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# Iowa Programs for the Gifted and Talented

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Department of Public Instruction  
Curriculum Division-Gifted and Talented

IOWA PROGRAMS  
for the  
TALENTED and GIFTED

"The gifted student is not an exception to our responsibilities. We are not singling him out for special consideration or for a priority that may not last. We are welcoming him among all of the other students. They all deserve the best and most fulfilling educational experience we can offer. We have many national priorities in education. The gifted learner is now one of them."

-- Sidney P. Marland

U.S. Commissioner of  
Education, 1972

This directory contains a listing of Iowa's Gifted and Talented Programs being implemented during the 1980-81 school year. The directory is intended to enhance the capacity of Iowa school districts to serve as resources to each other in planning and implementing gifted and talented programs.

Local program descriptions are divided into three categories:

- Elementary Programs
- Secondary Programs
- Elementary/Secondary Programs

Within each category, programs are arranged alphabetically according to district. The looseleaf format and numberless pages will permit users to arrange descriptions according to usefulness and to add descriptions at a later time.

*elementary programs*

## G.A.T.E. (GIFTED AND TALENTED EDUCATION)

**SITE:** The G.A.T.E. Program serves students in the Adel-DeSoto Community School District. This district, which is located approximately 20 miles west of Des Moines, has a total enrollment of 1130 students. The district has two elementary schools, one serving K-4 and one serving 4-6. Students who attend these schools come from the towns of Adel and DeSoto and the surrounding rural area.

**SCOPE:** The program presently includes grades 2-6. Approximately twenty students have been identified as talented and gifted, using the criteria of above average learning ability, creativity, and task commitment.

**INITIATED:** 1980

**DESCRIPTION:** The G.A.T.E. Program is based primarily on Renzulli's Enrichment Triad Model. The program seeks to offer learning opportunities which expose students to a variety of content area. Students are taught higher level thinking skills, problem solving skills, and process skills necessary to deal with the content area being studied. Many of these skills are developed around Bloom's Taxonomy and William's Thinking/Feeling Strategies. Students are also given the opportunity to investigate fields or problems in which they are interested.

The G.A.T.E. Program operates out of a resource room located in one of the elementary buildings. Students, who are grouped by grade, come to the resource room about three hours per week. On occasion, students are in multi-age groupings for field trips, resource people, and group training activities. Curriculum is developed using resources from the community and resources within the school. In addition, an attempt is made to coordinate with existing programs such as the Des Moines Center of Science and Industry's Sci-Van and the Iowa Arts Council programs.

**STAFF:** One fulltime teacher/coordinator, and a steering committee.

**FUNDS:** Funding is derived from the local district.

**CONTACT PERSON:** Jolene Beckman  
G.A.T.E. Teacher/Coordinator  
Adel-DeSoto Community Schools  
Adel, Iowa 50003

(515) 834-2424

## ACCELERATED CLASSROOM EXPERIENCES (ACES)

SITE: Elementary Building of the Alta Community School District, Alta, Iowa. Student population is 612.

SCOPE: The program is serving 9 students in grades 4, 5, and 6 who have been identified as being gifted in their cognitive abilities.

INITIATED: 1979-80 school year

DESCRIPTION: The program objective is to help the talented and gifted enhance their unique potential by providing activities that will challenge their greater learning potential. Some activities planned are Puppetry, Space and Futuristics, Death and Dying, Use of Computers, and other projects. The program relies upon staff and community resources and encompasses all curricular areas. Students are scheduled for activities one-half day per week.

STAFF: Members of the elementary staff volunteer to teach various activities. These staff members are given released time from their classroom responsibilities.

FUNDING: The Alta Community School District provides any needed funds.

MATERIALS: Upon request the district will provide a copy of the program developed and the activity guides developed.

CONTACT PERSON: Jerry A. Kleymann, Elementary Principal  
Alta Community Schools  
Alta, Iowa 51002  
  
(712) 284-1400

## AMES TALENTED AND GIFTED PROGRAM, PROJECT ALPHA (BRIGHTEST STAR)

- SITE: The Ames Community School District, with a K-12 population of 5,031.
- SCOPE: The program will serve upper elementary grades in 4 of 8 elementary schools in Ames. Expansion is planned to all elementary schools in 2 additional years and eventually to all grade levels. Areas of giftedness to be identified will be a combination of learning ability, creativity, and task commitment. Approximately 25 students (5%) will be identified in 1980-81.
- INITIATED: Programming will begin for identified fifth graders in December, 1980.
- DESCRIPTION: The Ames Community School District's objectives are to develop and implement a district-wide differentiated education program and/or services which provide education experiences which meet the needs of the exceptionally able students; to provide on-going activities for the development of instructional staff, administrators, and the community; to develop an inservice program that will inform staff of the components of the Renzulli Enrichment Triad, the methods of pupil identification, and plans for implementation of the gifted and talented program; identify 5 percent of the students, grades 4 and 5 in the selected four elementary schools as gifted, utilizing specific and multiple criteria, in accordance with the Renzulli definition; to establish and maintain resource rooms to be used for accomplishing primarily Type III activities under the Renzulli Triad; to have a coordinator/teacher work with classroom teachers to provide additional help in working with the gifted child; and to provide continuous evaluation of program effectiveness.
- The program model to be used is the Renzulli Enrichment Triad. Type I, II, and III activities will be developed and supervised by the gifted and talented teacher/coordinator with emphasis on Type III activities. These investigations will be conducted primarily within the resource rooms established at the four selected elementary schools. Identified gifted and talented students will have an opportunity to work in the resource room with the coordinator at least once a week for approximately 2 1/2 hours.



The gifted and talented coordinator will provide students with assistance in indentifying and structuring realistic solvable problems, acquiring investigative skills necessary for solving these problems, and find appropriate outlets for students' products.

The gifted and talented program will consist of developing higher thinking skills through analysis, synthesis, and evaluation by using inductive and deductive thinking activities and creative problem solving. Junior Great Books will be a part of the program. The classroom teacher and gifted and talented coordinator will select several sixth graders to participate in this facet of the program.

STAFF: One teacher/coordinator for the talented and gifted. Mentors and other staff members will continue to supplement efforts for the gifted and talented students.

