x	x	x		1976
Mississippi	x	x	x		x	x	1977
Missouri[11]	x	x	x		x		1980
Nebraska	x	x	x	x	x	x	1976
Nevada	x	x	x	x	x	x	1972
New Jersey[12]	x	x	x	x	x	x	1978
New Mexico	x	x	x				1976
New York	x	x	x	x	x	x	1976
North Carolina[13]	x	x	x				1979
Ohio	x	x	x	x	x	x	1975
Oklahoma[14]	x	x	x	x	x		1980
Oregon[15]	x	x	x	x	x		1979
Pennsylvania[16]	x	x	x		x		1977
Rhode Island[17]	x	x	x	x	x		1979
South Carolina	x	x	x	x	x	x	1977
South Dakota[18]	x	x					1980
Tennessee	x	x					1975
Texas[19]	x	x	x	x	x	x	1975
Utah[20]	x	x	x		x	x	1977
Virginia	x	x	x	x	x	x	1979
Washington	x	x	x				1979
West Virginia[21]	x	x					1979
Wyoming[22]	x	x	x	x	x		1978
TOTALS	44	42	38	25	31	18	

1 Changed from 6 categorical definition to only intellectual ability and creative/productive thinking in 1979.
2 Changed from only intellectual ability and specific academic ability to 7 categorical definition (in addition to those areas mentioned above, 1980 definition adds the categories of high achievement and other).
3 Established 6 categorical definition in 1980.
4 Changed from only intellectual ability to 6 categorical definition in 1977.
5 Deleted psychomotor ability in 1979.
6 Deleted psychomotor ability in 1980.
7 Deleted psychomotor ability in 1978.
8 Deleted psychomotor ability in 1978.
9 Deleted leadership, visual and performing arts, and psychomotor ability.
10 Established 6 categorical definition in 1978.
11 Deleted leadership in 1980.
12 Established 6 categorical definition in 1978.
13 Deleted leadership in 1980.
14 Adopted P.L. 95-561 definition in 1980; deleted psychomotor ability.
15 Established 5 categorical definition in 1979; did not include psychomotor ability.
16 Added visual and performing arts in 1977.
17 Established 5 categorical definition in 1979; did not include psychomotor ability.
18 Changed from 6 categorical definition to only intellectual ability and specific academic aptitude in 1980.
19 Deleted leadership in 1979.
20 Deleted psychomotor ability in 1979.
21 Added specific academic aptitude in 1979.
22 Established 5 categorical definition in 1978; did not include psychomotor ability.

potential in intellectual ability should be designated as gifted. Similarly, 42 states specified that children demonstrating high performance in specific academic aptitude should likewise be so designated. Thirty-eight states, on the other hand, felt that this label should be further applied to children capable of high performance in creative and productive thinking. Thirty-one established criteria for the identification of individuals possessing high potential in the visual and performing arts. Only 25 of the states, however, felt that children with considerable leadership potential should be included in this population, and even less (i.e., 18) suggested that those capable of high performance in the area of psychomotor ability should be labeled as gifted.

The reluctance of many states to include children possessing high potential in leadership and psychomotor ability appears to be related to the difficulty which many states apparently had in developing valid and comprehensive identification criteria for these populations. Some states, apparently fearing adverse public reaction over the possible inclusion of athletes in the psychomotor population, purposely tried to de-emphasize or exclude their participation through strict guidelines. Missouri, for example, limited the psychomotor talented to those children capable of high ability or attainment in either gross or fine manipulative activities, including disciplines such as sculpturing and mechanics.

On November 1, 1978, President Carter signed into law The Gifted and Talented Children's Education Act of 1978, which set forth the following new federal definition of gifted and talented children:

> For the purposes of this part, the term 'gifted and talented children' means children and, whenever applicable, youth, who are identified at the preschool, elementary or secondary level as possessing demonstrated or potential abilities that give evidence of high performance responsibility in areas such

as intellectual, creative, specific academic, or leadership ability, or in the performing and visual arts, and who by reasons thereof require services or activities not ordinarily provided by the school.[32]

The importance of the new federal definition for state and local policy makers is fourfold. First, it retains the broad, categorical emphasis regarding the identification of gifted and talented children suggested by the earlier 1971 federal definition. Second, while not totally excluding individuals possessing high potential in psychomotor ability, the act does appear to de-emphasize their participation by not specifically mentioning them as a potential target population. The impact of not specifying this population in the 1978 federal definition is reflected in some of the changes that have taken place in state policy during the last two years. Of the 20 states reporting regulatory changes in their criteria for identification of gifted and talented children since 1978, 12 have similarly deleted this population of potential gifted and talented children from their state definitions. Third, the new definition suggests that gifted and talented children and youth should not only be identified at the elementary and secondary school levels, but they should be actively identified at the preschool level as well. Fourth, and perhaps most important, is the inclusion of the words, "who by reason thereof...," in the new definition. The addition of this phrase is significant for the following reasons: It negates the notion that the gifted and talented are a homogenous population. The fact is that if one compares the I.Q. range which is often equated to students who have been identified as being gifted according to their intellectual ability (i.e., an I.Q. score of 120-200), it should be emphasized that this ability range far exceeds that of our so-called "normal" student population. As such, and as this definition suggests, there is no single program concept that can effectively meet the needs of all gifted and talented children.

Individual Education Programs

Before leaving the topic of the need for personalized instruction to meet the unique individual learning needs of gifted and talented students, it might be advantageous to further identify precisely how many states provide this service to this population. As can be seen from Table 5, seventeen states currently either require or suggest the use of individualized education programs (IEP's) for their gifted and talented students.

TABLE 5
STATES REQUIRING OR SUGGESTING THE USE OF INDIVIDUALIZED EDUCATION PROGRAMS (IEP'S) FOR THEIR G/T CHILDREN

Alabama	Louisiana	Oregon (S)
Alaska	Missouri (S)	Pennsylvania
Connecticut (S)	Nevada (S)	South Dakota
Florida	North Carolina	Tennessee
Idaho	North Dakota (S)	West Virginia
Kansas	Oklahoma (S)	

(S) = suggests

Two states, North Carolina and Louisiana, mandate the use of IEP's for this population through both statutory and regulatory language. Nine additional states have regulatory language that specify that IEP's must be provided for their gifted and talented students. Connecticut, Missouri, Nevada, and Oregon, on the other hand, suggest the use of IEP's at the state level, but leave the decision of whether or not to actually implement them to individual local school districts. Oklahoma's Guidelines for the Gifted and Talented suggest that one of the options a local school may employ with these students is "individualized instruction." Similarly, regulations in North Dakota suggest the use of "individually-prescribed courses of study" for the state's gifted and talented children. Finally, it should be mentioned that of the 17 states that suggest or require the use of IEP's for these children, only Missouri does not legislatively or administratively include the gifted and talented under special education.

Because of this unique relationship, one might naturally assume that most, if not all, of the rights and protections that are afforded to handicapped children under P.L. 94-142 would likewise be available to gifted and talented children within

these particular states. As evidenced by the following table, one such protection is the right to due process.

Nineteen states, designated by Table 6, currently either require or suggest the use of due process procedures in the identification, evaluation, and placement of their gifted and talented children. Seventeen administratively require the use of these procedures at the state level. Two states (Connecticut and Missouri) have regulatory language that suggest the use of due process procedures, but leave it up to local option as to exactly how to implement these protections. In addition, as was the case with states requiring or suggesting the use of IEP's for their gifted and talented children, 17 of the 19 states that require or suggest due process procedures for this population likewise legislatively or administratively include the gifted and talented under special education. Only Missouri and South Carolina administer this program under their State Divisions of Instruction.

The Number of Gifted and Talented Children Reported Served

Data in Table 7 illustrates the number of gifted and talented children reported served by state education agencies from 1975 to 1980. As can be seen from this table, 43 states indicated they served a total of 766,759 gifted and talented students during

TABLE 6
STATES REQUIRING OR SUGGESTING THE USE OF DUE PROCESS PROCEDURES FOR THEIR G/T CHILDREN

Alabama	Kansas	Pennsylvania
Alaska	Louisiana	South Carolina
Arkansas	Missouri (S)	South Dakota
Connecticut (S)	Nevada	Tennessee
Florida	North Carolina	West Virginia
Georgia	North Dakota	
Idaho	Oregon	

(S) = suggests

TABLE 7
NUMBER OF GIFTED AND TALENTED CHILDREN REPORTED SERVED 1975-80

STATE	1975-76	1976-77	1977-78	1978-79	1979-80	TOTAL # INCREASE	% OF INCREASE
Alabama	INA[1]	INA	4,100	6,130	7,278	+3,178	/ +78%
Alaska	253	946	1,734	2,399	3,400	+3,147	/ +1244%
Arizona	6,403	9,000	9,982	10,000	16,020	+9,617	/ +150%
Arkansas	INA	150	500	3,166	3,000	+2,850	/ +1900%
California	195,000	198,000	169,632	149,304	147,223	-47,777	/ -25%
Colorado	253	322	392	592	17,609	+17,356	/ +6860%
Connecticut	6,500	7,100	8,100	9,200	10,100	+3,600	/ +55%
Delaware	1,000	1,140	1,582	1,582	2,833	+1,833	/ +183%
Florida	20,143	20,259	20,259	23,261	25,301[2]	+5,158	/ +26%
Georgia	24,000	24,340	29,979	34,261	36,002[2]	+12,000	/ +50%
Hawaii	INA	170	2,000	INA	6,390	+6,220	/ +3659%
Idaho	400	1,200	1,533	1,659	1,659	+1,259	/ +314%
Illinois	INA	78,065	65,468	65,000	70,000	-8,065	/ -10%
Indiana	INA	INA	2,000	12,044	28,797[3]	+26,797	/ +1340%
Iowa	INA	INA	INA	INA	INA[4]	--	/ --
Kansas	1,000	2,282	3,310	3,835	4,290	+3,290	/ +329%
Kentucky	INA	5,000	8,904	6,804	7,134	+2,134	/ +85%
Louisiana	INA	2,500	5,284	5,078	5,281	+2,781	/ +181%
Maine	INA	450	913	1,266	INA	+816	/ +181%
Maryland	5,000	10,879	15,185	28,631	26,951	+21,951	/ +439%
Massachusetts	INA	400	3,900	3,700	10,424	+10,024	/ +2506%
Michigan	1,600	1,600	1,209	1,674	1,390[4]	-210	/ -13%
Minnesota	22,500	22,067	23,000	16,193	30,000[4]	+7,500	/ +33%
Mississippi	1,600	2,100	2,500	3,635	5,000	+3,400	/ +213%
Missouri	2,583	3,943	6,196	7,700	8,700	+6,117	/ +237%
Montana	500	500	INA	600[5]	700[5]	+200	/ +40%
Nebraska	6,388	8,540	12,394	12,968	14,690	+7,302	/ +113%
Nevada	INA	1,200	1,214	1,569	1,949	+749	/ +62%
New Hampshire	INA	200	300	600	1,000	+800	/ +400%
New Jersey	4,000	5,700	16,260	25,148	30,000	+26,000	/ +650%
New Mexico	491	881	1,078	1,552	2,031[6]	+1,540	/ +314%
New York	INA	INA	INA	INA	INA[6]	--	/ --
North Carolina	36,343	39,691	36,388	50,323	55,205	+18,862	/ +52%
North Dakota	148	138	276	340	430	+282	/ +191%
Ohio	INA	14,000	20,000	25,000	INA	--	/ --
Oklahoma	140	2,066	3,500	4,500	4,924	+4,784	/ +3417%
Oregon	0	0	0[7]	3,700	4,700	+1,000	/ +27%
Pennsylvania	19,053	29,000	42,600	60,000	65,000	+45,947	/ +241%
Rhode Island	INA	1,759	1,200	900	1,600	-159	/ -9%
South Carolina	INA	2,312	2,935	4,000	8,000	+5,688	/ +246%
South Dakota	INA	INA	169	214	474	+305	/ +180%
Tennessee	INA	6,000	6,242	5,824	4,855	-1,145	/ -19%
Texas	INA	INA	INA	INA[8]	17,580	--	/ --T
Utah	INA	2,086	4,579	11,751	15,337	+13,251	/ +635%
Vermont	INA	200	350	INA	INA	--	/ --
Virginia	25,000	25,000	30,000	43,000	51,000	+26,000	/ +104%
Washington	1,300	1,300	2,100	2,100	3,000	+1,700	/ +131%
West Virginia	1,841	1,844	2,730	4,629	4,004	+2,163	/ +117%
Wisconsin	INA	2,500	4,300	4,000	5,500	+3,000	/ +120%
Wyoming	INA	400	960	INA	INA	--	/ --
TOTALS	383,939	535,436 (+39%)	577,237 (+8%)	659,882 (+14%)	766,759 (+16,2%)	+382,820	/ +100%

[1] Information Not Available
[2] Approximation
[3] SEA does not maintain records
[4] Estimation, actual number will be available on January 1, 1981
[5] Approximation
[6] SEA does not maintain records
[7] No children served via SEA funding
[8] SEA did not maintain records

school year 1979-80. This figure represents over a 16 percent increase in the number of children so served over the previous year. In a similar fashion, it can also be seen that since school year 1975-76, 382,820 additional gifted and talented children have been reported served by state education agencies. This second figure represents more than a 100 percent increase in the aggregate number of gifted and talented children reported as served over the past five school years. What is perhaps even more impressive, however, is the fact that this growth has taken place at a time when the overall school age population has decreased by seven percent and should have resulted in a loss of between 67,000 and 112,000 gifted and talented students.

In addition to demonstrating the impressive growth which has taken place to this population on a nationwide basis, this table also illustrates some of the major accomplishments that have occurred within some of the individual states as well. Looking first at the percent of increase in the number of gifted and talented children reported as served, it might be noted that Massachusetts, for example, has shown over a 2,500 percent increase; Oklahoma and Hawaii have each indicated over a 3,500 percent increase; and finally, Colorado has reported nearly a 7,000 percent increase in the number of gifted and talented children it has identified and served from 1975 to 1980. Turning to the actual number of gifted and talented children reported served during this period, it should also be observed that there were five states that reported serving in excess of over 20,000 new gifted and talented children: Maryland (+21,951), New Jersey (+26,000), Virginia (+26,000), Indiana (+26,797), and Pennsylvania (+45,947). Finally, it should be noted that, in Table 7, only four states reported decreases in the number of gifted and talented children they were able to serve during this time: Rhode Island (-159), Tennessee (-1,145), Illinois (-8,065) and California (-47,777).

Percentage of the Potential G/T Population Being Served

In 1971, U.S. Commissioner of Education Sydney Marland indicated that the use of the six categorical definition suggested by the federal government to identify potential gifted and talented students (i.e., those with demonstrated or potential ability in general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, and psychomotor ability) would most likely "encompass a minimum of 3 to 5 percent of the school population." Using 1970 school enrollment figures (i.e., 51.6 million children and youth), it was projected that between 1.5 and 2.5 million gifted and talented children were potentially eligible to receive special education at that time.[33]

In estimating the percentage of the potential gifted and talented population that is being served today, however, one must consider two essential policy factors. First, as has been previously described, less than one-third (i.e., 16 states) indicate they currently use the six-categorical definition of giftedness as suggested by the original Marland Report. Second, according to data gathered by the National Center for Educational Statistics (NCES), there were 41,573,663 children and youth enrolled in the public schools during the 1979-80 academic year. This means that there were almost 10 million less children enrolled in public educational facilities in 1979-80 than in 1970-71. Using the most recent child count, therefore, one could project that there might be between 1.2 and 2 million gifted and talented children currently eligible for special services. If one uses the higher 5 percent rate of incidence for this population, Table 7 suggests that approximately 37 percent of the potential gifted and talented population received services last year. If, on the other hand, one uses the more conservative 3 percent incidence rate, the table suggests that 61 percent of this population was served. An earlier study

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conducted by Zettel in 1979 found that between 25 and 41 percent of the potential gifted and talented students in public schools were then being provided with services (using the 3 and 5 percent incidence rates respectively).[34] This would, therefore, appear to indicate that considerable progress has been made by state education agencies since 1980 with respect to the identification and provision of services to these children.

It should be cautioned, nevertheless, that even with such progress, this still means that between 39 to 63 percent of the potential gifted and talented school-age population in this country is still not receiving the education they need or deserve. Finally, as evidenced by Table 8, there are currently less than one-third of the states that report they are serving a percentage of gifted and talented children equal to three percent or more of their general school-age population. Even more startling is the fact that only one state, Nebraska, reported serving a number equal to at least three percent of this population in 1979-80.