FUNDING: Northwest Foundation Grant - Ames Community School District (matched Foundation's amount).

CONTACT PERSON: Mrs. Pat Cook  
TAG Teacher/Coordinator  
Ames Community Schools  
120 South Kellogg  
Ames, Iowa 50010  
  
(515) 232-3400

## TALENTED AND GIFTED PROGRAM

SITE: The site is the Salter School Building of the Burlington Community School District. The District has approximately 4,400 students, grades K-12.

SCOPE: During the 1980-81 school year, TAG is serving approximately thirty students identified for general intellectual ability in grades 2-5.

INITIATED: TAG began in the 1977-78 school year.

DESCRIPTION: TAG is designed to provide qualitatively differentiated experiences for students. Objectives of the program are: to develop positive self-concepts and constructive skills for inter-personal relationships; to work in areas and kinds of activities not covered in the regular classroom; to provide training and practice in using a variety of thinking, researching, and creativity skills and methods; to facilitate the planning, carrying out, and completion of individual and/or group projects. Student research activities are structured through individual contracts between student and TAG teacher with topics varying between student-selected and teacher suggestions. As skills develop, students work toward involvement in Triad Type III projects. Students spend approximately sixty minutes per day in the TAG Resource Room, grouped by grade levels.

STAFF: There is one fulltime teacher for TAG

FUNDING: Funds for 1980-81 were derived from the local district.

MATERIALS: Sample TAG contracts, materials dealing with identification procedures and a folder designed to organize information during identification and participation in TAG, TAG Parents' Handbook.

CONTACT PEOPLE: Sharon Bryant District Coordinator for Gifted Education Salter School 705 Maple Street Burlington, Iowa 52601 Linda Curtis TAG Teacher Salter School 705 Maple Street Burlington, Iowa 52601

## WASHINGTON TAG PROGRAM

SITE: The Washington School Building of the Council Bluffs Community School District.

SCOPE: The program serves grades 2-6, with 28 students currently in the program. The focus is on intellectual and academic areas.

INITIATED: 1978

DESCRIPTION: The students are grouped into a 3-4 combination and a 5-6 combination. Each program meets daily for approximately two hours. There is a variety of processes, methods, and materials used. All skill areas are individualized, and the students are basically accelerated through such areas as math, spelling, and English grammar. There is emphasis on creative thinking activities, developing each child's potential, divergent and convergent thinking enrichment, while at the same time making sure the curriculum and content of the specific areas is covered as needed. Many different models are incorporated into the strategies of the classroom. Among the most used are Bloom's Taxonomy, Guilford's Structure of the Intellect, Frank Williams' creativity ideas, Renzulli's Triad, and E. Paul Torrence's Future Problem Solving process.

STAFF: There is one fulltime teacher.

FUNDING: Funding is derived from the local district.

CONTACT PERSON: Mrs. Judy Jeffrey  
Washington School  
207 Scott Street  
Council Bluffs, Iowa 51501

## DUBUQUE COMMUNITY SCHOOL TALENTED AND GIFTED PROGRAM

**SITE:** The Dubuque program serves students in grades Kindergarten through Six. Students chosen from grades four through six work together in small groups at a central location. Students from grades kindergarten through three are served on an individual needs basis.

**SCOPE:** Approximately 45 students in grades four, five, and six are selected to participate in an academic program. The students (in groups of 10-12) meet with the Talented and Gifted Resource person one-half day per week.

The Talented and Gifted Resource person facilitates the classroom teachers in meeting needs of gifted students kindergarten through third. The Talented and Gifted Resource person counsels and does follow-up on these identified students.

**INITIATED:** The district talented and gifted program has a target starting date of November 17, 1980.

**DESCRIPTION:** The students are working on activities to challenge them both cognitively and affectively at complex levels of thought and feeling.

**STAFF:** The Talented and Gifted Resource person is responsible for both coordinating the program and teaching the identified students.

**FUNDING:** The Talented and Gifted position is funded by the Dubuque Community School District.

**CONTACT PERSON:** Ruth Ellis  
Talented and Gifted  
Resource Teacher  
2300 Chaney Road  
Dubuque School District  
Dubuque, Iowa 52001  
  
(319) 588-5142

## PROJECT SEARCH

SITE: The Fort Madison Community School District in southeast Iowa, which has a student population of 3,088.

SCOPE: The project provides direct educational services to intellectually gifted and talented students in grades 2-6. Currently 40 students are being served.

INITIATED: Project Search began during the 1976-77 academic year as a Title IV-C Project.

DESCRIPTION: Model approaches that are being used to meet the needs of these students in a resource room setting are:

the Enrichment Triad which offers a defensible rationale for special programs for gifted and talented students and focuses on activities that are appropriate for gifted students (The Enrichment Triad Model: Joseph S. Renzulli)

and

the Self-Directed Learning mode which offers an approach to "helping children learn how to make decisions more effectively concerning all aspects of their learning." (Guidelines for Encouraging Independence and Self-Direction Among Gifted Students: Donald J. Treffinger).

Intellectually gifted and talented students in grades 2-6 are identified using multiple criteria in a three stage process. Placement of a student in Project Search is determined through an individual case study by a committee of classroom teachers and the Project Search resource teacher.

Participating students spend part of each school week in the resource room. Grade-level groups are scheduled for alternate mornings and afternoons so that students do not miss the same classroom subjects each time. Students in grade 2 begin involvement in Project Search with one hour once a week, students in grades 3 and 4 meet two hours once a week, and students in grades 5 and 6 meet two hours twice a week. Transportation to the resource room is provided.

Program content is centered around the interests of the students with the majority of their time

being spent in the investigation of a topic or problem. Library, survey, and experimental research procedures; critical thinking skills; and creative problem solving techniques provide the students with the necessary skills to carry on the investigations. Affective learning for the students is incorporated with the cognitive learning. Emphasis is on self-awareness, communication, and sharing. Opportunities and activities are structured to assist the student in becoming productive and a more self-directed learner.

Program goals for Project Search aim to identify children in grades 2-6 who indicate intellectual giftedness and involve them in a developmental program which will enable each child to develop his/her abilities to the fullest potential; to help each participating student develop a realistic and healthy self-concept--strengths, weaknesses, areas of needed improvement, and potentialities--in order to function more effectively in his/her total environment; to provide opportunities for participating students to pursue their own interests within a small group and as an individual; to help participating students become better self-directed learners by learning how to define problems and determine a course of action for their solution; to develop parent awareness and understanding of and involvement with the abilities and needs of their gifted children; to familiarize school personnel with the nature and needs of giftedness, their responsibility to gifted children, and to form supportive attitudes toward programs for gifted children; and to develop awareness of the needs and abilities of gifted children in the Fort Madison community.

Student objectives in Project Search are as follows:

1. As a result of time spent away from traditional instruction required by involvement in Project Search the children's performance on standardized achievement tests will not be adversely affected.

Criterion: The GE composite score will be not less than one year's GE growth per academic year of involvement.

2. As a result of involvement in Project Search, each student can demonstrate an understanding of different ways of conducting independent research.

Criterion: The student can describe procedures for conducting library, survey, and experimental research.

3. As a result of involvement in Project Search, each student can identify a topic or problem for research and select the most appropriate research procedure(s).

Criterion: The student submits a topic or problem and an appropriate plan for research.

4. As a result of involvement in Project Search, each student can diagnose and evaluate the degree of on-going progress in the conduction of research.

Criterion: The student can accurately describe his/her own progress.

5. As a result of involvement in Project Search, each student can share information with others through an effective presentation of a completed project.

Criterion: The audience acquired the message presented.

6. As a result of involvement in Project Search, each student can help others by offering positive suggestions regarding their research efforts.

Criterion: An established record of positive suggestions will be kept.

7. As a result of involvement in Project Search, each student will become more aware of his/her own individuality.

Criterion: The student will be able to identify areas of personal strengths and weaknesses through written and oral communication.

STAFF:

All activities and projects are guided by a full-time resource teacher trained in the nature and needs of gifted and talented students.

FUNDING: 1976-1979 - Title IV-C Project  
1979-1980 - Local Funding

MATERIALS: Descriptive book about Project Search contains rationale, goals and objectives, identification, program content and activities, affective development, assessment, parent involvement, staff development, and program accomplishments. (\$4.00 to cover printing and mailing.)

CONTACT PERSON: Jean Kratz  
Resource Teacher, Project Search  
Richardson School  
Fort Madison, Iowa 52627

(319) 372-1195



PROJECT THINK

- SITE: Independence, Iowa. With a total student population of approximately 3,000, the Independence, East Buchanan, and St. John's schools are cooperating to provide a program for gifted students.
- SCOPE: Twelve second through fourth graders and thirteen fourth through sixth graders participate in a pullout program meeting twice weekly. These students have been identified as intellectually gifted and/or exhibit potential as creative thinkers.
- Small groups and individual students (approximately 30) are being served at the Independence Middle School.
- In addition to the resource room, the program provides inservice for teachers and help for them in seeking materials or mentors for other students with specific ability aptitudes. An additional 20-30 students are being served on a part-time basis in their home schools.
- INITIATED: With the help of a federal grant, the original pilot program for the Rural Consortium started in the fall of 1977 in Denver, Iowa. This has been refined and expanded each year until 1980 when the local districts, including Independence have assumed responsibility for their own programs.
- DESCRIPTION: Overall objectives are for each student to strive to become self-directing in independent study, problem solving, planning, and to develop critical and creative thinking skills with the teacher as a facilitator.
- A modification of Renzulli's Enrichment Triad and adaptations of Kaplan's and William's recommendations have been utilized as a model for the program.
- Within the resource room, the students participate in content-based activities to develop thinking skills (convergent and divergent), pursue independent study projects based on personal interests and, under the guidance of mentors, have learning experiences with foreign languages, computer programming, readers' theater, creative play production, photography, etc.
- STAFF: One teacher is hired full-time by the Independence

Community School District to teach the resource room, plan and implement teacher inservice, coordinate programs for Middle School students, and be responsible for materials and communication related to the program.

FUNDING: During the first year each district donates their share of \$1,000 from the federal project. Transportation is provided by East Buchanan, St. John's furnishes the space, and the teacher is paid by Independence. All are contributing toward the furnishing of the room.

CONTACT PERSON: Harriet Short, TAG Resource Teacher  
Independence Community Schools  
124 Third Street  
Independence, Iowa 50644

(319) 334-7173 - Business  
(319) 334-4573 - Home

HIGH LEARNING POTENTIAL - HLP

SITE: The program is housed in the Harris Building of the Harris-Lake Park Community School District, which has a K-12 student population of 393.

SCOPE: 15 students in grades K-6 identified as gifted in the areas of intellectual ability and creativity are being served.

INITIATED: January, 1979

DESCRIPTION: Program objectives accomodate the students' interests and abilities by providing an open atmosphere in which the student can learn creatively and function independently; providing instructional material and supplies at an adequate level so the student may pursue independent activities; providing a number of program options such as independent study, mini courses, special activities, community resources, guest speakers, and field trips. Higher thinking skills are established using Bloom's Taxonomy and Renzulli's Triad. The program also helps students assume responsibility by demonstrating self-initiative by choosing the child's own course of action and working independently and by finishing assignments of the regular classroom teacher.

Classes meet 1 hour a week. They are grouped by grade level and area of giftedness. For instance: 5th and 6th grade Academic group meets for an hour a week. Anytime a student has free time on a Tuesday or Wednesday, he may use a pass to work in the HLP Room.

FUNDING: General Fund

CONTACT PERSON: Eileen Nation, Facilitator  
Harris-Lake Park Community School  
Box 8  
Norris, Iowa 51345  
(712) 349-2340

## LIFT (LEADING IOWA FALLS TALENTED)

SITE: The site is the Iowa Falls Community School District in northcentral Iowa, with a K-12 population of 1616.

SCOPE: Grades 5-6, in the areas of specific academic aptitude and general intellectual ability--a total of 11 students are presently involved in the program.

INITIATED: Fall, 1979

DESCRIPTION: The program is a pullout model in which students are pulled from regular classrooms a maximum of 180 minutes/week. The program offered for gifted and talented students provides for the development of advanced thinking skills, development of in-depth research skills, individual interests, expression of ideas, and extended classroom learning in an individual and/or group setting.