State Mandation Practices

While the majority of states continue to have permissive legislative and regulatory policy, 15 states reported that they mandated the identification and provision of appropriate educational services for their gifted and talented children during the 1979-80 school year. Each of the 15 states, through their statutes or regulations, has designated that their programs for the gifted and talented should be administered through special education. Twelve define their gifted and talented students in terms of their being exceptional. As such, most mandate the identification and provision of specially designed instruction to all of their gifted and talented students through language that calls for the provision of special education for all of their exceptional children. Louisiana, for example, uses the following language regarding this right to education:

TABLE 8
PERCENT OF GENERAL SCHOOL-AGE POPULATION SERVED
AS GIFTED AND TALENTED 1979-80

5% and Above	4.9%-4%	3.9%-3%	2.9%-2%	1.9%-1%	Under 1%
NE (5.1%)	VA (4.9%)	MN (3.9%)	IN (2.7%)	CT (1.8%)	AL (.9%)
	NC (4.8%)	AK (3.8%)	DE (2.7%)	FL (1.7%)	ID (.8%)
	UT (4.6%)	CA (3.6%)	NJ (2.3%)	SC (1.3%)	OK (.8%)
		HI (3.6%)		NV (1.3%)	LA (.7%)
		MD (3.5%)		KS (1.0%)	NM (.7%)
		IL (3.4%)		KY (1.0%)	AR (.6%)
		PA (3.3%)		MA (1.0%)	TN (.6%)
		GA (3.3%)		MS (1.0%)	TX (.6%)
		CO (3.2%)		MO (1.0%)	WI (.6%)
		AZ (3.1%)		OR (1.0%)	NH (.6%)
				RI (1.0%)	MT (.4%)
				WV (1.0%)	ND (.4%)
					SD (.4%)
					WA (.4%)
					MI (.07%)
2%	7%	23%	7%	27%	35%

Information regarding the reported number of gifted and talented children reported served in 1979-80 was not available from Iowa, Maine, New York, Ohio, Vermont, and Wyoming.

It is and shall be the duty of state, city, and parish public school systems of the State of Louisiana to provide an appropriate, free, publicly supported education to every exceptional child who is a resident therein.[35]

Other states, like Pennsylvania, while legislatively defining gifted and talented students as being exceptional children, have added regulatory language that appears to limit the provision of special education to only those who have "been identified:"

> Effective July 1, 1976, all gifted and talented school-aged persons identified shall be provided with an appropriate program of education and/or training including due process procedures for other exceptional school-aged persons...to determine the appropriateness of the classification and program. (Emphasis added)[36]

South Dakota has substituted the term "children in need of special or prolonged assistance" in place of those traditionally referred to as exceptional children. New Jersey and Virginia, on the other hand, have regulatory language that every gifted and talented child will be provided with a differentiated education, and both mandate that every school district will offer a program for them. The New Jersey Administrative Code, for instance, states that "the educational program (curriculum) for each district and school shall...provide educational opportunities for exceptionally gifted and talented pupils."[37]

Of the 15 states that mandate that services and programs be provided for their gifted and talented children, it is also interesting to note that only two (Alaska and New Jersey) indicated they used the broad, six-categorical definition of giftedness suggested by the Marland Report. Eleven of these states have, in fact, limited the identification of this population to those demonstrating or capable of high performance in areas related closely to cognitive ability (i.e., intellectual ability, specific academic aptitude, and creative and productive thinking).

This factor needs to be taken into account, therefore, when one examines the percentage of the overall school-age population, each of these states serves as gifted and talented (see Table 9). For instance, while Nevada reports it is serving only 1.3 percent of its school population as gifted, its basic definition of "academically talented" children limits the size of this population to two percent

of its school-age population. In reality, therefore, Nevada is in fact providing services to approximately two-thirds of its potentially eligible gifted population. As previously mentioned, other states that mandate services be provided for their gifted and talented students have considerably limited the potential number of these individuals by specifying that these services are to be provided to only "identified" gifted and talented children. As such, "child find" activities to locate potential or new gifted and talented children in these states might be discouraged.

TABLE 9
STATES MANDATING THE IDENTIFICATION AND PROVISION OF APPROPRIATE SERVICES FOR THEIR GIFTED AND TALENTED CHILDREN

Alabama	(.9 percent)*	New Mexico	(.7 percent)
Alaska	(3.8 percent)	North Carolina	(4.8 percent)
Florida	(1.7 percent)	Pennsylvania	(3.3 percent)
Georgia	(3.3 percent)	South Dakota	(.4 percent)
Kansas	(1.0 percent)	Tennessee	(.6 percent)
Louisiana	(.7 percent)	Virginia	(4.9 percent)
Nevada	(1.3 percent)	West Virginia	(1.0 percent)
New Jersey	(2.3 percent)		

*Percent of school-age population identified and served as gifted and/or talented during school year 1979-80.

Reported State and Federal Appropriations For Gifted and Talented Education

Yet another major area that should be carefully examined in discussing many of the changes that have taken place in educational policy related to the gifted and talented is the amount of state and federal funding that has been, and is currently being, provided to this population. The reader should be cautioned, however, that much of the data that is printed below comes from only that which was reported by the responding individuals within each State Department of Education. As such,

many of these figures might represent "best estimates" of the level of funding generated by the state or what was appropriated by the federal government.

State Appropriations

Table 10 data illustrates the amount of reported state appropriations for the education of gifted and talented children from school year 1975-76 to the 1980. As can be seen from this table, 38 states reported allocating a total of $121,772,238 for gifted and talented education during school year 1979-80. This represents nearly a 17 percent, or $17,565,034, increase in the total amount of state funding appropriated for this population over the previous school year. Overall, funding for gifted and talented education has witnessed a 112 percent increase over the past five years with an additional $64,426,112 being spent on these children from state revenues.

Impressive growth can also be seen within some of the individual states as well. Looking first at the percent of increase in total dollars allocated to the gifted and talented from 1975 to 1980, one can immediately recognize and appreciate the efforts of states like Kansas (1161% increase), Ohio (1250% increase), Maine (1875% increase), Oklahoma (2067% increase) and Minnesota (9900% increase) in allocating monies to be spent on the education of gifted and talented children. Turning to the increase in the actual number of dollars appropriated to this population, it might be noted that four states, Alaska, Mississippi, Illinois, and Texas, each increased the total amount of monies it allocated to the gifted and talented by two million or more during the period from 1975 to 1980.

Florida increased its allocation to this population by five million; Georgia by nearly seven million; Pennsylvania by $11 million; and finally, North Carolina by over $14 million.

TABLE 10
STATE APPROPRIATIONS FOR THE GIFTED AND TALENTED 1975-80

STATE	1975-76	1976-77	1977-78	1978-79	1979-80	TOTAL $ INCREASE	% OF INCREASE
Alabama	INA[1]	$ 1,050,000	$2,482,000	$ 2,482,000	INA[2]	$ --	/ --
Alaska	$ 222,230	$ 231,940	$ 800,000	$ 1,620,530	$ 2,400,000[2]	+2,177,770	/ +980%
Arizona	320,150	450,000	499,100	500,000	499,300	+129,150	/ +40%
Arkansas	0	0	0	0	250,000	+250,000	/ --
California	15,570,000	15,570,000	13,400,000	13,739,389	14,700,000	-870,000	/ -6%
Colorado	6,000	0	7,000	0	49,000	+43,000	/ +717%
Connecticut	2,700,000	3,00,000	3,300,000	3,70,000	4,200,000	+1,500,000	/ +56%
Delaware	0	0	32,089	30,000	500,000	+500,000	/ --
Florida	11,500,000	12,183,364	13,941,900	14,300,000	16,500,000[3]	+5,000,000	/ +43%
Georgia	3,600,000	4,200,000	4,875,466	7,212,169	10,568,735[3]	+6,968,735	/ +194%
Hawaii	0	38,000	38,000	40,000	91,505[4]	+91,505	/ --
Idaho	74,915	681,000	1,050,000	565,000	717,204[4]	+642,287	/ +857%
Illinois	2,600,000	2,600,000	2,680,000	3,630,000	5,200,000	+2,600,000	/ +100%
Indiana	0	0	0	0	0	--	/ --
Iowa	10,000	10,000	45,000	50,000	50,000	+40,000	/ +400%
Kansas	85,000	287,000	366,345	727,931	1,072,175	+987,175	/ +1161%
Kentucky	0	0	565-700	565,700	1,118,600	+1,118,600	/ --
Louisiana	0	250,000	300,000	1,000,000	1,000,000	+1,000,000	/ --
Maine	5,000	0	88,000	88,000	98,739[5]	+98,739	/ +1875%
Maryland	INA	86,756	112,571	662,391	599,913[5]	+513,157	/ +59%
Massachusetts	0	0	0	0	0	--	/ --
Michigan	200,000	200,000	250,000	500,000	750,000	+550,000	/ +275%
Minnesota	6,000	6,000	6,000	6,000	600,000	+594,000	/ +9900%
Mississippi	INA	474,698	844,992	1,560,000	2,900,000	+2,425,302	/ +511%
Missouri	323,651	1,325,264	1,639,362	1,900,000	1,600,000	+1,276,349	/ +394%
Montana	0	0	0	0	0	--	/ --
Nebraska	205,000	287,000	412,000	413,000	INA	--	/ --
Nevada	304,000	476,300	642,000	686,400	720,000	+416,00	/ +137%
New Hampshire	0	0	0	0	0	--	/ --
New Jersey	0	50,000	75,000	100,000	100,000	+100,000	/ --
New Mexico	INA	INA	INA	INA	INA	--	/ --
New York	40,000	40,000	125,000	417,000	INA[7]	--	/ --
North Carolina	3,500,000	3,100,000	3,500,000	3,820,217	17,345,910[7]	+14,345,910	/ +178%
North Dakota	6,000	20,000	29,500	24,750	49,500[8]	+43,500	/ +725%
Ohio	100,000	100,000	300,000	300,000	1,350,000[8]	+1,250,000	/ +1250%
Oklahoma	42,000	300,000	700,000	690,000	910,000[9]	+868,000	/ +2067%
Oregon	0	0	0	1,000,000	572,000[10]	--	/ --
Pennsylvania	14,000,000	20,000,000	20,200,000	25,000,000	25,000,000[10]	+11,000,000	/ +79%
Rhode Island	0	0	0	0	125,000	+125,000	/ --
South Carolina	300,000	350,000	350,000	350,000	682,049	+382,049	/ +127%
South Dakota	0	22,000	20,000	17,407	27,435	+27,435	/ --
Tennessee	INA	3,000,000	3,308,260	2,400,000	2,600,000	-600,000	/ --
Texas	0	0	0	0	2,000,000	+2,000,000	/ --
Utah	0	137,000	317,150	480,000	514,600	+514,600	/ --
Vermont	0	0	0	0	INA	--	/ --
Virginia	1,400,000	1,400,000	1,690,000	1,875,760	1,856,375[11]	+456,375	/ +33%
Washington	INA	INA	INA	INA	INA[11]	--	/ --
West Virginia	225,000	225,000	552,000	1,800,000	2,004,200	+1,779,200	/ +791%
Wisconsin	0	0	0	0	0	--	/ --
Wyoming	1,180	11,654	INA	INA	INA	--	/ --
TOTALS	$57,346,126	$77,163,476	$84,444,435	$104,207,204	$121,7272,238	$ 64,426,112	/ +112%

[1] Information Not Available
[2] Approximate figures
[3] Includes only teachers' salaries and operational costs of State Office (Governor's schools not included)
[4] Estimations (There is no breakdown between the gifted and the handicapped under special education)
[5] Monies for summer programs, operational costs of State Office, and inservice programs
[6] To be paid in 1980-81
[7] Represents exceptoinal children's funds and Governor Schools only (based on average teacher salary times number of G/T teachers)
[8] Funds by bienniums ($200,000 during 1975-77; $600,000 during 1977-79; $4,675 million during 1979-81)
[9] Grant in aid only (Staff positions and expenses are additional)
[10] Estimations
[11] Funds by bienniums ($913,500 during 1975-77; $939,000 during 1977-79; $2.25 million during 1979-81

TABLE 11
INDIVIDUAL STATE FUNDING PATTERNS

State	1979-80 State Appropriation (in dollars)	Percentage of Total 1979-80 Reported State Appropriations	
Pennsylvania	$25,000,000	21%	
North Carolina	17,845,910	15%	
Florida	16,500,000	14%	(5)
California	14,700,000	12%	
Georgia	10,568,735	9%	
		71%	
Illinois	5,200,000	4%	
Connecticut	4,200,000	3%	
Mississippi	2,900,000	2%	
Tennessee	2,600,000	2%	(12)
Alaska	2,400,000	2%	
West Virginia	2,004,200	2%	
Texas	2,000,000	2%	
		87%	
Virginia	1,856,375	2%	
Missouri	1,600,000	1%	
Ohio	1,350,000	1%	
Kentucky	1,118,600	1%	(18)
Kansas	1,072,175	1%	
Louisiana	1,000,000	1%	
		94%	

While such nation-wide and individual state increases in appropriations for the gifted and talented appear quite impressive on the surface, a closer examination of the 1979-80 individual state funding patterns, as shown in Table 11, reveals that, in reality, 18 states generated over 94 percent of the total state appropriations. More distressing is the fact that nearly three-fourths (i.e., 71 percent) of the total amount of state monies allocated to the gifted and talented was generated by only five states: Pennsylvania, North Carolina, Florida, California, and Georgia.

Once again, however, the benefit of defining gifted and talented children as being exceptional and programmatically administering this population through special education becomes readily apparent. Sixty percent of the states showing the highest percent of increase, 75 percent of the states allocating the greatest increase in actual dollars spent, and 72 percent of the states appropriating the largest amount of monies to the gifted and talented, did so under the auspices of special education.

Federal Appropriations

Forty-six state education agencies indicated that they received a total federal appropriation of at least $9,997,370 for gifted and talented education during the school year 1979-80. As is indicated by Table 12, the majority of funds came from two principal sources: (1) Title IV-C of the Elementary and Secondary Education Act (i.e., improving local educational practice) from which a reported 294 local school projects for the gifted and talented received a total of $8,003,675; and (2) the U.S. Office of Gifted and Talented Education, using monies from P.L. 93-380, Section 404, which funded at least 34 state education agency projects for 1979-80 at a total of $1,993,695.

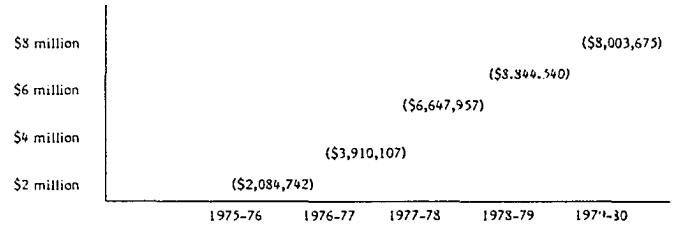
During the 1970's, two positive trends have appeared with relation to the provision of federal appropriations for the gifted and talented. First, monies allocated by the states for this population through ESEA Title IV-C have continued to rapidly escalate since 1975. As demonstrated in Table 13, ESEA Title IV-C monies allocated to the gifted and talented have quadrupled during this time period.

Second, monies allocated to this population via the U.S. Office of Gifted and Talented Education have likewise increased. Federal appropriations under P.L. 93-380, Section 404 (the Special Projects Act) increased from $2.56 to $3.78 million in

TABLE 12
STATE REPORTED FEDERAL MONIES
ALLOCATED TO THE G/T IN 1979-80

State	PL 93-380, Sec. 404 (monies from OGT) allocated to G/T in 1979-80	ESEA Title IV-C monies allocated 1979-80	State	PL 93-380, Sec. 404 (monies from OGT) allocated to G/T in 1979-80	ESEA Title IV-C monies allocated to G/T in 1979-80
Alabama	$ 51,312	INA	Montana	$49,861	$ 65,683
Alaska	$ 76,700	0	Nebraska	--	$ 75,000
Arizona	$ 44,800	$ 10,000	Nevada	$22,291	0
Arkansas	$ 46,853	$163,369	N. Hampshire	$28,163	$ 4,500
California	$197,011	$ 91,793	N. Jersey	$62,762	$275,000
Colorado	--	$118,075	N. Mexico	--	INA
Connecticut	$ 58,513	$300,000	N. York	--	INA
Delaware	$ 53,550	$109,000	N. Carolina	$53,031	$293,500
Florida	$ 57,393	$ 40,000	N. Dakota	$38,642	$ 33,000
Georgia	--	$ 62,300	Ohio	--	$726,103
Hawaii	--	0	Oklahoma	$90,000	$ 40,000
Idaho	$ 68,775	$ 4,512	Oregon	--	$ 40,000
Illinois	$ 5,000	0	Pennsylvania	$57,500	$350,814
Indiana	$ 54,971	$234,637	Rhode Island	--	$105,000
Iowa	$ 58,162	$248,184	S. Carolina	$49,356	0
Kansas	--	$240,599	S. Dakota	$44,150	$ 54,030
Kentucky	--	$115,038	Tennessee	--	$300,321
Louisiana	$ 43,136	$284,000	Texas	$47,162	$913,122
Maine	$ 47,160	$ 74,575	Utah	--	0
Maryland	$ 46,603	$541,304	Vermont	$45,560	INA
Massachusetts	$ 46,225	$600,000	Virginia	$54,266	$343,647
Michigan	$ 59,724	$142,000	Washington	--	$200,106
Minnesota	$ 38,127	$ 60,000	W. Virginia	$42,090	$110,225
Mississippi	$ 37,000	$ 65,000	Wisconsin	--	$395,373
Missouri	--	$130,860	Wyoming	$29,246	$ 42,000
			TOTALS:	$1,993,695	$8,003,675

TABLE 13
ESEA TITLE IV-C MONIES ALLOCATED TO
THE G/T FROM 1975-1980



fiscal year 1979. On November 1, 1978, President Carter signed P.L. 95-561 into law. Contained in these amendments to the Elementary Secondary Education Act (ESEA) was the Gifted and Talented Children's Education Act of 1978, which called for a substantial increase in the amount of monies that could be authorized for this program (e.g., $25 million for FY 79, $30 million for FY 80, $35 million for FY 81, $40 million for FY 82, and $50 million for FY 83). In 1979, under this new authority, appropriations for the gifted and talented increased to $6.28 million for fiscal year 1980. And most recently, in its proposed recommendations for fiscal year 1982, the Department of Education has strongly suggested that these monies for gifted and talented children be increased to at least $10 million.

A word of caution, nevertheless, should be made with regard to the future of federal support for the gifted and talented. At the time of this survey, the U.S. House of Representatives had approved a $55 million dollar reduction in overall Title IV-C funds for fiscal year 1981. In its proposed recommendations for fiscal year 1982, the Department of Education has likewise suggested that an additional $36.9 million be taken out of this program. As these monies currently represent the largest single source of federal appropriations for the gifted and talented, such

cuts could obviously have serious repercussions upon the gifted and talented community.

Summary

As indicated by the opening paragraph, the basic purpose of this review was to describe some of the more salient changes that have recently taken place with regard to the education of gifted and talented children. Beginning in 1975-76, a longitudinal study of state policy and the delivery of services to this population was begun and updated on an annual basis. Among the more significant policy developments and changes that have taken place, according to data collected for the 1979-80 school year, are the following items:

Thirty-nine states currently have legislation that makes mention of or defines gifted and talented children.

Forty-four states presently have regulations or guidelines regarding the screening and identification of these children. While 58 percent of these states in 1977 used a broad, six-categorical definition of gifted and talented children, similar, if not identical, to the one suggested by U.S. Commissioner Marland in his 1971 Report to Congress, by 1980, only 36 percent used such a definition.

Forty-eight states reported having an individual at the state level with 50 percent or more of their time assigned to gifted and talented education. Forty-two states have full-time persons employed in these positions.

Seventeen states currently either require or suggest the use of individualized education programs (IEP's) for their gifted and talented students.

Seventeen states currently either require or suggest the use of individualized education programs (IEP's) for their gifted and talented students.

Nineteen states presently require or suggest the use of due process procedures in the identification, evaluation, and placement of their gifted and talented children.

Forty-three states indicated they served a total of 766,759 gifted and talented students during 1979-80. This figure represents over a 16 percent increase in the number of children so served over the previous year and a 100 percent increase in number served over the past five years.

Using the most recent public school enrollment figures as well as the projected three to five percent incidence rate, it appears that between 37 and 61 percent of the estimated gifted and talented population was reported served during the 1979-80 school year.

Fifteen states mandated the identification and provision of appropriate educational services for their gifted and talented children during this past school year.

Thirty-eight states reported allocating a total of $121,772,238 for gifted and talented education during school year 1979-80. This amount represents nearly a 17 percent, or $17.5 million increase in the total dollars allocated to this population over the previous school year. Overall, funding for gifted and talented education has seen a 112 percent increase over the past 5 years with an additional $64.4 million being spent on these children from state revenues.

From a nationwide perspective, there has been considerable change and awareness as to the need for differentiated and appropriate educational program for the gifted and talented. While many milestones have been reached, disappointments have also surfaced. The Office for the Gifted and Talented has been eliminated as of April 14, 1982 and all staff members transferred to other programs.[38] A position of Gifted and Talented Specialist has been established as part of the Office of Elementary and Secondary Education. This position will be headed by Frank Robinson. The former director of the Office of Gifted and Talented, Melvin R. Ladson, has been transferred to the Division of State and Local Education Programs in the Office of Elementary and Secondary Education. Three former staff members of the Office for Gifted and Talented have been transferred to the Indian Education Program.

CHAPTER III

THE DECADE BEFORE MANDATED LEGISLATION 1969-1979

Introduction

Noted researchers in the gifted and talented movement, Donald Sellin and Jack Burch, believe the seventies were the years in which the elements of a national policy for gifted education were forged.[39] The seventies was certainly a decade of advocacy for gifted education in Oklahoma. This decade would reflect many events, recruit many concerned people and move the state of Oklahoma toward mandatory gifted education. Special funds would be freed to assist the gifted student, and supportive efforts of federal and state legislation would become noticeable in this decade. While the decade of 1969 to 1979 in Oklahoma might be called the advocacy years, the first five years of that decade (1969-1974) might aptly be called the special education years.

Until mandated legislation was passed in Oklahoma in 1980, the gifted as a minority group with special needs fell under the domain of special education. The full extent of Oklahoma classification of gifted students in the special education context can best be demonstrated by State Statutory Definitions of Gifted and Talented children obtained by the Council for Exceptional Children (CEC) in a nation wide assessment done in 1979. Oklahoma's definition was indeed, so broad and encompassing that the CED used Oklahoma as an example of the widest statute interpretation of the term "exceptional" in the United States:

> Exceptional children shall mean gifted children, educable mentally-handicapped children, trainable mentally-retarded children, speech-defective children, emotionally-disturbed or perceptually-handicapped children, children with special health problems, children requiring the services of a visiting counselor, children with specific learning disabilities as a result of neurological impairment, multiple-handicapped children, and other

handicapped children...whose condition is such that it is impractical or impossible for them to benefit from or participate in the regular classroom of the public schools in the district in which they reside and whose education requires a modification of the classroom program.[40]

It is perhaps helpful to begin a historical perspective of the gifted movement in Oklahoma in 1969. For in 1969 the first documented source of permissible funding for gifted students. Larry Huff, state coordinator for the gifted and talented from 1974-1976 explained the state's progress toward funding gifted programs in a magazine interview.

"The 1969 legislature removed a long standing restriction for the use of special education monies for gifted education. The consensus was that students scoring in the IQ range of 135 and above are not provided for adequately in the general program. The following year, 1970, the state department of education adopted a plan which provided funds for local school districts to establish their own programs for the gifted."[41]

These special programs for the gifted were funded by flat grants. These were allocations of state money that were distributed on the basis of pupils and teachers. The flat grants took into consideration the relative wealth of the school district. School districts which were interested in receiving state funds for gifted programs had to meet state requirements to qualify for the state's allocation of $5,000 offered for each class. In the same magazine interview, Larry Huff outlined the standards for the grants.

"The teacher for the class must be certified in some area of special education. There must be at least five students in the class. If the classroom is self-contained, meaning all subjects taughts by one teacher, there can be no more than ten students. If the class is in conjunction with a resource center, a maximum of twenty-five students is allowed. The third requirement is that each student score 135 on an individual intelligence test. We recommend the Wechler Intelligence Scale (WISC) or the Stanford Binet."[42]

If a school district complied with these restrictions the actual establishment of the gifted program was left up to the ingenuity of that district. The burden of funding also fell on the local school district since $5,000 per year was not enough to pay the salary of a special education teacher. Any salary deficit would have to be made up by the local district.

The responsibility for granting these special $5,000 allotments fell to the Oklahoma State Department of Education. The special education section would be the administrating unit for gifted education.

At this point the researcher believes it is helpful for the reader to have the opportunity to study Table 14 which depicts the growth of gifted and talented classes in Oklahoma's public schools prior to mandated legislation for the gifted.[43]

TABLE 14
GROWTH OF THE GIFTED MOVEMENT 1970-80

Year	Classes	Students	Staff	State Monies
1970-71	2	21	2	$ 10,000
1971-72	3.5	47	4	18,000
1972-73	3	49	3	15,000
1973-74	5.5	70	6	28,000
1974-75	5.5	91	6	28,000
1975-76	8.5	202	9	43,000
1976-77	43	2,368	165	300,000
1977-78	74	3,258	259	444,000
1978-79	115	4,500	367	690,000
1979-80	140	5,500 (approx)		910,000

One might begin by noticing how few children were served, how little money was available, and how sparse was the staffing for the student group that national research indicates encompasses three to five percent of the total school population.[44] These questions can best be answered by examining two areas of program criticism in Oklahoma.

The early program requirements received criticism in two prominent areas, identification and staffing. The first criticism was the restrictive definition of gifted as tied to I.Q. scores. In the years between 1970-1973, it appears that Oklahoma was guided by a conservative definition of gifted. At the conservation end of the definition continuum is Terman and Associates' definition (1926) of the gifted as being the top one to three percent level in general intellectual ability as

measured by the Stanford Binet Intelligence Scale or comparable instrument. In this definition, restrictiveness appears in terms of both the type of performance specified (i.e., intelligence tests tasks) and the level of performance required to be designated gifted. The 1969 legislature had used an intelligence quotient range of 135 and above to make funding permissible. The State Department of Education had developed grant proposals with this I.Q. range identified and the Stanford Binet or Wechler Intelligence Scale being the screening instrument.

In 1973, an Oklahoma state department publication cites Paul Witty's (1951) definition of Gifted and Talented:[45]

"Gifted and Talented children are those who demonstrate consistently superior performance in any socially useful endeavor." As an addendum, the publication expands the definition (without crediting a source) to include: Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

1. general intellectual ability
2. specific academic aptitude
3. creative or productive thinking
4. leadership ability
5. visual and performing arts
6. psychomotor ability

Although Witty's definition expands the concept of giftedness, critics claimed it created ambiguity by introducing a values issue, that is by mentioning socially useful endeavor. Critics stated that reliability or subjective measurement becomes an issue with this more liberal definition, as one must rely upon human judgment when determining "socially useful endeavor." In addition, subjective human judgment is called for in the categories of creative or productive thinking, leadership ability, visual or performing arts and psychomotor ability.

The Oklahoma State Department of Education publication in attempting to define gifted and talented children had recognized the complexity of the term not

only for its denotative meanings, but also for its connotative meanings. They found the term giftedness to be multidimensional. The definition of gifted and talented would continue to change numerous times until mandated legislation occurred in 1980 and again in 1981.

The second most cited criticism of the early gifted programs was the staffing requirements. From 1970 to 1978 only teachers with special education certification could teach a gifted class.[46] One unidentified critic said that "...certainly special education teachers who were trained to teach children with special needs, who recognized individual differences in children, who were skillful in individualized instruction and who had had strong psychological and counseling training programs in college should be viable candidates for teaching the gifted, but so should outstanding teachers who are certified in other areas."[47]

In 1975 there were nine teachers holding special education certification and teaching the 109 gifted students. In 1977 a situation occurred that made the question of continued special education certification an issue easily solved. The 35th Legislature appropriated $300,000 for gifted education. This appropriation was an increase of 86 percent over 1975 and changed the staffing needs and direction of gifted education drastically.

With this large increase in funding the gifted programs which had been predominantly aimed at the elementary level expanded to secondary schools and required teacher certification based on academic preparation. State statutes for teaching at the secondary level removed the special education certification requirement.

The $300,000 appropriation changed the entire scope and direction of the gifted movement in Oklahoma. The State Department of Education was now faced with providing immediate inservice and training for the additional staff members the funding accommodated.

Research reveals that the teacher is the key to effective programs and effective use of resources. Experience with programs and inservice preparation produce more favorable attitudes in teachers toward both gifted children and special programs.[48] With this in mind the State Department of Education sponsored two very important gifted and talented conferences.

On September 23-24, 1977, a program entitled Moving On was sponsored by the Oklahoma State Department of Education and the Oklahoma County Regional Education Center. The triad of speakers were nationally recognized leaders in the gifted movement: Dr. Joseph Renzulli, Professor of Educational Psychology at the University of Connecticut, Dr. Donald Treffinger, Professor of Educational Psychology at the University of Kansas, and Dr. John Feldhuser, Professor of Educational Psychology at Purdue University.

A second conference in the same year was again sponsored by the Oklahoma State Department of Education. The key speaker was Dr. John Gowan, professor of education psychology at California State University. Dr. Gowan is often cited as one of the leading experts in gifted education nationally. Never before in Oklahoma had so many educators, parents, and concerned citizens gathered to hear about the plight and possibilities of gifted youngsters. Oklahoma had never had the weight of nationally known experts bringing testimony, attitudes, and plans for gifted education in such a concerted manner. These conferences, both within a time frame of eight months, were instrumental in helping the gifted program and creating advocacy groups.

Interest Groups

In political systems, policy making is always shared by both formal and informal agencies.[49] Formally, the legislatures and courts have their

constitutionally given responsibilities. Informally, interest groups, political parties, communication media and others exert pressures from inside and outside the formal system in Oklahoma. During the decade of the seventies there emerged formal and informal groups that would indeed exert pressure on the gifted and talented movement. In addition to these interest groups that formed in this decade we also see for the first time an Oklahoma governor taking a formal and affirmative position on gifted education.

Oklahoma's first organized interest group for gifted youngsters began in Guthrie, Oklahoma, on October 10, 1973.[50] Eventually this interest group was named Oklahomans for Gifted and Talented (OGT). This organization was formed as a result of a Guthrie Educational Needs Assessment Survey. The survey was taken to assess the opportunities for gifted students in the Guthrie District, and the assessment indicated the needs of gifted and talented students were not being met. In 1973, the superintendent of Guthrie, Bill Wagner, called a meeting of the parents of all students identified by the faculty as needing additional education services. The main speaker that evening was Zela Arnett, Guthrie school psychologist and coordinator of the Needs Assessment Committee. During open discussion at this meeting the parents voted to form an organization to enable them to work in a united effort for gifted students. Correspondence and official OGT publications make it abundantly clear that OGT is to be a parent led organization. Although professional educators are not excluded from membership, they are not to serve as officers or board members.[51]

This emphasis on parent leadership proved to be an important point when other interest groups began to form. Leadership did indeed come from parents. Lynn Shepard served as the first chairperson of Oklahomans for Gifted and Talented. Dick Sutherland served as the first state chairperson. Oklahomans for

Gifted and Talented provided the umbrella for organizations of local parents and educators in other communities throughout the state of Oklahoma. From its conception this organization stressed the need for legislative support. In the organization's first newsletter they stated:

> Efforts in the areas of legislation are important. We need to make provisions for all gifted children in the State of Oklahoma, not for just the few who belong to associations such as ours. This enrichment belongs in the schools; work to get it there. Become familiar with existing state legislation and with current proposed legislation. Take advantage of every opportunity to educate your legislators about the need for substantial and meaningful programs for gifted children.[52]

After four years of planning and refining, the OGT organization was accepted as an affiliate of TAG on April 14, 1977.[53] TAG is the national association for the gifted and forms a division of the Council for Exceptional Children. TAG, as the national agency for gifted youngsters, immediately assisted local chapters of OGT with national resources. The Edmond OGT, under the direction of Mildred Mickesh, became the first Oklahoma chapter to affiliate with TAG, followed shortly by Norman's chapter headed by Ann Kerr and Molly Griffith. Shifra Silberman represented the Putnam City School District. By the end of 1977 eight chapters of the OGT were members of TAG.

The OGT Association brought visibility, knowledge, and special programs to the people of Oklahoma, as they represented the interest of gifted students. This association was the first to bring local and nationally known gifted authorities to the state of Oklahoma. Beginning as early as 1973, OGT sponsored one of the first state conferences to address gifted education, which was held at Central State University. In 1976, an important statewide conference at Oklahoma City

University brought two of the nation's experts on gifted education. Among the many speakers at that conference were Dr. Irving Sato, director of the National/State Leadership Training Institute; Dr. Mary Meeker, noted authority on the model structure of the intellect, and Dr. Harry Haswell, regional representative from the Office of the Gifted and Talented, United States Office of Education. As keynote speaker, Dr. Haswell informed the public school administrators in attendance about available funds for gifted education. As a result of Haswell's assistance, Tahlequah was funded for thirty-seven gifted programs and Guthrie received fifty percent of funding for a Structure of Intellect instruction.[54]

In addition to sponsoring conferences, the OGT published and distributed, on a statewide basis, various forms of literature to enhance the knowledge about gifted education, ongoing concerns, and actual program descriptions. One of their earliest efforts to lobby for gifted legislation was a handbook highlighting Senate Bill 486 which had provisions for gifted education. During the 1976-77 school years OGT produced the first publication to summarize the programs, materials, and methods being used in the public schools' gifted programs. This was the first time in Oklahoma that a summarization of this type had been compiled.

OGT dissolved themselves sometime prior to October 3, 1978.[55] The organization had been a dynamic force in generating an interest in gifted/talented education in Oklahoma. They had not continued as an association to see the passage of the mandated legislation for gifted, but so much of the legislative language in the two successful bills was there because of the groundwork they had laid. The passage of SB 214 would contain key elements of their goals and objectives as written in 1974. These included:

1. mandated and appropriated legislation for gifted students
2. a separate section within the State Department of Education
3. a full time administrator and staff to implement the program

In the summer of 1978 a new interest group for gifted education appeared on the Oklahoma scene.[56] While the OGT had stressed the role of parents in their organization, this new group lauded the professional educator. They called themselves Oklahoma Association for the Gifted-Creative-Talented, Incorporated. They would abbreviate their organization moniker to O.A.G.C.T. and use the abbreviated form. The first president of the association would be Barbara Blake, at that time Director of the Gifted and Talented Math program at Moore High School (Appendix B, pg 115, lists Board of Directors OAGCT).