STAFF: The staff includes one full time teacher/coordinator and professional educators and community members as volunteer resource people.

FUNDING: Funding is derived from the local district.

MATERIALS: A program guide is currently available, with a revised edition to be available in the Fall of 1981.

CONTACT PERSON: Vicki Stephenson  
LIFT Teacher/Coordinator  
North Elementary  
Iowa Falls, Iowa 50126  
  
(515) 648-4635

## G.A.T.E.S. - GIFTED AND TALENTED ELEMENTARY STUDENTS

- SITE:** The program site is the Martensdale-St. Mary's Community School District, which is located in southcentral Iowa, approximately 25 miles from Des Moines. The student population of this rural area is 599 students.
- SCOPE:** The program currently serves 15 students in grades 3 through 6, in the areas of intellectual ability, creative ability, leadership ability, and specific ability areas.
- INITIATED:** The planning phase of this program began in the summer of 1979, and service to students began in the spring of 1980 for grades 4-6.
- DESCRIPTION:** Overall program objectives include broadening each student's base of knowledge; providing an opportunity for utilization of outside resources; learning proper research methods in exploring interests; increasing the student's level of thinking processes; developing an enthusiasm for learning; providing a variety of enrichment and stimulating experiences; encouraging a thinking attitude and initiative; developing abilities to work independently or in a group; creating an attitude of acceptance for ideas of others that may differ from those of a student's increasing self-responsibility and task commitment; and developing ability to choose an independent study and evaluate it.
- The program was modeled after the Enrichment Triad Model by Joseph S. Renzulli, and utilizes mentors, films, books, and interviews.
- Students meet in a resource room for at least one and one half hours a week. A 40 minute independent study time is also available to students at the end of each day.
- FUNDING:** Funding is derived from the local district.
- MATERIALS:** G.A.T.E.S. Filmstrip and a G.A.T.E.S. booklet, which describe the district's program.
- CONTACT PERSON:** Mary L. Watkins, GATES Coordinator  
St. Marys Elementary School  
St. Marys, Iowa 50241

## DIFFERENT THINGS, PLUS

- SITE: The Muscatine School District. This consists of a K-12 population of 5992, with students housed in one high school, two junior high schools, and ten elementary schools. The population includes rural and city students and a number of bilingual students.
- SCOPE: The program, Different Things, Plus, serves talented and gifted students in grades 4, 5, and 6 in all ten elementary schools in Muscatine. The 90 students now in the program represent 5% of the 4-6 grade population. Using identification tools such as intelligence tests, Iowa Basic Skills Tests, the SOI Test, and teacher referral, students are identified in the intellectual ability area. Limited programs have also been started at the two junior high schools serving students in the seventh grade. Students are again identified for a math emphasis program at one junior high, and a language arts emphasis program at the other junior high. Future plans call for eventually developing a K-12 program.
- INITIATED: The program was initiated in 1978-79.
- DESCRIPTION: Different Things, Plus is an effort to provide differentiated education experiences for students identified as academically gifted. The program follows a pullout resource model with an itinerate teacher who travels to eight centers in the district. Students meet with the teacher/coordinator one half day per week.
- Using various models, a program was developed which stresses three areas. Students work in these three areas during each meeting time. These areas are not separate, but overlap and compliment each other.
- One area emphasized independent study and research skills. Independent study units developed around a central theme are used by students to develop an individual educational program. Each unit contains a variety of options with language arts and research methods stressed.
- Creative and problem solving thinking skills are also stressed in the second area. The higher level thinking skills are used in a variety of activities.
- Exploration in interest areas provides opportunities for communication and learning with students and other resource people. Affective learning activities

are provided for in this area.

These activities are planned to meet goals for the program that include developing: an appropriate learning environment, an intellectually curious individual, a self-evaluating student, critical thinking skills, research skills, persistence, independence, and responsibility.

STAFF: The staff consists of one teacher/coordinator.

FUNDING: The program is funded by the Muscatine School District.

MATERIALS: Interested persons may visit any time to view the program.

CONTACT PERSON: Denise Scott, Teacher/Coordinator  
Muscatine Schools  
1403 Park Avenue  
Muscatine, Iowa 52761

(319) 263-7223

CHALLENGE

SITE: The Nashua Community School, Chickasaw  
County, Nashua, Iowa. The K-12 enrollment  
is 865.

SCOPE: 18 students are being served in grades  
3-6 in academic areas only.

INITIATED: January, 1980

DESCRIPTION: Our Challenge Program is set up for grades  
3-6, and is attended every Friday by 18  
students. They work on areas in which each  
has been identified as gifted--math, creative  
writing, etc.

STAFF: 1/5 time teacher

FUNDING: Funding is derived from the local district  
with AEA assistance.

MATERIALS: Identification Matrix

CONTACT PERSON: Paul Biscard, Elementary Principal  
Nashua Elementary School  
Nashua, Iowa 50658  
  
(515) 435-4114



## S.O.I. RESOURCE ROOM

SITE: The Lincoln Elementary Building of the Newton Community School District, Newton, Iowa.

SCOPE: This is a Resource Room program that serves 40 identified intellectually gifted children in grades 3 through 6 from all Newton elementary buildings.

INITIATED: 1980-81 school year

DESCRIPTION: The S.O.I. Resource Room has been established as an environment to offer a differentiated curriculum based on higher level thinking skills to the identified intellectually gifted students.

Guilford's Structure of Intellect Model, adapted for classroom curriculum by Dr. Mary Meeker, serves as the core of this program. The results of the Structure of Intellect Learning Abilities Test provides the individualized criteria upon which the I.E.P.'s are written. The five operations of the model (Cognition, Convergent Production, Divergent Production, Memory, and Evaluation) provide the structure for learning centers and many group activities.

The curriculum of the S.O.I. Resource Room is also designed to stress continuous themes of Critical Thinking, Creative Thinking and Research.

Presently there are 40 children participating in this resource room. They are transported by school transportation, in groups of 8, to the Lincoln Building for 2 separate half days during the week. This accounts for 20% of each student's educational time.

STAFF: 1 full time teacher

FUNDING: Funding is derived from the local school district.