The Oklahoma Association for the Gifted-Creative-Talented entered into Oklahoma's gifted movement with groundwork prepared by OGT. Indeed some of the former members of OGT joined this new advocacy group for gifted education. When a board of directors was created for the 1979-1980 year the organization represented a wide spectrum of interests: public school professionals, university personnel, parent groups and one State Department of Education member. Among its membership were people who had previous involvement in the gifted movement. One member, Larry Huff, had been the coordinator of the gifted section of the State Department of Education from 1974 to 1976. Dr. Kay Bull, a professor from Oklahoma State University had worked extensively in assisting advocate groups in the area of identification of gifted. Bull's contributions included a compilation of nationally recognized tests for identifying gifted and talented students.

In contrast to the difficult ground that OGT was forced to plow, O.A.G.C.T. benefitted from several favorable conditions:

1. Oil revenues made possible a much improved state economic base for funding special programs.

2. Prior conferences on gifted education had already fostered an improved understanding and expanded knowledge base regarding the gifted and talented student.

It was also at this time in 1979 that Speaker of the House Draper established his desire to sponsor legislation for the gifted. The O.A.G.C.T. became very involved in assisting this move towards mandated programs. In pursuit of this objective, the executive committee of the O.A.G.C.T. met on January 26, 1980 to study research materials supplied to them by Speaker Draper. Their first step was to arrive at a definition for the gifted. Their definition, which follows, is of special importance because it would be the definition used by legislators in drafting the bill for mandated programs for the gifted:

> Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. Those children who require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society. Children capable of high performance include those with demonstrated achievement and/or potential in the following areas:
>
> 1. General intellectual ability
> 2. Specific academic aptitude
> 3. Creative or productive thinking
> 4. Leadership ability
> 5. Visual and performing arts[57]

As the evolution of the gifted bill, House Bill 1816, became a reality, the Oklahoma Association for the Gifted-Creative-Talented became active participants in the bill's construction and in legislative lobbying. The Association stayed in constant touch with legislators, attended study sessions, and in general both pushed and monitored the bill's progress.

When House Bill 1816 was passed, the Oklahoma Association for the Gifted-Creative-Talented newsletter carried cautions and identified specific issues as yet unresolved:

"...Our essential challenge has just begun. First we must search the literature to be knowledgeable of existing and impending programs if we are to inform and educate the influential public about the needs of Gifted and Talented children. Knowledge must be shared. Therefore, information must become available and shared. Legislative mandates are flaccid without the vigorous implementation of knowledgeable individuals. This means it will take time and all the energy we can give to insure Oklahoma's Gifted and Talented program is unparalleled in the nation... Since Gifted Education is a relatively new field, we should offer our services and encouragement ot the State Department of Education, colleges, and Regional Service Centers. There is an immediate need for teacher training, resource material, program guidelines, and public relations. We should ask for a proper teacher certification for Gifted and Talented children. The state universities and colleges should begin teacher training relative to the needs of the Gifted and Talented children..."[58]

Thus, in conjunction with OGT which had earlier promoted the active involvement of interested parents, and laid a broad-based foundation, the Oklahoma Association for the Gifted-Creative-Talented added an all important ingredient of formal professional involvement. As one of the tertiary interest groups it played an essential role in sustaining the drive towards establishing mandated legislation in behalf of the gifted and talented.

The Oklahoma Leadership Training Institute teams of 1974 and 1975 presented to the State Department of Education and to the Senate and House Committee on Common Education a plan for gifted education in Oklahoma. The plan, according to one legislative member, showed realistically which items had to be addressed before gifted education could be a reality in the state of Oklahoma.[59]

While not an "interest group" in the traditional sense of the term, the National/State Leadership Training Institute (N/SLTI) played an important advocate role in Oklahoma. First the importance of the N/SLTI on a national level must be recognized. In 1972 the Office of the Gifted and Talented in Washington, D. C. stated that their highest priority was to strengthen state leadership in the gifted education arena. For this purpose the N/SLTI was created and funded. The N/SLTI had the mission to train teams of five leaders for every state so that they would have significant input in the making of education policy. Each team was to consist of one state leader, one local educational representative, one non-educator and two members selected from a parent, academic, or community group. This institute's goals were to give focus to developing sensitivity to the educational needs of the gifted, to training educators in gifted education, and in helping to plan for the special educational needs of gifted chidlren at the state and local levels. The goals for state teams would more specifically provide the leadership for relevant legislation, funding and community support, and media coverage. Oklahoma had membership teams in 1974 and 1975 that would impact on the gifted movement (Appendix C, pg. 117, lists members).

With the plan created by the Oklahoma Leadership Training Institute as a foudation, Leslie Fisher, Superintendent of the State Department of Education created a task force on April 26, 1976 stating: "I feel the time is now right for a new educational thrust for the gifted and talented students in Oklahoma."[60] The first meeting was chaired by Larry Huff, coordinator for the Gifted and Talented in the State Department of Education. The task force had an impressive membership including a representative from Governor Boren's office (see Appendix G for membership). The task force was shortlived. An unidentified State Department of Education member disbanded the task force on August 26, 1976.

Some members of the task force speculated that their tenure was of short duration because the State Department of Education was not comfortable with an educational liaison member from the Governor's office on the task force. It is interesting to note that Governor Boren would address the need of gifted education in his 1976 and 1977 State address and allocate seed money for programs. One can only speculate as to the role the liaison member had on gubernatorial policy toward the gifted. It is, however, worth mentioning that the allocation for gifted education increased by eight-six percent in 1976 over the 1975 allocation.

Although Governor Boren may not be viewed as an interest group, he was an interested individual and was important in this context for the mantle of leadership he assumed in the area of gifted and talented education. Although gubernatorial policy leadership can be of interest in many states, it is particularly interesting when examining the gifted movement in Oklahoma. Research indicates that only one Oklahoma governor initiated and encouraged statewide gifted education. This was Governor Boren. His personal background and achievements may have fostered an interest and focus on the gifted and talented. An experienced senator explained it this way:

> "Legislation derives from personal experiences. What many people don't understand about the legislative process is that in that absence of an administrator to give the whole process some motion, the thing will simply come to a halt. There's got to be somebody somewhere initiating things, promoting things, putting programs down on paper."[61]

In examining Boren's own educational background and educational opportunities, his positive stance for gifted education may not seem surprising. Boren attended Seminole Public Schools for ten years where he was an all-State band member, class president and championship debater. During his last two years in high school in Washington, D. C. he graduated near the top of his class and was

a Washington, D. C. debate champion. After high school graduation, Boren went on to Yale University, where he was elected to Phi Beta Kappa and graduated in the top one percent of his class. He was selected as a Rhodes Scholar to represent Oklahoma at Oxford University in England, where he received a master's degree in government and economics. Returning to Oklahoma, he received his law degree from the University of Oklahoma College of Law and was awarded the Bledsoe Prize as the outstanding graduate by a vote of the faculty. In a current newsletter, Boren's support for education is annotated:

> "The former Rhodes Scholar reflected his own deep belief in the value of education through the programs which he advocated. For the first time, state funded programs for the gifted were started."[62]

Another annotation cites:

> "Governor Boren supported programs to meet the individual needs of all Oklahoma students. During his term, two "pet" projects of his own were started. State funded programs for the gifted and talented elementary and secondary students were initiated. In addition, the Scholar-Leadership Enrichment was continued."[63]

This program, originated by Boren's drawing on his own academic experience, brought the most gifted college students in the state from all campuses to attend special periods of seminar study at the University of Oklahoma with leading nationally-known scholars and experts in their field who came to Oklahoma as special short-term visiting teachers. The early Scholarship-Leadership Enrichment Program was not limited to university students. Gifted and talented youngsters from several school districts participated in this program.

Under Governor Boren's leadership, Oklahoma made a major forward step in education. During the Boren administration, Oklahoma ranked near the top of all

states in the percentage of increased funding for education.[64] This increase in funding started the first significant monies for gifted education in the form of a $300,000 allocation for gifted for the 1976-77 school year.

CHAPTER IV

THE LEGISLATIVE YEARS 1969-1979

Introduction

Frosty Troy, Oklahoma political commentator, writes in the Oklahoma Observer[65] that the most neglected child in Oklahoma is the gifted or talented child. He laments the legislature's priorities:

> "Must a Legislature which always finds money for rattlesnake round-ups and political parks, expressways and watermelon festivals, neglect any of the children of Oklahoma? Anti-intellectualism in the Oklahoma Legislature is not new, it is a product of the good ol' boy syndrome; drinkin' and playin' and havin' a fine ol time in Big OKe City."

He ends his commentary by calling the gifted child the "disposable children" and pleads for decent state leadership.

Legislative Attempts

Legislative history and research show many legislative attempts to provide opportunities for the gifted. In a 1979 fact sheet to Senator Dan Draper[66] a legislative staff researcher chronicled the various legislative efforts to provide special educational considerations for the gifted. This evolution toward a legislatively mandated program is perhaps best illustrated by examining those unsuccessful bills that laid a foundation for the eventual passage of mandated legislation.

Legislative history shows that 1976 served as a watershed year in the development of gifted and talented classes. In Table 14 is depicted the steady

TABLE 15
GIFTED AND TALENTED FACT SHEET TABLE 1970-80

Year	Classes	Students	Staff	State Monies
1970-71	2	21	2	$ 10,000
1971-72	3.5	47	4	18,000
1972-73	3	49	3	15,000
1973-74	5.5	70	6	28,000
1974-75	5.5	91	6	28,000
1975-76	8.5	202	9	43,000
1976-77	43	2,868	165	300,000
1977-78	74	3,258	259	444,000
1978-79	115	4,500	367	690,000
1979-80 (as of Dec)	140	5,500 (approx)		910,000

increase in the number of classes, students, staff and state monies toward gifted education that occurred before mandated legislation in 1980.

In 1976 during the 35th legislature, second session,[67] Senator James Howell, chairman of the Senate Common Education Committee, introduced the first attempt to mandate education for the state's gifted and talented children. This bill would be numbered Senate Bill 486.

> "In particular, SB 486 directed the State Department of Education to: (1) Provide inservice training for teachers, parents, administrators, college personnel and interested lay people, (2) Provide recommendations to the State Board of Education concerning qualifications of teachers for gifted and talented and recommendations for degree programs and short course seminars for the preparation of teaching personnel for gifted and talented, and (3) Provide any other programs, facilities, supplies, etc. necessary to implement this act. Finally, Section 6 of SB 486 states, "In implementing this act every effort shall be made to combine funds appropriated for this purpose with funds available from all other sources, federal, state, local or private, in

order to achieve maximum benefits for improving education of gifted and talented children."

SB 486 passed the Senate and House Committee on Common Education, then died in House Appropriations and the Budget Committee. In the same year and session, Senate Bill 536 was introduced by Senators Crow and Randle and Representatives Miskelly and Davis (Don). Senate Bill 536 introduced common schools funding and included a line item for "Programs for Gifted and Talented Children." The introduced version set the amount first at $180,000 and it had reached $300,000 when it passed the Senate. The language in the bill stated, "It is the intent of the Legislature that, of the funds allocated in Section 5 for Programs for Gifted and Talented Children, the sum of Two Hundred Twenty Thousand Dollars ($220,000) be used to establish twenty-two model programs for the teaching of gifted and talented children to be funded at Ten Thousand Dollars ($10,000) per program. It is further the intent of the Legislature that 10 of the above programs be established in metropolitan areas of Oklahoma and twelve programs be established in rural areas of Oklahoma. The remaining funds shall be used to conduct a statewide need assessment, provide inservice training for teachers relative to teaching gifted and talented children and purchase instructional materials and media designed specifically for gifted and talented children."

The gifted and talented line item and langauge in SB 536 was deleted in the House Appropriations and Budget Committee and substituted with language which said, "Sec. 13, B - It is the intent of the Legislature that, of the funds allocated for new Special Education Programs, an amount approved by the State Board of Education shall be used to establish programs for the teaching of gifted and talented students. The State Board of Education is hereby authorized and directed to promulgate such rules and regulations as may be necessary for the establishment, development and operation of such programs."

Senate Bill 538 passed with a $300,000 appropriation for gifted programs. The importance of this huge increase over the $43,000 allocated in 1974-75 is especially vital when considering national research conducted during this time frame. The national research indicated that state and local education agencies bear 92 percent of all educational cost for gifted programs.

In 1976 a final thrust for gifted and talented legislation was attempted with Senate Bill 704 introduced by Representatives F. Smith and Don Davis (A.S.L. 1976, Ch. 14). This bill expanded the Prescriptive Teaching Act of 1974 to include the expensive and difficult screening for gifted and talented children at Regional Service Centers. (70 O.S. Supp. 1979, 1210.272).[68]

It was with the backdrop of these prior legislative attempts that Representatives Draper, Deatherage and Fried embarked on another legislative thrust for gifted education in the 37th session of the Legislature, December 3, 1979.

It was fortunate for proponents of gifted education that legislative leadership would now be carried by representatives wielding powerful positions. Representative Draper was the Speaker of the House at the start of the 37th session. He had begun his legislative career in the 33rd Legislative Session in 1971-72. He had been re-elected five times without opposition. As Speaker he presided over the House while it was in session, acted as the chief spokesman for the House in Conference with the leadership of the Senate and the Governor's office, and dealt with State agencies. His responsibilities included the appointment of the chairman, vice chairman, and membership of all standing and special House committees. Additionally, he assigned all bills and joint resolutions to their respective committees. As Speaker he was also an ex-officio voting member of all committees in the House. Indeed, Speaker Draper was in a powerful position to introduce a bill. He would align himself with another representative, Cleta

Deatherage, who also held an influential position as chairman of the House Appropriations and Budget Committee. In recent years the big decisions have been mostly financial, and on that basis the people who make appropriations are the ones viewed as having power. Money, it is often said, is the critical ingredient of government, largely determining whether policies get translated into concrete service and action. As one Oklahoma legislator said in regards to Deatherage's position: "If you've got your hands on the money, that's the only language anyone understands in state government. If you grab them by their budgets, their hearts and minds follow."[69]

Having Representative Deatherage co-author the gifted and talented bill would be an important and positive factor for the gifted movement. She was joined in her support for gifted education by Representative Fried, chairman of the Common Education Committee, and Senator Howell, long a proponent of gifted education.

The legislation mandated for gifted education that Representatives Draper, Deatherage and Fried introduced to the 37th session of the Oklahoma Legislature was called House Bill 1816. Representative Draper presented the first reading on February 2, 1980.[70] By June 4, 1980, Governor George Nigh signed the legislation into law, effective July 1, 1981. House Bill 1816, the first mandated legislation for gifted and talented education, was made more palatable by giving school districts one full year of lead time to develop their programs and determine how they would serve gifted and talented children.

House Bill 1816

The passage of House Bill 1816 was not without problems. Nor was the actual construction of the bill. While House Bill 1816 was being written by legislators, educators, and other interested participants, Oklahomans were meeting the same complexities the Marland Committee in 1972 had encountered while addressing the

problem of gifted education on a national level. House tapes verify the difficulty experienced in agreeing on a definition of gifted, on the procedures for identification, and most difficult for the legislators, a source of funding for this proposed bill. House Bill 1816 settled on the following as a definition for gifted and talented.

> Gifted and talented children mean those children identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high performance capability and needing differentiated education or services beyond those being provided by the regular school program. Capability areas will include, but not be limited to, the following:
>
> a. intellectual ability
> b. creative thinking ability
> c. leadership ability
> d. visual and performing arts ability
> e. specific ability aptitude[71]

It was in these early stages that the Committee on Common Education conducted hearings on House Bill 1816. One meeting in Seminole, Oklahoma on November 5, 1980 was transcribed and brought forth concerns from an important advocate group, the Oklahoma Association for the Gifted, Creative and Talented. The hearing was conducted by Representative Randle and is the only transcribed open hearing on House Bill 1816 this researcher could find in existence.[72] The hearing provides for the interested reader the best coverage available to identify concerns, strengths, and general reception to House Bill 1816. This researcher has selected pertinent testimony from that lengthy hearing to identify the range of spokespeople and their concerns. A transcribed summary of that testimony follows:

> Chairman Randle recognized Ms. Barbara Blake, Past President of the Oklahoma Association for the Gifted, Creative and Talented. Ms. Blake said there is a strong feeling in her organization that House Bill 1816 does too much too quickly. Problems she forsees are these: the state colleges are not equipped yet for adequate teacher preparation in this area, the Regional Education Service Centers are not prepared for the testing required, and no

money has been provided as of yet. Ms. Blake noted that no other state has attempted to implement the education in grades kindergarten through 12 at once and said that the state's mandate needs to be redefined to allow for more time and planning. If this is not done, she felt that the program would fail. Ms. Blake thanked the Legislature for its help and concern, but asked for time and money.

Chairman Randle then introduced Mike Stanbough of Lawtonians for the Enrichment of Gifted and Creative Children. Mr. Stanbough commented that he is not an educator, but the parent of a gifted child. He said he worked to bring about comprehensive education for creative, gifted and talented children in California and complimented Oklahoma on its intent in House Bill 1816. Basically, Mr. Stanbough reiterated Ms. Blake's concerns with moving too quickly in implementing H.B. 1816. He felt the words "creative" and "talented" should be added to the legislation in Section 13-101, and the whole area should be taken out of the special education provisions to avoid procedural drawbacks. Mr. Stanbough stated that the methods of identification were done well in the bill, particularly, the multi-methods of identifying were good. Mr. Stanbough also felt the outside resources mentioned and the limitation on class size were acceptable. Lastly, he reemphasized the need for funding.

Chairman Randle recognized Jack Isch, Administrative Assistant for the Oklahoma City Public Schools, who said his district supported the program but desperately needed money. Mr. Isch projected that H.B. 1816 will cost Oklahoma City schools over one million dollars and noted that they now have fifty-nine handicapped classes which are unfunded. Other concerns mentioned were the definition of "talented," the inclusion of the four-year-old, and the timelines offered by the State Department of Education for implementation. He said the timelines would not be made available to local districts until spring of 1981, and this did not allow enough time to plan before the programs were upon them. Dr. Jacobson of Oklahoma City Schools was also recognized, and he delineated the need for special materials for teachers as well as pupils and said Oklahoma City's programs currently cover only one-fourth of their schools, none of which are high schools.

Chairman Randle then recognized Dr. Joe Surber, Director of Special Services for Ponca City Schools, who restated the need for time, money, a better definition of "talented," and freedom from regular special education procedural safeguards. He said too many programs already were mandated, and help was needed for transportation and funding. Dr. Surber felt the state should fully fund the program and change the minimum age of participation from four to five.

Chairman Randle then recognized Dr. George Truka, Director of Special Services for Tulsa Public Schools. Dr. Truka said the only part of H.B. 1816 that Tulsa is having problems with is the provision for procedural safeguards. He felt that it was excessive.

Chairman Randle then recognized Dr. Geraldine Rosenthal, Instructional Assistant from Tulsa Schools, for discussion of the topic. Dr. Rosenthal emphasized the lack of concern for enrichment in all academic areas for the

gifted and talented child, and said that more research is needed. She also felt that already existing research has not been reflected in the legislation and that the class size provisions needed to be addressed as some programs had a teacher-pupil ratio of 1 to 75.

Chairman Randle recognized Carl North, Coordinator of the Pathfinder Program for the northern counties (based in Bartlesville), who said large numbers of students were being targeted as gifted and talented and the schools needed time to plan how to deal with them.[73]

The Seminole hearing conducted by the Committee on Common Education concluded after three hours of testimony regarding House Bill 1816. The concerns expressed by parents, educators, and interested citizens made an impact on state legislators. On January 22, 1981 two months after the Seminole hearing, John Folks serving as Executive Director of the Instructional Department, wrote an important memorandum to Senator Howell and members of the Senate Education Committee regarding recommendations for House Bill 1816.[74] Additionally, he appeared before this Committee to answer questions. It is important to recall once again that although House Bill 1816 was passed in June of 1980 it was not implemented until July 1, 1981. At the time of Folks' testimony, implementation was only seven months away. Folks' testimony detailed for the Committee the concerns the Oklahoma State Department of Education had with the legislation as it currently existed. He stressed the State Department of Education's belief that House Bill 1816 was a positive step in the direction of educating all gifted and talented children. His testimony addressed six areas of the bill and provided recommendations for consideration. Mr. Folks outlined the problem areas of HB 1816 to be in the following areas:

1. The difficulty of identifying the talented
2. The variation in school districts as to the term "regular" school program
3. Administration of HB 1816 through the Special Educatin Section of the State Department of Education
4. The eligibility of four year olds
5. Procedural safeguards for all gifted and talented children consistent with those of handicapped children
6. The question of the type of funding

The following is excerpted testimony by Mr. folks to the Senate Education Committee regarding the six problem areas and the recommendations submitted by the State Department of Education. These concerns and recommendations provide valuable insight into the actual text of the bill and the complexity surrounding its implementation for the State Department:[75]

1. ...House Bill 1816 states:
Gifted and talented children mean those children identified at the pre-school, elementary and secondary level as having demonstrated potential abilities of high performance capability and needing differentiated education or services beyond those being provided by the regular school program. Capability areas will include, but not be limited to, the following:

a. Intellectual ability
b. Creative thinking ability
c. Leadership ability
d. Visual and performing arts ability
e. Specific ability aptitude

Gifted students are easily identified by qualified psychometrists. Typically, they use individual intelligence tests such as the Stanford Binet and the Wechsler. The generally accepted level at which a student must score on an individual intelligence test should be at or above 130 IQ or two standard deviations above the mean. It has been called to our attention repeatedly in the past several months that the talented are difficult to identify and to place in programs properly.

Recommendation: Programming for the talented should be left to the discretion of the local school.

2. House Bill 1816 refers to services for the gifted and talented beyond the regular school program and defines "regular education program" as the program generally offered by the local school district to the majority of its students. School districts offer varying programs depending upon their size, wealth and local needs. Therefore, what is beyond the regular program in one district may not be beyond the regular program in another district. It should also be noted that, at the present time, many school districts also offer honor classes, advanced science and math courses, special art and music programs and other activities that serve gifted and talented students. The question is: Would the gifted and talented programs in the future have to go beyond some of these current offerings?

Recommendation: Let the local district determine the necessary program for serving the gifted and talented students in their school and strike "regular school program" from the bill.

3. House Bill 1816 states that the Department shall administer this act through the Special Education Section. The Special Education Section of the State Department of Education does, in fact, administer all programs for exceptional children. This has included gifted and talented students. However, with the passage of House Bill 1816, and with the new movement in gifted and talented education, numerous school people have asked that gifted/talented education be administered separately from special education programs so that any stigma associated with traditional special education will not hamper the growth of gifted/talented programming. It is desirable that the law be amended to permit the State Department of Education to administer the program in the manner that they feel is most appropriate.

Recommendation: Change the bill to read as follows: "The Department of Education shall administer this act according to rules and regulations promulgated by the State Board of Education."

4. Under House Bill 1816, four-year-olds will be eligible for the program. It has been called to our attention that it would be much more feasible to include eligible students falling within the K-12 grade range. The Department agrees with this recommendation.

Recommendation: Delete the requirement that four-year-olds be included in the gifted and talented program. Last year the Legislature appropriated $300,000 for ten (10) Early Childhood Education Pilot Programs. We encourage further funding of these programs to serve the four-year-old.

5. House Bill 1816 states that procedural safeguards will exist for all gifted and talented children consistent with those afforded handicapped children. Procedural safeguards as mandated for the handicapped include requirements such as the following: Parent permission for testing, confidentiality of information, placement procedures based on an IEP developed in the team meeting, impartial due process hearing, independent evaluation and annual review of placement, and civil action.

School people from across the state have stated that effective programming for the gifted is possible (apart from Special Education) without the cumbersome demands imposed by the procedural safeguards requirement, and we agree.

Recommendation: Revise the law to separate this law from the Special Education law.

6. The State Board of Education is presently authorized, by law, to establish all teaching unit requirements and the method for funding these units. The method used is a flat grant system that enables districts to receive $6,500 for each full-time teaching unit. At the present time, there are 183 existing flat grants for gifted and talented funded at $6,500 per grant.

> In order to fund programs for gifted students adequately, it appears that the State should consider a per pupil formula or program formula whereby local districts would receive a per capita amount of money per identified gifted student or per program.

When Mr. Folks concluded his testimony to the Senate Education Committee there was consensus among the committee members that although HB 1816 was mandated legislation there were indeed serious problems with the bill. So serious that there was an immediate call to repeal HB 1816.

When the 38th legislature convened on January 1, 1981, one of their first acts was to introduce a new bill to repeal HB 1816. Representative Williams and Senator Howell would lead the movment for a second mandated gifted bill. This bill was called Senate Bill 214 and the bill was signed into law by Governor Nigh on June 26, 1981. The Legislature had repealed the first piece of mandated legislation before it was ever implemented, and replaced it with a second bill in the form of SB 214. A detailed comparison of the two mandated bills is available in Appendix E, pg. 127.

It is interesting to note, in retrospect, that all six recommendations made by Mr. Folks to the Senate Education Committee on January 22, 1981 were incorporated into SB 214. Also the new bill would cut the projects cost from HB 1816 an estamate of 3.5 million to $600,000 and remove several mandated requirements stipulated by HB 1816.

Media Coverage

Newspapers have immense power to convey information and influence opinion; consequently, this researcher was especially interested in the media coverage of the mandated legislation.

The only newspaper media coverage found by this researcher was in regards to Senate Bill 214. The Tulsa World heralded the passage of SB 214 as...

"...more workable, less expensive and less open-ended. The bill now gives local school districts far greater latitude in selecting students and the programs to serve them most appropriately. The Legislature has taken a large step toward expanding opportunities for quality education in our public schools."[76]

The press coverage by the Oklahoma Times was more colorful and showed the mixed feelings of the legislators.[77] Senator Finis Smith said he was opposed to the legislature acting as a super school board and mandating programs for local districts. He added, however, the state has learned that if it doesn't mandate certain programs, local districts refuse to use them. "...I'd rather punish school districts than school children..." he stated to the press.

Senator Crow compared the bill to "...Mom and apple pie..." "...Being against gifted and talented children is like being against mom and apple pie...but this is a matter of equity..." He went on to say that small schools are cheated by placing funds into special programs because they don't often have enough students in special categories to need the programs. He said "...funding is taken from money that otherwise would go into basic aid to schools..."[78]

Senator Stipe argued that the plight of handicapped children was being ignored. "...the gifted and talented always rise to the top. There is no way you can hold them back. ...This new bill makes it more difficult to help the handicapped."[79]

CHAPTER 5

A LOOK AT EXISTING LEGISLATION AND ITS EFFECT

In the summer of 1981 a long standing debate within the State of Oklahoma with regard to the gifted and talented program finally came to an end with the passage of Senate Bill 214 which mandated and appropriated gifted education in Oklahoma. While it was House Bill 1816 which ushered in Oklahoma's first preliminary steps in the arena of formal legislation in behalf of the gifted and talented, 1816 was to serve only as a catalyst for further reform. House Bill 1816 passed in June of 1980 with an implementation date of June 1981 and many school districts began to develop formal gifted and talented programs around the guidelines established by House Bill The initial momentum soon subsided, however, as school districts statewide began to realize that while legislation had been mandated, special support funds had not been appropriated. This realization fostered an avalanche of questions at the local district and school board levels and generated growing concern. June of 1980 came and went with few definitive steps. As summer gradually withdrew, the fall 1980 school session began amidst mounting debate. Into this environment stepped the legislature. Convening in January, 1981, there was an immediate call to repeal House Bill 1816, and, shortly thereafter, HB 1816 was replaced by SB 214. (Appendix D, pg. 119 for Senate Bill 214, Appendix E, pg. 127 for difference between HB 1816 and SB 214) HB 1816 never effectively got off the ground, but, in its own way established the benchmark and provided the framework around which many districts across the state expanded their thinking and organizational efforts. It served as the compost for new initiatives and fostered an environment from which SB 214 could take root. Rules and regulations

written by the State Department of Education, for the gifted bill were available by June 30, 1981.

Regulation 15 of SB 214 created a new gifted and talented section August 1, 1981 in the State Department of Education to assist with the implementation of gifted and talented programs. Dr. Dorothy Dodd was selected as chief administrator for this section and, under the direction of State Superintendent Leslie Fisher, disseminated the rules and regulations to all Oklahoma school districts by August 1981. (Appendix F, pg. 129 has rules and regulations for Senate Bill 214)

Gifted and Talented Program Defined

Under the rules and regulations of SB 214, gifted children were identified as those boys and girls in grades 1 through 12 having demonstrated potential abilities of high performance and requiring differentiated[80] and/or accelerated education or services. The gifted child educational programs were to consist of support services, special instructional programs, unique educational materials, learning settings and/or other educational services which would provide for supplementation, differentiation and support of regular educational programs.

Much of the implementation was left to local school districts. The rules and regulations set forth produced a broad canvas upon which individual school districts were relatively free to compose their own painting. This was particularly true in the implementation of programming designed for those students identified as "talented."[81] Here, local schools (not school districts) had complete and personal discretion.

Beyond this, placement in a gifted program would be by means of a multicriteria evaluation. This evaluation could include: referrals, measures of ability, performance, interest in and/or commitment to a program.[82] Of these, only measures of ability based on nationally standardized tests was a mandatory

requirement, however, under this discrete heading districts would have the authority to determine which test(s) would be used and which of the remaining three categories would be used as a basis for evaluation. Students meeting all the requirements of the multi-criteria evaluation would be additionally screened based on their performance on nationally standardized test(s). Here, only those scoring in the top three percent of the following categories of ability would be served by gifted programs: intellectual, creative thinking, leadership, visual and performing arts as well as specific academic ability. The only exception to what the researcher has chosen to call the three percent Standardized Testing Rule was for first and second grade students. While standardized testing could be used with this age group (but was not required), these students would still have to meet the multi-criteria mandate. Overall, final approval as to who would be placed in a gifted program would be made by the local school district.

In balancing this broad authority of school districts to select and place students identified as gifted, the state also provided for procedural safeguards to ensure due process rights for all potentially identifiable and identified gifted children. These included: written parental consent for individual evaluation, confidentiality of all relevant records, procedures to be established by local schools to ensure parental access to additional evaluation of their child if they so desired.

As an adjoining stipulation of SB 214, the gifted child education programs were to be implemented over a three year period with schools selecting one or more "grade steps"[83] per year. Local school districts would have the authority to implement each of the three grade steps in any order as determined by the local board of education. Implementation by grade steps would commence with the 1981-82 school year and continue on a cumulative basis until the 1983-84 school

year. At that point, all school districts would be required to provide gifted child educational programs for all identified children.

In carrying out the objectives established by SB 214, districts were allowed to serve gifted children in a variety of ways. The district could provide gifted child educational programs or could join forces in a cooperative venture with another district or districts. Districts were also allowed the latitude of joining in cooperative programs with public or even private institutions. With the consent of the board of education of a receiving school district, a given district unable to provide appropriate educational programs for gifted children might also elect to transfer identified children to a receiving district provided the transferring district arranged for transportation and reimbursed the receiving district for tuition in an amount equal to the proportion of the operating expenses of the program. With the approval of the state board of education, county superintendents were also allowed to establish their own gifted child education programs and county funds could be expended for this purpose. If such a program (were) available, individual districts would also contribute school district funds (either directly or by reimbursement) to the county participating.

Teacher certification in support of SB 214 was also outlined. Here, only a valid Oklahoma teaching certificate appropriate to the grade level(s) was required. Although school districts were "encouraged" to select those teachers who desired to teach gifted children, this was not a prerequisite. Once selected, however, all teachers participating in gifted programs would be required to take part in inservice training or college training designed to prepare teaching personnel to teach gifted children.

Finally, SB 214 ensured that all gifted programs would be reviewed by the Accreditation Section of the State Department of Education with schools directed

to coordinate all needs for technical assistance in implementation with the Gifted and Talented Section of the State Department of Education.

Outcome

In general, SB 214 was received favorably by most Local Education Associations (LEA's) during the first year and plans were developed for providing intensive inservice training for teachers and administrators during the summer and fall of 1981. According to the annual report for 1982 written on June 8, 1982, a curriculum guide was to be written and distributed to all schools during the 1982-83 school year. As of January 1984, this guide has not yet been published.

Ten statewide inservice workshops were scheduled in October, 1982, to assist LEA's with the implementation of SB 214. These Saturday workshops were held across the state and led by gifted and talented teachers in Oklahoma. More than 1,000 teachers and administrators attended these workshops and since that time weekly inservice training has been provided to LEA's by the gifted and talented section of the State Department of Education. In addition, workshops in 1982 were made possible by the availability of federal monies.

Any federal grant money that was left over in 1982 was offered to individual Local Education Associations on a competitive basis. The establishment of model programs for gifted and talented students was the objective of these grant awards and the grants ranged from $1,000 to $5,000. Three hundred and forty applications were received and of these a state department committee approved awards for seventeen[84] schools in eleven curriculum areas at all grade levels. Those schools selected were categorized in "those eligible under Title I, ESEA, and those who were not."[85]

Performance Trends (The Decade of the 1970's)

Taking a look at the gifted and talented program in Oklahoma from a broader historical perspective, it is useful to evaluate what took place during the decade of the 1970's. As previously discussed in Chapter Three, it became permissible in 1969 to use special education funds for gifted students. As a result, in 1970 we begin to witness the establishment of a small number of programs supported by a very limited staff and level of funding. These resources were targeted at a small core of qualified students. In examining Table 16 it may be determined that classes, staff and students all began to grow at very modest rates during the first five to six years with the funding rising slightly each year until 1976/77 when the state legislature appropriated $300,000. With this substantial increase the gifted and talented program begins to achieve a small foothold in Oklahoma.[86] During the five year period prior to 1976 funding had grown at just over 400 percent, but in a single year (1976/77) jumped dramatically by almost 700 percent. This was indeed a watershed year for the gifted and talented programs in the state of Oklahoma. The number of classes grew by over 500 percent, staff by 1800 percent and the number of students by over 2800 percent. In looking closely at the ten year performance trends in Table 16 (page 77), combined with the student-staff ratio figures, some noteworthy trends and anomalies are evident.