MATERIALS: A packet of information explaining the formation process of this program. A more detailed packet is anticipated by September, 1981.

CONTACT PERSON: Linda Long, Teacher  
S.O.I. Resource Room  
Lincoln Elementary School  
Newton, Iowa

(515) 792-4494

## WEST UNION ELEMENTARY TALENTED AND GIFTED PROGRAM

SITE: North Fayette County Community School. West Union, Iowa - 368 students.

SCOPE: Grades 1-6 - approximately 16 students academically talented.

INITIATED: 1978-1979

DESCRIPTION: Program goals are 1) to provide qualitatively differentiated programs which will enable each gifted and talented child to develop his/her abilities to the fullest potential; 2) to help each participating gifted and talented child gain a realistic and healthy concept of him/her self--strengths, weaknesses, areas of needed improvement, and potentialities; and 3) to develop gifted and talented children into intellectually capable, productive, and compassionate human beings.

Major activities include the use of Keystone AEA materials and personnel. Many materials are teacher-made. Resource people and materials from the surrounding community are also utilized. Units are enriched in all areas with activities, films, reports, speakers, and displays. Creativity is developed through writing, brainstorming, plays, choral readings, oral dramatics, and the T.V. series, Zebra Wings. Books are received from the Keystone AEA to offer a wider selection of literature for students to choose from. Oral and written reports are presented by students on topics of special interest. Illustrations, slides, photographs and skits are among the features of these reports. Students are challenged by problems in logic, and fourth, fifth, and sixth graders meet in future problem solving teams.

Resources include AEA personnel and materials, local personnel, and special interest groups.

STAFF: The classroom teachers take care of the needs of his/her own talented and gifted students with the help of administrators and AEA personnel.

FUNDING: Funding is derived from the school district.

CONTACT PERSON: Garry Kuhens, Principal  
West Union Elementary School  
West Union, Iowa 52175

T.U.G. (TALENTED AND UNIQUELY GIFTED)

SITE: TUG is based in the Oskaloosa Community School District.

SCOPE: The program serves students in grades K-6, with 50-60 students identified in the general intellectual area of giftedness.

INITIATED: 1978-79

DESCRIPTION: TUG is a pullout program. For grades 3-6, students meet 1 1/2 hours twice a week in small groups at a central location. For grades 1-2, the students meet 1/2 hour twice a week in their own building with an itinerant teacher. The program is based on the Renzulli Triad Model. The upper elementary is an independent study model based on the work done by Louise Evans and Edie Dougherty. ("Self-starter for Independent Study.")

STAFF: Two teachers - one for grades 3-6 (from 6 elementary buildings) based at one school. The other is an itinerant teacher for grades K-2, 5 elementary buildings.

FUNDING: The program is funded through a combination of local district funds (25%) and modified allowable growth (75%).

MATERIALS: Will answer requests for specific data.

CONTACT PEOPLE: JoEllen Scott Teacher  
Lincoln School  
911 B Avenue W.  
Oskaloosa, Iowa 52577  
(515) 673-9387

Mary Oster Teacher  
Lincoln School  
911 B Avenue W.  
Oskaloosa, Iowa 52577  
(515) 673-9387

## PLEASANT VALLEY GIFTED AND TALENTED PROGRAM

**SITE:** The program is housed in the four elementary buildings of the Pleasant Valley Community School District, K-12 enrollment 2,756, located in Pleasant Valley, Iowa. The District covers 42 square miles of eastern Scott County, located to the northeast of the greater Quad-City area.

**SCOPE:** The program has 45 students, grades 3-6, who have been identified in one or more of the following gifted areas: creative thinking, specific ability aptitude, or general intellectual ability.

**INITIATED:** The program was initiated during the 1979-80 school year.

**DESCRIPTION:** The overall program objectives are to provide students with a differentiated curriculum not generally accessible in the regular classroom, to provide a means for bridging content/processes between the differentiated program and the regular classroom; and to allow students the opportunity to interact with and be stimulated by their intellectual peers in enrichment areas. Program activities are addressed under four basic categories: content, process, research skills, and products. Materials used are both commercially and teacher prepared and are based on the student's individual abilities, needs, interests, and learning style. The program model is a combination of Bloom's Taxonomy, Renzulli's Triad, and Sandra Kaplan's framework for research. The program uses a pullout pattern which combines third with fourth grade students and fifth with sixth grade students 1 1/2 hours per class per week in each of four elementary schools.

**STAFF:** A one-half time instructor spends one-half day each week in each of the District's four elementary buildings, plus one-half day each week scheduled for planning, working with staff and parents, and counseling with individual students.

**FUNDING:** Twenty-five percent of the program is funded with state appropriations and 75% through budget review allowable growth.

**MATERIALS:** Bound copies of our planning process are available.

**CONTACT PEOPLE:** Dale L. McKown  
Assistant Supt.  
Belmont Adm. Center  
Pleasant Valley, Iowa

Vivian Kirschbaum  
Riverdale School  
Pleasant Valley, Iowa

(319) 332-5550 (319) 355-5347

## GEMS (GIFTED ENRICHMENT MENLO-STUART)

SITE: Stuart-Menlo Community Schools, which are located in the towns of Stuart and Menlo, Iowa. The total student population of Kindergarten through Grade 12 is 691.

SCOPE: Currently 15 students in grades one through four are being served. Grade range will be changed to grades two through five in the 1981-82 school year. Areas of giftedness include academic aptitude, creativeness, leadership, and performing arts.

INITIATED: Fall, 1980

DESCRIPTION: Program objectives include inservice of teachers in first through fourth grades this year, and second through fifth grades in 1981-82; identification of students in grades one through four; providing experiences based on abilities of those students served, and having a specific location in each building where gifted students can meet.

Major activities include an orientation meeting for classroom teachers, field trips, local speakers and demonstrations for students, teacher and commercially prepared materials, and a problem solving bowl.

Students are identified for the program through tests, interviews, teacher nomination, and productivity in the classroom.

STAFF: Our program calls for one instructor to work with groups or individuals on a regularly scheduled basis (Fridays).

FUNDING: Funding is derived from the local district.

MATERIALS: Lists of materials we are currently using.