The first five years of the 1970's were marked by relatively small but stable funding with a student-staff ratio in the range of 10:1 to 14:1. Funding per student during this period was also relatively stable and in the range of $340.00 to $450.00 (see Graph 1, page 78). When schools opened for the school year 1976-77, however, we see again from Table 16 (page 77), an upward spike in all categories (numbers of: classes, staff, students and dollars) this is to include the student-staff ratio which has suddenly shot up over 34 percent in one year to 17:1. This situation

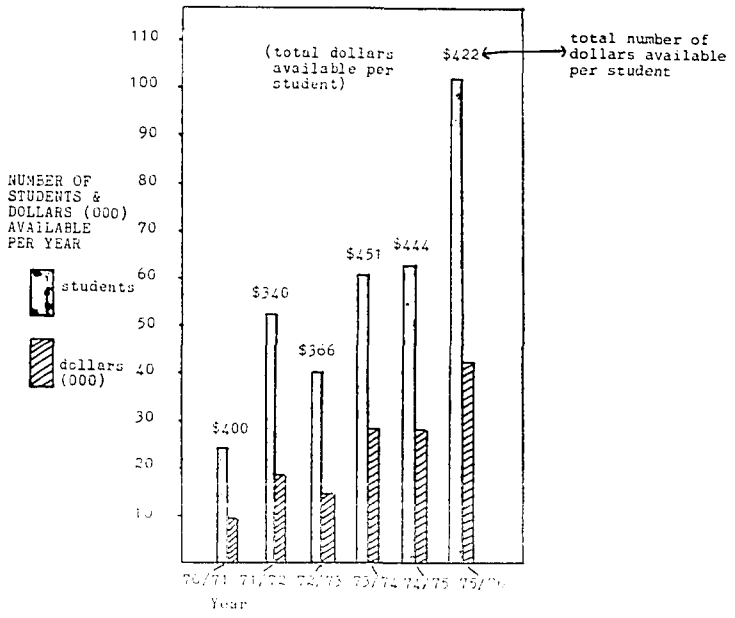
TABLE 16
PERFORMANCE TRENDS 1970 - 1983

Years	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
Numbers of:													
Classes	2	3.5	3	5.5	5.5	8.5	43	74	115	140	164.5	----*	----*
Staff	2	4	3	6	6	9	165	259	367	----*	----*	----*	1,029
Total Dollars Allocated Per Year (000)	$10,000	$18,000	$15,000	$28,000	$28,000	$43,000	300,000	444,000	690,000	910,000	1,066,000	4,670,653	6,790,550
Numbers of Students	25	53	41	62	63	102	2,868	3,258	4,500	5,500	6,416	17,079	23,675
Student-Staff Ratio	12:1	13:1	14:1	10:1	11:1	11:1	17:1	13:1	12:1	----*	----*	----*	----*

*information not available

Source: State Department of Education: Gifted/Talented Section

GRAPH 1
TOTAL NUMBER OF STUDENTS vs FUNDS AVAILABLE



Source: State Department of Education, Department of Finance

was not corrected until the following year when the student-staff ratio again returned to a more traditional level (13:1). Analyzing all these numbers apart, however, and focusing on another important statistic we can also see from Graph 1 that the funds available per student fell markedly from a high in 1973-74 of $451.00 to $104.00 in 1976-77 (see Graph 2, page 80). Thus, while there was a great rush to get a gifted and talented program underway and a large infusion of funds provided, funding per student did not retain its previous track record. In Table 17 (page 79) data shows while more dollars were available per class, there was a precipitice increase in the class size and a corresponding decrease in the funds available per student.

TABLE 17

DOLLARS ALLOCATED PER CLASS vs. DOLLARS PER STUDENT

	Class	Student		Class	Student
1970-71	$5,000	$400	1977-78	$6,000	$136
1971-72	$5,143	$340	1978-79	$6,000	$153
1972-73	$5,000	$366	1979-80	$6,500	$165
1973-74	$5,091	$451	1980-81	$6,480	$166
1974-75	$5,091	$444	1981-82	------*	$377
1975-76	$5,059	$422	1982-83	------*	$403
1976-77	$6,977	$104			

*Funding procedure changed from grants to a weighted formula in conjunction with the hold harmless provision

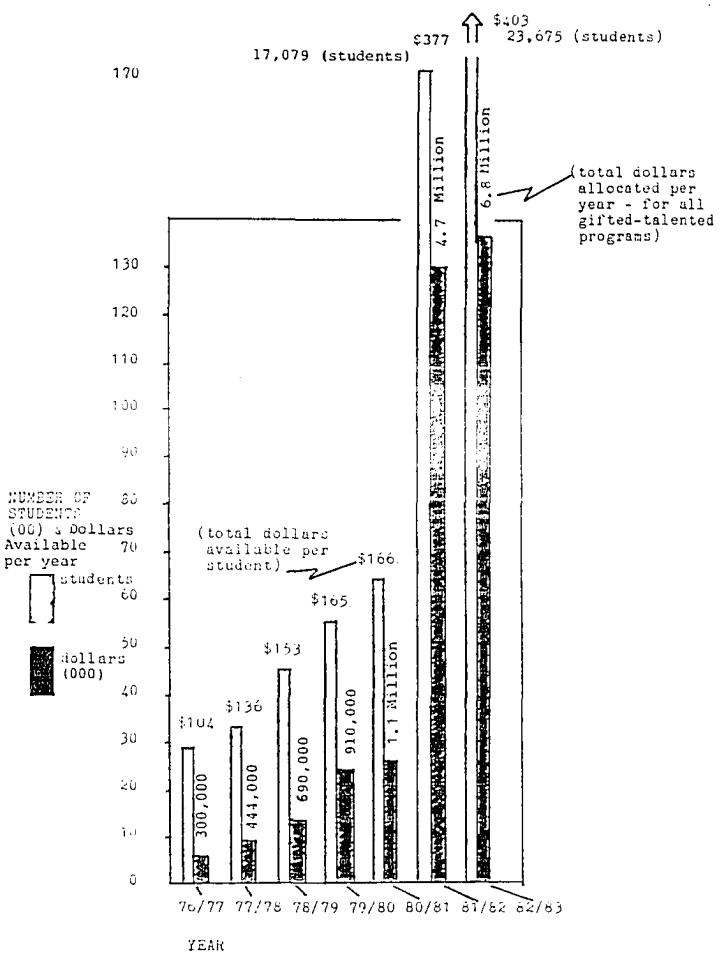
Source: State Department of Education, Department of Finance

This comparatively low level of funding per student began a very slow migration back to the norm from 1976-77 through 1980-81. In Graph 2 (page 80), starting at $104.00 per student in 1976-77, funding expanded to $166.00 per student in 1980-81, but did not return to its previous levels until 1981-82. At this time it climbed rapidly again to $377.00 per student along with the passage of SB 214.

Under The Microscope (1981-1983)

Taking a closer look at the gifted and talented program's most recent history, which is, since the passage of SB 214, the documentation currently available provides some insight into the overall direction and orientation of Oklahoma's gifted and talented effort. While still too early to discern the outline of any well established trends, some features are worthy of review.

GRAPH 2
TOTAL DOLLARS AVAILABLE FOR
GIFTED AND TALENTED STUDENTS
(1) Program (2) Individual



Sources: State Department of Educational Finance Report 1976-1980
1981-83 End of the Year Reports, State Department of Education,
Gifted/Talented Section

In analyzing the data provided, this researcher would first like to concentrate on macro performance trends as depicted in Table 18.[87] Here there is universal movement forward from 1981 through 1983. There is not only an increase in the total number of gifted and talented students identified, but a substantial percentage increase in those in the top three percent. There is even a small increase in the dollars available per student and a substantial decline in the number of gifted-talented students identified but not served. While none of these measures serves as a yardstick in monitoring program quality, in terms of numbers the state began to move forward under SB 214.

TABLE 18

MACRO PERFORMANCE TRENDS

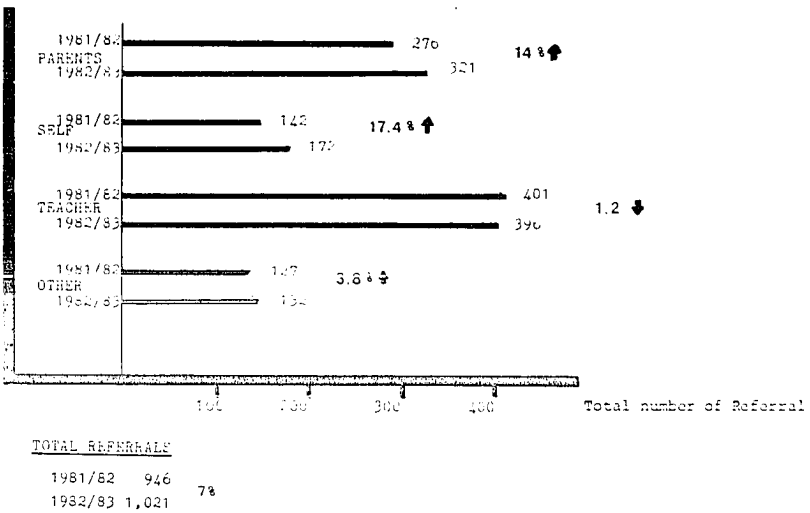
	1981-82	1982-83	% Change
Local Education Associations Reporting	584	585	Ø
Total Number of Gifted	17,079	23,675	28.0 ↑
Total Number at 97 Percentile	12,389	16,850	26.5 ↑
Students Identified but Not Served	1,736	1,473	15.1 ↓
Estimated Cost Per Student	$377	$403	6.4 ↑

Source: 1981-83 End of the Year Reports, State Department of Education
Gifted/Talented Section

Referrals in the gifted programs from 1981-83 were made in four categories, (1) parents, (2) self, (3) teacher, and (4) other, as depicted in Graph 3 below.

GRAPH 3

REFERRALS



TOTAL REFERRALS

1981/82	946	7%
1982/83	1,021	

Source: 1981-83 End of the Year Reports, State Department of Education
Gifted/Talented Section

We note from the graph that referrals during this period were also moving upward.

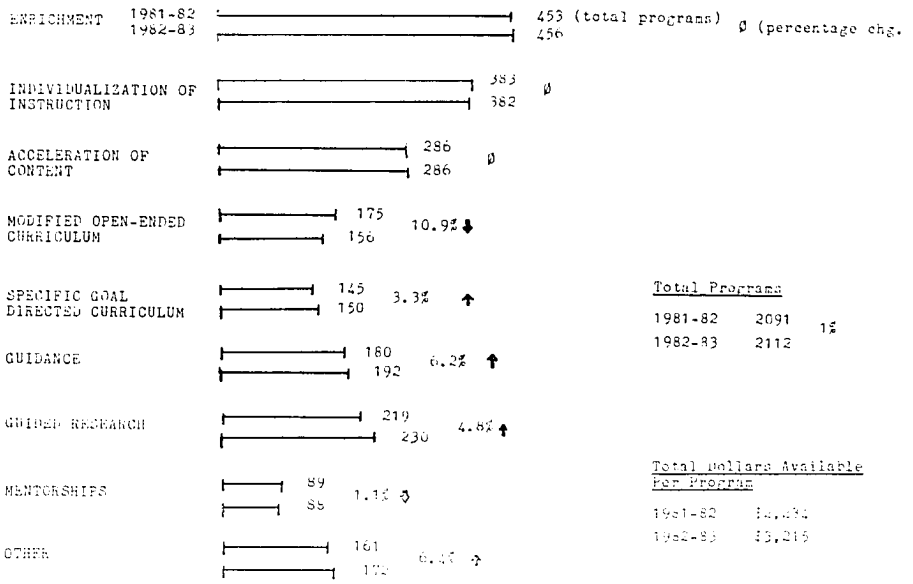
While a majority of the gifted and talented students in Oklahoma probably had already been identified prior to this period, the years 1981-1983 continued to show an overall increase in the number of referrals. From 1981 to 1983, referrals increased more than seven percent; most of these were generated by parents and teachers.

Total program dollars available as well as the dollars allocated per student also showed dramatic gains under SB 214. In examining Graph 2 (page 80) we observe in one year (80-81), the total program dollars available increased by 3.6 million (rounded off to the nearest $100,000) and dollars available per student shot up by 56 percent.[88] This ended a five year period characterized by growing numbers of gifted and talented students and staff increases that were accompanied by an expansion in overall state investment in gifted and talented programs, but a comparatively low level of support for the individual gifted-talented student.

The type of education programs offered under Senate Bill 214 for 1981 and 1982 are depicted in Graph 4.

While there was only a small growth rate (one percent) in the total number of gifted-talented programs during this period and the results on an individual program basis demonstrated mixed returns, numerically there was advancement. Some programs grew slightly, some remained the same, while others declined; with the largest decline coming in the modified open ended curriculum. However, when viewed from the perspective of dollar support per program, all enjoyed a fairly substantial increase, from $2234 per program in 1981-82 to $3,215 per program in 1982-83. This represented a thirty percent improvement in one year.

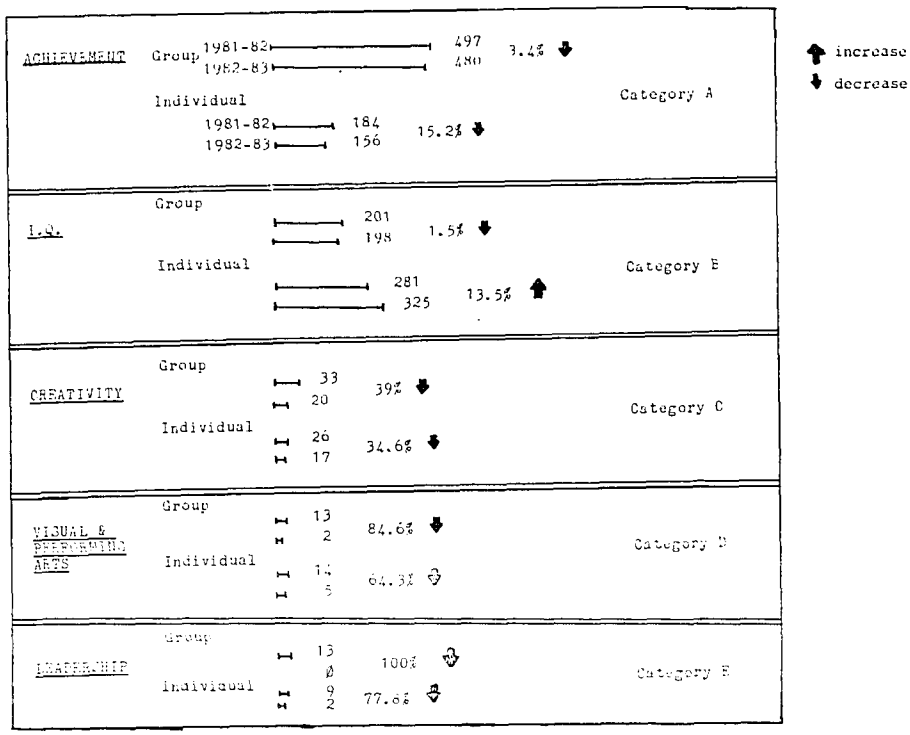
GRAPH 4
EDUCATIONAL PROGRAMS (1981 & 1982)



Source: 1981-83 End of the Year Reports, State Department of Education
Gifted/Talented Section

In looking at the means of identification in Graph 5 there are declines across the board during this period. This is probably fairly charcteristic of a program which has essentially already identified the vast majority of its gifted and talented students within the state during the preceding five years and is beginning to plateau in terms of numbers. What is unusual concerning this, however, is the relatively small declines in Categories for Achievement Test and Intelligence Test and the rather enormous declines in Categories of Creativity, Visual and Performing Arts, and Leadership.

GRAPH 5
MEANS OF IDENTIFICATION



Source: 1981-83 End of the Year Reports, State Department of Education Gifted/Talented Section

While it is not possible to document qualitative improvements for the period 1981 to 1983, certainly in terms of dollars and numbers of people, programs and classes Oklahoma made substantial strides under SB 214. Trends, too, are still not clear cut in all areas and with such a brief history behind it, it would be presumptious and misleading to try and substantiate any overall direction. As this research is being concluded, the data for the 1983/84 year is soon to be available. Since the 1983/84 year is the third and final year for total implementation of the gifted and talented programs in Oklahoma, this new information could be of great assistance in looking at the entire programs as mandated, Chapter 6 will make such a suggestion.

CHAPTER VI

SUMMARY

For many years, interested educators, responsible legislators, and concerned parents have puzzled over the problem of educating and identifying gifted students. The Congress of the United States expressed its interest and concern by passing a landmark addition to the Elementary and Secondary Education Amendment of 1969. This amendment, unanimously passed in the House and Senate, explicated Congressional intent that the gifted and talented students should benefit from federal education legislation. Congress also mandated a fact-finding status report on Education of Gifted and Talented children in 1970. The study, undertaken as a needs assessment activity to determine the adequacy of federal education assistance programs being used to meet the needs of gifted and talented children defined "gifted and talented" for purposes of federal education programs in the following ways:

> Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school programs in order to realize their contribution to self and society.
>
> Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas singly or in combination:
>
> 1. general intellectual ability
> 2. specific academic aptitude

3. creative or productive thinking
4. leadership ability
5. visual and performing arts
6. psychomotor ability (dropped in 1976 under Public Law 93-380).