CONTACT PERSON: Wendy Poldberg, Teacher  
Stuart Elementary School  
Stuart, Iowa  
(515) 523-1313

## CREATIVE MATH AND WRITING

SITE: The Irving Elementary School Building of  
the Waterloo Community School District.

SCOPE: The program serves grades 3 through 6.

INITIATED: 1978

DESCRIPTION: The program aims to enrich students in metrics,  
geometry, story problems, money, puzzles,  
and algebra for the mathematically gifted.  
The writers are given activities to enrich  
their creative writing skills.

STAFF: TAG Committee for input

FUNDING: Funding is derived from the local district.

CONTACT PEOPLE: Eulalia Young Virginia Morgan  
Teacher in Charge of Committee Chairman  
Programming Irving School  
Irving School 728 Hawthorne Street  
728 Hawthorne Street Waterloo, Iowa 50702  
Waterloo, Iowa 50702 (319) 234-0371  
(319) 234-0371

## PROJECT OUTREACH

**SITE:** The program site is Roosevelt Elementary, Waterloo, Iowa. The school has a K-3 student population of 295, is integrated, and totally involved with the Follow Through Program.

**SCOPE:** Project Outreach serves students in grades K-3, and has 11 students identified in the area of intellectual giftedness and 3 students in the area of visual arts giftedness.

**INITIATED:** 1978-79

**DESCRIPTION:** Program objectives include giving gifted students a chance to refine and develop their talents, providing experiences not found in the regular classroom, and allowing gifted students an opportunity to work together.

Major activities for the intellectually gifted include oral and written reports on subjects of special interest to each student, making transparencies and filmstrips, field trips, dramatization, and activities involving calculators and computers. The gifted in visual arts concentrate on drawing, painting, and crafts.

The program was modeled after the Waterloo Community Schools, and utilizes building personnel and specialists in the local district and AEA 7.

Art students and Pri. 1 children meet 1 hour per week, and Pri. 2 and 3 students meet 2 hours per week.

**STAFF:** The program includes a media specialist and a teacher associate.

**FUNDING:** Funding is derived from the Waterloo Community Schools.

**CONTACT PERSON:** Lucille Lee, Principal  
Roosevelt Elementary  
200 East Arlington  
Waterloo, Iowa 50703  
  
(319) 234-1535

## PULLOUT PROGRAM

SITE: The program is located in the Lincoln Elementary Building of the Waterloo Community School District. The student population is 250.

SCOPE: The program serves 16 students in grades 4-6, in the areas of intellectual and creative thinking.

INITIATED: School year, 1979-80

DESCRIPTION: Students meet every Friday, from 8:50 a.m. to 11:20 a.m. Curriculum for 1980-81 includes guidance, economics study, literature study and appreciation, activity times including work with Bloom's Taxonomy, right and left brain thinking, activities and assignments.

STAFF: The TAG instructor is also a media specialist, and is therefore in the building fulltime.

FUNDING: District support of salary and funds for materials, speakers, and field trips.

CONTACT PERSON: Nancy Struve, Media Specialist/TAG  
Lincoln Elementary School  
Parker and Burton Streets  
Waterloo, Iowa 50703  
  
(319) 234-8787



TALENTED AND GIFTED ART

SITE: The program site is the Lincoln Elementary Building of the Waterloo Community School District.

SCOPE: The program serves 13 students in grades 4-6.

INITIATED: September, 1980

DESCRIPTION: The program promotes problem solving activities to foster creative and mental development and growth in visual perception.

Major activities include latch hook, silkscreening, weaving, canvas painting, air sculpture, resource people, calligraphy, cartooning.

STAFF: TAG instructor 1 hour per week, and an Art instructor.

FUNDING: Funding is derived from the local district.

CONTACT PERSON: Sue Fickless, Art Teacher  
Waterloo Community Schools  
1524 Rainbow Drive  
Cedar Falls, Iowa  
(319) 266-9877

## ODYSSEY

SITE: Central High School, Waterloo Community School District.

SCOPE: The program is currently serving 24 ninth through twelfth grade students in the areas of language arts, science, social science, mathematics, and art.

INITIATED: 1980-81

DESCRIPTION: Program objectives include providing talented and gifted students at Central High School with a unique curriculum, activities and opportunities appropriate to their needs for 1) individualized, in-depth, independent and creative learning, 2) peer interaction, 3) guidance awareness, and 4) research, logic and communication skills development.

Odyssey is a class which meets one period per day with a longitudinal module schedule. Students are required to participate in a required core curriculum consisting of four components: a. logic and communication skills development, b. research skills development, c. peer interaction seminar, and d. guidance awareness; the students also pursue study modules from the self-selected curriculum consisting of: a. specialized and/or interdisciplinary study and b. independent study.

STAFF: One teacher each from language arts, science, social science, mathematics, and art, and one guidance counselor.

FUNDING: Waterloo Community School District

MATERIALS: Materials are under development with a projected availability of February.

CONTACT PEOPLE: Steve Boesen, Chairman  
Talented and Gifted Committee/English  
1350 South Hackett  
Waterloo, Iowa 50701  
  
(319) 235-9591  
  
Linda Hoel, Guidance Counselor  
Central High School  
1350 South Hackett  
Waterloo, Iowa 50701  
  
(319) 235-9591 ext. 42

## TALENTED AND GIFTED EDUCATION PROGRAM - TAG

SITE: The Grant Elementary Building of the Waterloo Community School District.

SCOPE: The program currently serves grades 2-6. 45 students in the areas of intellectual, visual, performing arts, and academics are in this program.

INITIATED: 1979-80

DESCRIPTION: The cluster group includes 20 students in grades 2-6 who have been identified in the area of intellectual giftedness. The curriculum is thematic, and emphasizes intellectual skills. Identification is made by the use of achievement tests, creativity tests, teacher nomination, student interest inventories, parent nomination, and peer nomination. Four teachers share the teaching of 26 sessions.

Students identified as being gifted in the area of music are taught using the Suzuki method, 4 seminars a year, and mentors who help weekly. Identification includes a primary test of music audiation or musical aptitude profile, a creativity test, teacher nomination, music specialist nomination, parent nomination, peer nomination, and a student interest inventory. The program is currently serving 15 students in grades 2-6.