This federal intent did not go unnoticed at the state level. In the same year that Congress was instigating the national study, Oklahoma made its first legislative move to assist gifted education. It was in 1969 that the Oklahoma State Legislature removed a long standing restriction involving the use of special education monies for gifted education. This legislative provision was the first documented source of permissible funding for gifted students.

Oklahoma history shows many legislative attempts to provide opportunities for the gifted. In 1976 during the 35th Legislature, Senator James Howell, chairman of the Senate Common Education Committee introduced the first attempt to mandate education for the State's gifted and talented children in the form of Senate Bill 486. Although the bill was unsuccessful, the legislature that year did appropriate $300,000 for gifted education. This proved to be a watershed year when compared to the $43,000 allocated in 1975. In 1976, Senate Bill 704 provided for the screening of gifted and talented children at Regional Service Centers. This service assisted schools in the difficult and costly procedure of identifying the gifted population. In 1976 and 1977 Governor David Boren initiated and encouraged gifted education through his State of the State addresses. State interest groups, such as the parent group of Oklahomans for Gifted/Talented, lobbied vigorously for mandated legislation.

In 1977 three major gifted conferences occurred in Oklahoma. These conferences were noteworthy in regards to the speakers that took the podium. Four nationally known and respected experts in gifted education, Dr. Joseph Renzulli, Dr. Donald Treffinger, Dr. John Feldhuser, and Dr. John Gowan spoke to

over a thousand participants. Their presentations provided a framework around which concerned citizens gathered and began open dialogue and debate about possibilities for formal gifted and talented programs.

It was fortuitous that at this time that an increased margin of prosperity at the state level was also well underway. Figures compiled by the Oklahoma State Budget Office during the years 1979 to 1981 reveal that state revenue collection grew at a rate of 16 percent in 1979, the year the economy started to soar and mandated legislation was introduced. The growth came from higher income tax and gross production tax collections, the two sources most affected by the oil boom. The revenue collection went from 16 percent to 29 percent in 1980 and to 28 percent in 1981. Oklahoma also recorded a nine percent population gain between 1980 and 1983. There is little doubt that the economic prosperity provided an excellent climate for mandated gifted legislation.

The history of the gifted and talented movement was tightly intertwined with legislative mandates for gifted education. While it was House Bill 1816 which ushered in Oklahoma's first preliminary steps in the arena of formal legislation in behalf of the gifted and talented, 1816 was to serve only as a catalyst for further reform. Passed in June of 1980 with an implementation date of June 1980, many school districts began to develop formal gifted and talented programs around the guidelines established by House Bill 1816. The initial momentum soon subsided, however, as school districts statewide began to realize that while legislation had been mandated, special support funds had not been appropriated. This realization fostered an avalanche of questions at the local district and school board levels and generated growing concern and debate.

When the 38th Legislature convened in January, 1981, the gifted education bill was a legitimate concern for legislators. Senator Howell and members of the

Senate Education Committee began careful deliberation on House Bill 1816. There was a movement both in the House of Representatives and the Senate to repeal House Bill 1816. Debate on the floor of the Senate and the House indicated there was still strong support for mandated gifted education. The opposition to House Bill 1816 was primarily due to problem areas within the bill. There was not strong opposition to mandated gifted programs. Resolution of the problem areas in House Bill 1816 was suggested as the solution. The Senate proposed a compromise bill, Senate Bill 214, sponsored by Senator Howell. Senate Bill 214 was passed by the Oklahoma Legislature on May 28, 1981 by a vote of 87 to 12. The bill was signed into law by Governor Nigh on June 23, 1981. Oklahoma had become the seventeenth state in the nation to mandate and appropriate legislation for gifted students.

Rules and Regulations for the gifted bill were written by the State Department of Education and available by June 30, 1981. Regulation 15 of Senate Bill 214 created a gifted and talented section within the State Department of Education. Dr. Dorothy Dodd was selected as chief administrator.

One of her responsibilities, as outlined in Senate Bill 214, was to report yearly, in written form, to the President Pro Tempore of the Senate and the Speaker of the House of Representatives. The report would:

1. identify the number of children served by these gifted programs
2. identify the type of programs provided
3. identify the type of screening procedures utilized
4. provide a cost analysis of the program
5. estimate the number of gifted and talented children unserved by these programs

Programs in the 1981-82 school year identified 17,079 students as gifted at a cost per student of $377.00. Programs in 1982-83 identified 23,675 as gifted at a cost per student of $403.00. Mandated and appropriated programs for gifted students had become a reality in Oklahoma.

Implications and Analysis

Although the state of Oklahoma has mandated and appropriated legislation which requires differentiated or accelerated education for the gifted, advocates for the gifted and talented cannot become complacent. Legislatures respond to their environment. Oklahoma history shows how the first gifted and talented mandated bill was repealed and replaced by a second compromise bill that had less stringent provisions for gifted education. As funds generated by the oil revenues begin to shrink, state funding of these gifted programs could change almost instantaneously. Research reveals that state and local education agencies bear 92 percent of all educational cost for gifted programs. Oklahoma's gifted advocates also must be constantly aware of what is happening on the national and federal levels. While our country had a national commission that called for a return to excellence, it is a country which also witnessed the closure of the U.S. Office for the Gifted and Talented in Washington, D. C. Ironically, his was closed by Secretary of Education Terrel Bell who also had initiated the 18 member National Commission on Excellence in Education.

Other developments warrant consideration. In the fiscal year 1981 the federal government authorized $35 million for the level of funding for gifted and talented education. In the 1981 budget year, however, the federal government provided only 6.28 million, only 18 percent of the authorized level of funding. These federal actions have already affected assistance to the state of Oklahoma. The responsibility for providing adequate programming rests primarily with state funding. In the past state and local agencies worked in harmony and the federal government supplied them with timely information, funds, and technical assistance. Advocates of gifted education must question where federal leadership and assistance have gone and how this will affect state efforts for gifted programs with recent cuts.

The authority for public education in the United States does not stem from the national constitution but rather is a power "reserved" to the states. This arises from the Tenth Amendment which reserves to the states those powers not expressly given the national government or not denied to the state governments. If, indeed, the power is the state's, Oklahoma's legislature has exercised this power fully. Some major areas that signify the dramatic increase of the state's legislative role within the last decade in Oklahoma are educational finance, requirements for educational accountability, and specifications and programs for children with special needs. These substantive changes were made possible in large part by an increase in the institutional capacity of Oklahoma's state legislature. The Oklahoma legislators now have the resources to formulate and ovesee educational policy. The Oklahoma legislative power to formulate and ovesee educational policy is revealed consistently in the history of Oklahoma's gifted educational movement. To this researcher, a newcomer to Oklahoma, the gifted movement seemed rooted and consistently dependent on legislative directives, legislative appropriations, and legislative mandates. One word from the political science field comes to mind repeatedly which fully describes the legislative involvement. That word is "oversight."[87] Joel Aberbach, noted political scientist, has best described oversight ...it can be defined by a variety of words --scrutiny, review, inspection, control, supervision, investigation, watchfulness, and overview. Legislative oversight is behavior by legislators and their staffs, individually or collectively which results in an impact, intended or not, on bureaucratic behavior."

This researcher considers understanding the concept of oversight as paramount to understanding Oklahoma's educational processs. When legislative members were interviewed regarding the gifted movement they all spoke in terms of oversight in regards to their policy positions and legislative role. When

interviewing State Department of Education personnel in regards to carrying out legislative mandates they too spoke in terms of their roles in oversight. When advocacy groups for the gifted were interviewed, they all stressed that little progress could be made for the gifted unless the state legislature mandated and appropriated programs. They, too, were aware of how educational policy is achieved in Oklahoma. There is a need to realize that whether or not something happens as a result of oversight effort depends primarily on matters of timing, press coverage, the attitudes of executive officials, the nature of findings and recommendations, the choice of program to be examined and the interest and concern of the legislature.

Educational policy and implementation in Oklahoma cannot be separated from the legislature's involvement in oversight. The gifted movement was an example of this. Senate Bill 214, which mandated gifted education, also mandated a yearly report with specific informational needs, from the Gifted and Talented Section of the State Department of Education. The report is sent to the President Pro Tempore of the Senate and the Speaker of the House of Representatives. Any Oklahoma citizen who wants to see a change in educational policy should be fully aware of the critical role of oversight in legislative decision making.

Recommendations for Future Research

Legislation mandated in 1981 that gifted programs in Oklahoma were to be implemented over a three year period beginning with the 1981-82 school year. As this research draws to a close the final phase of the program has been implemented. This researcher believes an analysis of the three year period would be valuable. The distribution of gifted students as to grade level, sex, and race might be considered. An analysis of the means of identification could be

beneficial. Since identification must include the use of nationally standardized tests as part of the multicriteria evaluational procedures, the tests selected by local districts warrant examination. Research should also be conducted to determine the effectiveness of this gifted/talented program as it exists, and subsequent research in the ways in which these programs may be improved.

Recommendations

1. Teacher education programs designate within their curriculum an area where gifted education could be served in a consistent and specific manner.

Although the state of Oklahoma has mandated legislation which requires differentiated or acelerated education or services for gifted students, the State has no special degree requirements for teachers of the gifted beyond regular teaching credentials. The regulations that were drawn up for Senate Bill 214 do state that "All teachers teaching in a gifted program shall participate in inservice training or college training designed to train teaching for gifted children." Currently in the state of Oklahoma there is no requirement in the teacher education curriculum that mandates any specific work in gifted education.

This researcher recommends that each teacher education program designate within their curriculum an area where gifted education could be served in a consistent and specific manner. All teachers whether teachers of special classes or teachers with a homogenous grouping are at some time going to encounter gifted youngsters. And research reveals that teachers with no specific instruction in giftedness have been found disinterested and even hostile to the gifted student. If research is correct, a course of study, might rememdy this problem.

2. A reading and resource center for gifted education should be created and located in the Oklahoma State Department of Education.

Although the state of Oklahoma has mandated legislation which requries differentiated or accelerated education or services for gifted students, much of what can or will be done is left to the discretion and/or the commitment of the local districts.

When it is considered that Oklahoma has 617 school districts, the variation of services to gifted students has an enormous range. In fact implementation of programming for students identified as being "talented" is at the discretion of the local school and not district. As the education gifted mandate is enforced, local discretion is an important consideration. Financial assets of these local districts often affect their commitment toward programs for gifted students. A district's commitment to the gifted program could range from serving only those identified by high intelligence scores or by high achievement scores, or could even require demonstrated scores in both categories. The district may choose to have inservice for all teachers regarding gifted education and could even go as far as purchasing resources in the form of current books, journals, and other publications regarding gifted education. The point is that some school districts of this 617 will do a great deal, some will do the minimum.

With this in mind the researcher suggests a resource center to be established within the State Department of Education. Based on the fiscal constraints of most educational budgets this researcher is not suggesting a center that would cost a great deal. The researcher is suggesting a reading center that could easily stock perhaps the 10 best textbooks on gifted education. There would be a reference copy of each book that could not be checked out. With this procedure teachers and adminisrators would always know what was available.

State Department of Education Gifted Personnel do conduct inservice on gifted education. However, they are quick to point out that almost all their

inservice is at the introductory level of instruction. There is little opportunity for any advanced instruction in gifted education. Therefore, the resource center would be a valuable tool. In addition to published materials, a file system under academic disciplines could be established. For example, an English teacher could look in the English file and see what other Oklahoma English teachers were doing in gifted classrooms. At the present time there is no statewide ability to communicate in regards to subject content. As the two field personnel from the Gifted Section of the State Department travel the many districts of Oklahoma's schools, they could ask teachers to summarize their programs for inclusion in the file. This content file would be an asset in the resource center.

The ability to understand and provide for the gifted learner should not be tied to a school district's financial assets. By establishing a resource center within the State Department of Education, opportunities for assisting the gifted programs on a statewide basis would be enhanced.

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APPENDICES

APPENDIX A

Program Options For Gifted/Talented
State Department of Education

ENRICHMENT...

When using enrichment as a means of providing differentiated education for gifted students, two areas create the focus:

1. Enrichment does mean using the same curricula being used with the average youngster with the content taken beyond what the average child receives.

2. Enrichment does not mean giving the gifted child more of the same, i.e. additional math problems, but instead a tailor made plan for each gifted child's level of functioning.

Enrichment can be provided within the regular classroom, through a special class created for the gifted/talented student, or as a component of the school learning center or multimedia library. Development of enrichment offerings can be most easily accomplished through the use of a taxonomy, such as Bloom's Taxonomy of Learning. The advantage of using a taxonomy is that it is precise, simple to understand and it works. Students may write their own curriculum as individuals and in groups.

ACCELERATION...

Using acceleration as an option in gifted programming indicates a decision to increase the speed at which the student progresses through the regular curriculum. This acceleration may be designed to take place across the school day or may be selective subject area acceleration. In the case of the latter, the student is accelerated in one or two subjects to free time for enrichment activities.

Acceleration has the advantage of causing less intrusion into the school routine and yielding more reliable evidence of progress than other options. However, scheduling in a homogenous group is necessary.

The use of acceleration places the responsibility of providing "a place to go" on the teacher. When gifted/talented students can progress through an English Literature curriculum in three days rather than five, alternatives for the creative use of the remaining two days must be available.

The entire teaching staff of a building/district needs to be committed to this technique for it to be successful. Students allowed to work on and master third and fourth grade math materials during the third grade year must be allowed to continue on to fifth grade math activities when entering fourth grade.

INDIVIDUALIZATION...

As is always the case in individualizing of instruction, a match between materials, strategies and children must result. The teacher needs to develop behavioral objectives, identify prerequisite skills, plan teaching strategies and evaluate results.

It should be noted that due to the need for flexibility in gifted/talented programming, behavioral objectives for these students most likely will not reach the degree of specificity that the more traditional behavioral objectives reach.

An example of how this option could operate would be to have four teachers decide on a time in the school week during which to operate an individualized enrichment experience. Begin with a small amount of time, perhaps one hour each week. The student-teacher contract method provides a flexible individualized format with students assigned to work with that teacher who has similar interests or is particularly strong in an area the student wishes to investigate.

Guided research is a form of individualization with the student being guided through the steps of conducting a research project and then allowing the student to select a subject and establish a contract with the teacher denoting the research to be done.

MENTORSHIPS...

Mentors are particularly valuable to the development of the gifted/talented student because they provide models of competency, exploration, commitment to a field or discipline and caring. Mentors can be found in all ocupations and endeavors.

A mentor is one who already stands within the context of a particular tradition, discipline profession or craft and who serves as an advisor, guide, teacher, and role model to those who seek access to the mentor's world and skills. The mentor is usually, but not always, an adult. He or she is able to guide the learner toward personally rewarding experiences where challenges can be met, skills developed, problems solved and relationships established.

The mentorship concept has many aspects that make it attractive for use with gifted/talented students. This type of program can provide them with the latitude and depth of involvement that is not always available in the classroom. It allows them to test their limits of understanding, skills, and expression in the real world and to have the opportunity to create, examine, and test the products of their special vision with adults who challenge them.

Mentorships are most suitable for secondary students who are exploring vocational/career interests.

GUIDANCE...

Gifted/Talented students often face special situations with special needs and problems following their identification as gifted/talented. One way in which the school might work towards meeting the needs of these students is through guidance and counseling programs.

This type of program can often provide the support group the student needs in order to better understand themselves. With an emphasis placed on listening and communicating skills and their development, students can be helped in dealing with affective areas relating to talent possession and development. The students can also be provided with professional and career exploration possibilities.

Whether guidance is selected as an exclusive programming option or not, it should be considered as a vital part of any on-going program for the gifted/talented student.

SPECIFIC GOAL-DIRECTED PROGRAMS...

Often gifted/talented students can be served through programs that are not on-going in nature. For example, a group of high school students gifted in sciences and with particular interest in the medical field, might be well served by a group of seminars on medical careers, medical schools and their requirements or ways of financing education leading to a medical career. These seminars would not need to be held weekly throughout the school year in order to be of benefit to the students.

An another time during the school year, students highly creative might be pulled together to work in a workshop situation with a local artist. This group might be completely different from the medical seminar group. However, one should not overlook the possibilities of overlapping giftedness and consider that one child might fit into a number of categories being served during the school year.

It should also be noted that this type of program can be a part of an on-going gifted/talented program as well as an option in itself.

MODIFIED, OPEN-ENDED CURRICULUM...

This programming option describes those situations when gifted/talented students are provided with opportunities to investigate areas other than those usually associated with the curriculum for their particular grade level.

Students in the fourth grade, for example, may be directed through a unit of study on Genetics or Mathematical Logic.

The units of study are planned out by the teacher and presented for the students as a whole. With all gifted/talented students working together on a certain unit of study, caution should be given to group children participating by their own particular gifts. Those students gifted in creative writing or languages would not profit a great deal from an intensive study in human anatomy. One exception to this rule of thumb would possibly be elementary age gifted students who might enjoy and need a wide range of offerings in order to better identify their own individual gifts.