Movement, included in the area of visual and performing arts is integrated in content areas. Students are identified on the basis of a primary test of music audiation or musical aptitude, a creativity test, teacher nomination, movement specialist inventory, parent nomination and peer nomination.

Students gifted in language arts are taught vocabulary, reading and language. Social Studies students gifted in that area are aided by the use of visual materials, references, reading, and general social studies. Science students are given instruction in math total, work study total, and science. Mathematically gifted students emphasize concepts, problem solving, and computation. All students are identified using an achievement test, an intelligence test, a creativity test, teacher nomination, student interest inventory, parent nomination, and peer nomination.

In addition, the program is serving 30 students who have been indentified as being gifted in the language of Spanish. These students attend 2 weekly sessions, which are taught by a contracted foreign language instructor. Identification involves the use of a language test, a creativity test, teacher nomination, a student interest inventory, parent nomination, and peer nomination.

STAFF: Building Committee: 5 teachers, part-time foreign language instructor.  
Cluster: 4 classroom teachers rotate on release time basis.

FUNDING: Funding is derived from the local district.

CONTACT PERSON: Celia Burger, Building TAG Chairperson  
1223 Mobile  
Waterloo, Iowa 50703

(319) 234-1539

secondary programs

## DUNKERTON HIGH SCHOOL TALENTED AND GIFTED PROGRAM

- SITE:** Dunkerton Community School District, Dunkerton, Iowa. The district has a K-12 population of 650. The district is basically a rural district. The towns of Dunkerton and Dewar are the largest towns in the district. Most of the people who live in these towns are employed in the Waterloo-Cedar Falls metropolitan area.
- SCOPE:** The high school TAG program serves students in grades 9-12. Currently the program is concentrating on the areas of science, art, English, and leadership. Seven students are being served by the program.
- INITIATED:** 1979-80
- DESCRIPTION:** The students who participate in the accelerated class should demonstrate improved language arts and reference skills as measured by the ITED. These students should also display improved writing skills as measured by the teacher.
- The science students who participate in the outdoor classroom should demonstrate advanced knowledge in the area of biology. This will be measured by the science teacher on the basis of the completed projects and, in part, by the Natural science test in the ITED.
- The art students who work in the outdoor classroom should demonstrate an improved ability to organize a project, and knowledge of the workings of local agencies and government. This objective will be measured by the project director.
- Students are involved in one or two activities of the TAG program. All students participate in the development and management of an outdoor classroom. Some of the students participate in an accelerated English class.
- The students work with local conservation officers, faculty members from UNI and lawyers in their development of the outdoor classroom. The students in the English class work with one of our staff members 2-3 days per week.
- Students are taken out of classes for a morning or afternoon to work in the outdoor classroom. Students go to the English class during a study hall.

## THE PURSUIT OF ACADEMIC EXCELLENCE THROUGH CREATIVE THOUGHT

SITE: The Hoover Junior High Building of the Waterloo Community School District.

SCOPE: The program is currently serving 23 students at the upper junior high level in the areas of academic excellence in science, math, and language arts. The program will be expanded to include seventh grade.

INITIATED: Fall, 1980

DESCRIPTION: Based on United States Office of Education's definition: "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 regular school programs in order to realize their contributions to self and society." Overall program outcomes: problem solving and creative thought. Math outcomes include computer programming and problem solving. Science outcomes emphasize basic scientific research, while language arts outcomes work on creative problem solving, writing, and reading.

The math model is derived from the National Council of Mathematics, 1980 Yearbook. The science model is based upon Search for Solutions, and the language arts model is Dr. Sidney Parnes: Creative Problem Solving; Dr. Frank Williams: Teaching Strategies; Dr. J. P. Guilford: Structure of the Intellect; Dr. E. Paul Torrance: Factors of Creative Thinking.

The children meet for regularly scheduled one hour classes alternating days. (minimum)

STAFF: One advisor per discipline.

FUNDING: AEA 7, Waterloo, Hoover Junior High budgets

CONTACT PERSON: Charles Miller, Principal  
Hoover Junior High School  
630 Hillcrest  
Waterloo, Iowa 50701

(319) 233-0751

STAFF: The program director is regular teacher who is given time to work on the TAG program. The English teacher is relieved of her duties during the time which she works with TAG students.

FUNDING: The program received a grant this year from the Iowa Talented and Gifted Program. Several local groups have donated money. Two local women have given the school the use of ten acres for the outdoor classroom. The school board has pledged its support and given financial support as necessary.

MATERIALS: Material on the outdoor classroom and the accelerated course will be available in the spring of 1981.

CONTACT PERSON: Mrs. Gwen Luloff  
TAG Project Director  
Dunkerton High School  
Dunkerton, Iowa 50626  
  
(319) 822-4295



## TALENTED AND GIFTED PROGRAM IN LEADERSHIP

SITE: East High School, Waterloo, Iowa

SCOPE: 15 junior and senior students. Program will be expanded to include sophomores second semester.

INITIATED: Second semester, 1980.

DESCRIPTION: TAG students meet a minimum of twice each week: once in the large group, and once in small groups. Meetings last fifty minutes. The program involves leadership training, high level problem solving and decision making, career "shadowing" of community leaders, visits to the County Home for the elderly, fund raising to purchase a sign board for East High School and to improve the park near the school, research in the ITED tests, volunteer work for the Red Cross. TAG students to help implement city park plans drew up a blueprint of improvements to be made and had conferences with Waterloo Mayor Leo Rooft, City Park Commissioner Leonard Katoski, School Superintendent George Diestelmeier, Dr. Steven Holbrook, and High School Principal Walt Cunningham.

STAFF: One teacher at 20% of the time, with assistance from regular program staff.

FUNDING: Local and federal revenues, student fund raising.

CONTACT PERSON: Karen Downs  
East High School  
214 High Street  
Waterloo, Iowa 50713  
  
(319) 235-7111

elementary/secondary  
programs

## S.A.I.L. (STUDENTS ATTAINING INDEPENDENT LEARNING)

SITE: Bettendorf Community School District, with a K-12 population of 5,070 students.