APPENDIX B

Board of Directors
Oklahoma Association for the
Gifted/Talented/Creative Children
1979-1980

BOARD OF DIRECTORS
OKLAHOMA ASSOCIATION FOR THE
GIFTED/TALENTED/CREATIVE CHILDREN
1979-1980

OFFICERS:

President:
Barbara Blake, Director Gifted/Talented Math Program, Moore High School, (405) 794--3748

First Vice President:
Charles Migliorino, Director Gifted Programs, Ardmore, Oklahoma

Second Vice President:
Dr. Elizabeth Allison, School of Education, East Central University, Ada, Oklahoma

Recording Secretary:
Dr. Kay Bull, Applied Behavioral Studies in Education, OSU, Stillwater, Oklahoma

Corresponding Secretary:
Kay Williams, Moore, Oklahoma

Treasurer:
Jan Tipton, Shawnee, Oklahoma

APPENDIX C

Oklahoma Leadership Training Institute Team
1974-1975

OKLAHOMA LEADERSHIP TRAINING INSTITUTE TEAM
1974-1975

Larry Huff, Coordinator, Gifted/Talented, State Department of Education
Madeline Davis, Director of Special Services, Midwest City, Oklahoma
Judy Seefeldt, Regional Center, Stillwater, Oklahoma
Carol Ladine, information not available
Ann Kerr, Parent Representative, Norman, Oklahoma
Margaret Wiggins, Teacher of Gifted, Skyline Elementary, Stillwater, Oklahoma
Jack Craddock, Communications Section, State Department of Education

APPENDIX D

Senate Bill 214

An Act

ENROLLED SENATE
BILL NO. 214

BY: HOWELL and CAIN of the SENATE

and

WILLIAMS (Penny), FRIED, HOBSON, DEATHERAGE and TAYLOR of the HOUSE

AN ACT RELATING TO SCHOOLS; AMENDING SECTIONS 2, 3 AND 4, CHAPTER 211, O.S.L. 1980 AND 70 O.S. 1971, SECTION 13-101, AS LAST AMENDED BY SECTION 1, CHAPTER 267, O.S.L. 1980 (70 O.S. SUPP. 1980, SECTIONS 1210.301, 1210.302, 1210.303 AND 13-101), WHICH RELATE TO GIFTED AND TALENTED CHILDREN; MODIFYING CERTAIN DEFINITIONS; PROVIDING FOR ADMINISTRATION OF PROGRAMS; PROVIDING FOR DUTIES OF THE STATE DEPARTMENT OF EDUCATION; PROVIDING FOR IMPLEMENTATION OF PROGRAMS; REQUIRING CERTAIN REPORTS; PROVIDING FOR COOPERATIVE PROGRAMS; PROVIDING SPECIAL SERVICES FOR CERTAIN EXCEPTIONAL CHILDREN; DIRECTING CODIFICATION; PROVIDING AN EFFECTIVE DATE; AND DECLARING AN EMERGENCY.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. Section 2, Chapter 211, O.S.L. 1980 (70 O.S. Supp. 1980, Section 1210.301), is amended to read as follows:

Section 1210.301 As used in this act:

1. "Gifted and talented children" means those children identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services. For the purpose of this definition, "demonstrated abilities of high performance capability" means those identified students who score in the top three percent (3%) on any national standardized test or may include students who excel in one or more of the following areas:

a. Intellectual ability,

b. Creative thinking ability,

c. Leadership ability,

d. Visual and performing arts ability, and

e. Specific academic ability;

A school district shall identify children in capability areas by means of a multicriteria evaluation. Provided, with first and second grade level children, a local school district may utilize other evaluation mechanisms such as, but not limited to, teacher referral, in lieu of standardized testing measures;

2. "Gifted child educational programs" means those special instructional programs, supportive services, unique educational materials, learning settings and other educational services which differentiate, supplement and support the regular educational program in meeting the needs of the gifted and talented child;

3. "Department" means the State Department of Education;

4. "Board" means the Oklahoma State Board of Education;

5. "Grade step" means either the grades first through sixth, the grades seventh through ninth, or the grades tenth through twelfth or the grade levels for which a school is accredited; and

6. "Act" means Sections 1210.301 through 1210.306 of this title and Section 4 of the Enrolled Senate Bill No. 214 of the 1st Session of the 38th Legislature.

SECTION 2. Section 3, Chapter 211, O.S.L. 1980 (70 O.S. Supp. 1980, Section 1210.302), is amended to read as follows:

Section 1210.302 The Department of Education shall administer this act within the same section of the Department which administers the educational programs for all children other than those identified in Section 13-101 of this title. The Board shall adopt rules and regulations necessary to implement the provisions of this act.

SECTION 3. Section 4, Chapter 211, O.S.L. 1980 (70 O.S. Supp. 1980, Section 1210.303), is amended to read as follows:

Section 1210.303 In administering this act the Department of Education shall provide:

Corrected Enrolled Chairman, COMMITTEE ON ENGROSSED AND ENROLLED BILLS

1. The necessary State Department of Education staff with a primary responsibility for developing educational programs for gifted and talented children;

2. The procedures for educational screening, needs analysis and prescriptive programming for gifted and talented children by Regional Education Service Center personnel and others approved by the Department;

3. In-service training for selected teachers, administrators, college personnel, parents and interested lay persons;

4. Assistance in the development of new programs and the projection of program alternatives for the eventual provision of high quality programs for all identified gifted and talented children;

5. Recommendations to the State Board of Education concerning qualifications of teachers for gifted and talented children;

6. Recommendations for degree programs and short course seminars for the preparation of teaching personnel for gifted and talented children;

7. Selected procedural safeguards for all potentially identifiable and identified gifted and talented children; and

8. Any other programs, services, supplies or facilities necessary to implement the provisions of this act.

SECTION 4. Gifted child educational programs shall be implemented over a three-year period. The school district may implement such programs according to the following schedule:

Grade Steps	School Years
First through Sixth	1981-82
Seventh through Ninth	1982-83
Tenth through Twelfth	1983-84

Each school district shall have the authority to implement each of three (3) grade steps in the order as determined by the local board of education. Provided, that, implementation of such programs by grade steps shall be done on a cumulative basis with a minimum of one grade step per year.

ENR. S. B. NO. 214

Programming and the implementation of that programming for students identified as being talented shall be at the discretion of the local school district.

Beginning with the school year 1983-1984, it shall be the duty of each school district to provide gifted child educational programs for all identified gifted children, as defined in Section 1210.301 of Title 70 of the Oklahoma Statutes, who reside in that school district. This duty may be satisfied by:

1. The district directly providing gifted child educational programs for such children;

2. The district joining in a cooperative program with another district or districts to provide gifted child educational programs for such children;

3. The district joining in a cooperative program with a private or public institution within such district;

4. The district transferring identified gifted and talented children to other school districts which provide the appropriate gifted child educational programs, provided, no transfer shall be made without the consent of the board of education of the receiving school district. The district in which the child resides shall provide transportation for the transferred student and pay an amount of tuition equal to the proportion of the operating costs of the program to the receiving district. Transfers authorized by this section shall be made under such rules and regulations as the State Board of Education may prescribe; or

5. The district located wholly or in part in a county participating in any program established by that county superintendent of schools. The county superintendent of schools of any county may establish and maintain a gifted child educational program with the approval of the Board and county funds may be expended for that purpose. A district shall have authority to contribute school district funds, either directly or by reimbursement to the county participating in the program.

The State Department of Education shall, after each school year, report to the President Pro Tempore of the Senate and the Speaker of the House of Representatives concerning the number of children identified for the programs, number of children served by the programs, type of programs provided, type of screening procedures utilized, cost analysis of the programs and the estimated number of gifted and talented children unserved by the programs.

SECTION 5. 70 O.S. 1971, Section 13-101, as last amended by Section 1, Chapter 267, O.S.L. 1980 (70 O.S. Supp. 1980, Section 13-101), is amended to read as follows:

Section 13-101. The several school districts of Oklahoma are hereby authorized to provide special services necessary for exceptional children as hereinafter defined. Two or more school districts may establish cooperative programs of special education for exceptional children when such arrangement is approved by the State Board of Education. The county superintendent of schools of any county may establish and maintain a special education program, with the approval of the State Board of Education, and county funds may be expended for such purpose. Any school district or districts located wholly or in part in a county may participate in any such program so established by the county superintendent of schools and shall have authority to contribute school district funds, either directly or by reimbursement to the county participating in such program. Funds may be expended for school services for an additional period not to exceed forty (40) days during the summer months for approved programs for qualified children, who are severely or profoundly multiple-handicapped, provided their individualized education program (I.E.P.) states the need for a continuing educational experience to prevent loss of educational achievement or basic life skills. Exceptional children shall mean educable mentally handicapped children, trainable mentally retarded children, speech-defective children, emotionally disturbed or perceptually handicapped children, children with special health problems, children requiring the services of a visiting

counselor, children with specific learning disabilities as a result of neurological impairment, multiple-handicapped children and other handicapped children of four (4) years of age as of the first day of September of the school year; provided that there shall be no set minimum age for children who are blind and partially blind children, deaf and hard-of-hearing children and low incidence severely multiple-handicapped children, i.e., deaf-blind, retarded-cerebral palsied, autistic and other children failing to thrive from birth; further provided that any children served shall be bona fide residents of this state, whose conditions are such that it is impractical or impossible for them to benefit from or participate in the regular classroom program of the public schools in the district in which they reside and whose education requires a modification of the classroom program. Provided, that the attendance of said children in special education classes shall be included in the average daily attendance computations for State Aid purposes.

It shall be the duty of each school district to provide special education for all exceptional children as herein defined who reside in that school district. This duty may be satisfied by:

1. The district directly providing special education for such children;

2. The district joining in a cooperative program with another district or districts to provide special education for such children;

3. The district joining in a cooperative program with a private or public institution within such district to provide special education for children who are deaf or hard-of-hearing, or for children who are blind or partially blind; or

4. Transferring certified exceptional children to other school districts which accept them and provide special education for such children, with the district in which the child resides paying tuition therefor as hereinafter provided.

SECTION 6. Section 4 of this act shall be codified in the Oklahoma Statutes as Section 1210.307 of Title 70, unless there is created a duplication in numbering.

SECTION 7. This act shall become effective July 1, 1981.

SECTION 8. It being immediately necessary for the preservation of the public peace, health and safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

Passed the Senate the 28th day of May, 1981.

President of the Senate

Passed the House of Representatives the 22d day of June, 1981.

Speaker of the House of Representatives

ENR. S. B. NO. 214

APPENDIX E

An Analysis of Differences Between
HB 1816 and SB 214

AN ANALYSIS OF DIFFERENCES BETWEEN
HB 1816 AND SB 214

	HB 1816	SB 214
Ages Mandated	Same as handicapped four years old to twenty-one	Grades one through twelve
Definition of gifted and talented	Requiring differentiated educations	Adds the choice of "accelerated education"
Identification of students	No method of identification set, except for demonstrated ability in one of the following areas: a) Intellectual ability b) Creative thinking ability c) Leadership ability d) Visual and performing arts ability e) Specific aptitude ability	Must have a score in the top three percent on a national standardized test, OR MAY HAVE excellence in one of the five categories; however, specific aptitude ability is changed to read: specific academic ability Thus the talented categories are made permissive. Must use a multi-criteria evaluation, and tests are not required for first and second graders.
Implementation schedule	School year 1981-82 for all gifted and talented students	Gifted students over the next three years. Talented is permissive.
Programs	Mandatory for gifted and talented.	Made permissive for talented.
Feedback	None called for	The State Dept. of Education must report to the Legislature the types of programs offered, the number of children served and unserved, and the costs incurred.
State Dept. Educ.	Must evaluate all existing programs in the state.	The State Dept. of Education is relieved of the duty of evaluating all existing programs.
Relation to Special educ.	Included in.	Separately from.
Procedural safeguards	Same as those for handicapped children.	To be established by the State Board of Education. Shall not be as stringent as those for handicapped children.

APPENDIX F

Rules and Regulations For Gifted and Talented
Senate Bill 214

Senate Bill 214

RULES AND REGULATIONS FOR GIFTED AND TALENTED PROGRAM

Regulation 1

"Gifted children" means those boys and girls identified in grades 1 through 12 as having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services.

Regulation 2

Implementation of programming for students identified as being "talented" shall be at the discretion of the local school.

Regulation 3

Local districts shall select nationally standardized tests to be used as a part of their multicriteria evaluation procedures. The local district shall determine which test(s) will be used and which categories shall be tested. However, when nationally standardized tests are selected and used in any of the following categories, those students scoring in the top 3% shall be served provided they meet the standards of a multicriteria evaluation. The categories are:

a. Intellectual ability
b. Creative thinking ability
c. Leadership ability
d. Visual and performing arts ability and
e. Specific academic ability.

Regulation 4

Placement in a gifted program shall be by means of a multicriteria evaluation. This evaluation may include:

a. Referrals: Professional, parent, peer or self referrals
b. Measures of ability: A national standardized test
c. Performance: Standardized achievement test instruments, other performance as applicable to the program
d. Interest In and/or Commitment to the Program: Interest inventories, evidence of interest outside school time, demonstrated task commitment.

Regulation 5

It shall be the duty of the local schools to screen for gifted students and conduct a needs analysis for gifted programs. All children in the "grade step" in which the school is implementing the program shall be screened and if appropriate, evaluated. When the local schools serve first grade gifted children, the Regional Education Service Centers shall cooperate with and assist local schools in screening all first grade students each year to identify those boys and girls who are gifted.

Regulation 6

A local school district may use standardized testing for first and second grade students; however, other evaluation mechanisms such as teacher referrals may be used in lieu of standardized testing measures for these grade levels.

Regulation 7

The final decision concerning who is placed in an approved gifted program shall be made by the local school district.

Regulation 8

"Gifted child educational programs" means those special instructional programs, supportive services, unique educational materials, learning settings and other educational services which differentiate, supplement and support the regular educational program in meeting the needs of the gifted child.

Regulation 9

Gifted child education programs shall be implemented over a three-year period. Schools shall select one "grade step" per year. "Grade step" means (1) the grades first through sixth; (2) the grades seventh through ninth; or (3) the grades tenth through twelfth; or the grade levels for which a school is accredited. Each local school district shall have the authority to implement each of three grade steps in the order as determined by the local board of education. Implementation of such programs by grade steps shall begin with the 1981-82 school year and continue on a cumulative basis with a minimum of one grade step per year. Beginning with the school year 1983-84, it shall be the duty of each school district to provide gifted child educational programs for all identified gifted children.

Regulation 10

School districts shall provide differentiated education for all identified gifted students. Options for providing differentiated education include:

a. Enrichment of content
b. Acceleration of content
c. Individualization of instruction
d. A modified, open ended curriculum
e. Specific goal - directed program
f. Guidance
g. Guided research
h. Mentorships
i. Others or any combination of the above

Regulation 11

Selected procedural safeguards to insure due process rights for all potentially identifiable and identified gifted children shall be provided. These selected procedural safeguards shall include:

a. Written parental consent for individual evaluation
b. All relevant records shall be kept confidential.
c. Procedures shall be established by the local schools whereby parents may request an additional evaluation of their child should they desire to do so.

Regulation 12

A teacher shall hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program. School districts are encouraged to select those teachers who desire to teach gifted children.

Regulation 13

All teachers teaching in a gifted program shall participate in inservice training or college training designed to train teaching personnel for gifted children.

Regulation 14

A district may serve gifted children in one of the following ways:

a. The district directly providing gifted child educational programs for such children;

b. The district joining in a cooperative program with another district or districts to provide gifted child educational programs for such children;

c. The district joining in a cooperative program with a private or public institution within such district;

d. The district transferring identified gifted children to other school districts which provide the appropriate gifted child educational programs, provided, no transfer shall be made without the consent of the board of education of the receiving school district. The district in which the child resides shall provide transportation for the transferred student and pay an amount of tuition equal to the proportion of the operating costs of the program to the receiving district.

e. The district located wholly or in part in a county, participating in any program established by that county superintendent of schools. The county superintendent of schools of any county may establish and maintain a gifted child educational program with the approval of the State Board of Education and county funds may be expended for the purpose. A district shall have authority to contribute school district funds, either directly or by reimbursement to the county participating in the program.

Regulation 15

Gifted programs shall be reviewed by the Accreditation Section of the State Department of Education; however, schools shall coordinate all needs for technical assistance in implementing gifted programs with the Gifted/Talented Section of the State Department of Education.

APPENDIX G

Gifted/Talented Task Force
April 26, 1976 - August 26, 1976

GIFTED/TALENTED TASK FORCE

APRIL 26, 1976 - AUGUST 26, 1976

The following goal and objectives were projected by the Task Force:

Goal 1: Assist the State Department of Education in developing the best Gifted and Talented program possible.

Objective 1: Study the educational needs of the Gifted and Talented students.

2: Identify and seek solutions to Gifted and Talented educational problems, facilitate Gifted and Talented educational program development and project program alternatives in meeting the needs of the Gifted and Talented students.

3: Advise Dr. Fisher, the State Board of Education and others in the State Department of Education regarding Gifted and Talented Education.

GIFTED AND TALENTED TASK FORCE*

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