The S.A.I.L. program for elementary/Middle School students is located at Bettendorf Middle School in a section off of the library. The High School program is in an area off of the High School Library.

SCOPE: The program currently services unidentified second grade students through the use of group training activities in the form of interest centers, third through eighth grade students through a pullout program, and ninth and tenth grade students through a seminar approach. The students are identified on the basis of Renzulli's definition of giftedness. Currently 135 identified students are being served.

INITIATED: 1978

DESCRIPTION: S.A.I.L. was designed to meet the needs of intellectually gifted students in the Bettendorf Community School District. Based upon the results of needs assessments taken in 1977-78, a Title IV-C grant was written to secure monies for the establishment of a gifted and talented program. A teacher resource specialist was hired to begin a pullout program for third through fifth grade students the first year. During the 1979-80 school year, the program was expanded to include sixth through eighth grades. A high school program will begin in the fall of 1980.

Students are selected for the program through a four step identification procedure based on Renzulli's definition of giftedness. The process begins with an initial nomination form which is sent to all parents and teachers of any grade being identified. The second step consists of the completion of Renzulli/Hartmann's Behavioral Characteristics Checklists for learning, creativity, and and motivation. These forms are completed by each referred child's parents and teacher. At this point, all students are given the Structure of Intellect (SOI) Screening Form for Gifted; the average cognition, memory, and convergent production scores are combined for the intellectual score and the divergent production score is used for creativity. All students who consistently display high scores on the checklist and the SOI are then given a

personal interview. Each student is asked to bring a "product" to the interview. During the interview each child is asked questions designed to offer insights into his/her personality and the degree to which he/she possesses the characteristics of giftedness. Three members of the district's Steering Committee interview each child. The average scores for intellect, creativity, and task motivation are fed into the Area Education Agency's computer services and are rank ordered.

Once identified, third through fifth grade elementary students are bused to a classroom area in the media center at Bettendorf Middle School. Students spend two hours once a week with the resource specialist. Sixth through eighth grade students participate in the program one period per week.

The theoretical base for the program is Renzulli's Enrichment Triad. Students begin the program with experience in Type II activities emphasizing higher level thinking skills, research skills, and creative problem solving skills leading to necessary skills for independent study. As students enter fifth grade, emphasis switches to independent study in which students write their own independent study plans based on a personal area of interest. The sixth through eighth grade students continue with independent study.

Program evaluation initially began with student and parental evaluations in addition to an outside evaluator's report. The district has hired an outside evaluator to work with the resource specialist throughout the year evaluating various aspects of the program. Students are also involved in peer and self-evaluation of products.

The past year has proven to be a successful one for S.A.I.L. An eighth grade student is working with several U.S. aircraft manufacturers on a single-engine private jet concept he developed; a fourth grade girl has written a story which will appear in the July/August edition of Ebony Junior; and two third grade girls' letter-to-the-editor on pollution received front page coverage in a local newspaper.

Implementation of the high school program will commence during the 1980-81 fall semester with the employment of a second teacher/resource specialist. The high school base will be the Renzulli Triad, and program features will include a daily seminar for selected students, mentors, independent study,

accelerated classes, and the Advanced Placement Program (1981).

The program in Bettendorf has grown and matured; it is recognized as a state model by the Iowa Department of Public Instruction.

STAFF: S.A.I.L. has two fulltime teacher/resource specialists and one part-time teacher working with the program. One fulltime specialist covers K-5 with the other fulltime specialist in charge of the high school. The part-time teacher teaches Friday classes for Middle School students. All three teachers provide independent assistance for Middle School students throughout the week.

FUNDING: S.A.I.L. is funded through a Title IV-C grant.

MATERIALS: Title IV-C grant, Citing the Gifted (Identification procedure), teacher written group training centers, teacher written units for Type II activities and higher level thinking skills training, independent study guide, and video-tapes of interviews and students' products.

CONTACT PEOPLE: Marianne Galitz  
Elementary Teacher/Resource Specialist  
Middle School  
Bettendorf, Iowa 52722

(319) 355-5381 ext. 313

Greg Bouljon  
Middle School Teacher  
Middle School  
Bettendorf, Iowa 52722

(319) 355-5381 ext. 313

Marjorie Tiedje  
High School Teacher/Resource Specialist  
Bettendorf High School  
Bettendorf, Iowa 52722

(319) 355-5281 ext. 218

Dr. Victor Ross  
Assistant Superintendent for Instruction  
635 - 21st Street  
Bettendorf, Iowa 52722

(319) 355-5381 ext. 273

## VISUAL AND PERFORMING ARTS PROGRAM

**SITE:** Burlington Community School District, which has a student population of approximately 4,400 students, K-12.

**SCOPE:** During the 1980-81 school year, VAPA is serving approximately 30 students in grades 3-5 and approximately 25 students in grades 6-7. These students are identified as possessing special talents and ability in the visual and performing arts.

**INITIATED:** VAPA began in the 1978-79 school year for grades 3-5, and in the 1980-81 school year for grades 6 and 7.

**DESCRIPTION:** VAPA is designed to provide the time, material, and instruction for the students to develop their artistic talents, as well as, to encourage them to continue to use and develop their creative and imaginative abilities. The VAPA program seeks to acquaint students with the elements and principles of the visual arts and their relationship to the other areas of music, movement, and creative dramatics. In the area of music, students also receive special training on the piano, guitar, autoharp, recorder, and Orff instruments. Students in the program meet for approximately one hour each day in the VAPA room, grouped by grade levels. Two class periods are devoted to music activities, two class periods to art activities, and one class period to creative dramatics and movement.

**STAFF:** There is one half-time and one part-time teacher for VAPA in grades 3-5, and two part-time teachers for VAPA in grades 6 and 7.

**FUNDING:** Funding is derived from the local district.

**MATERIALS:** Outline of VAPA activities, materials dealing with identification procedure.

**CONTACT PEOPLE:** Sharon Bryant, District Coordinator for Gifted Education  
Mila Williams, VAPA Teacher, Grades 3-5  
Judy Hirstein, VAPA Art Teacher, Grade 5  
Salter School  
705 Maple Street  
Burlington, Iowa 52601

JoAnn Evans, VAPA Teacher, Grades 6 and 7  
Deborah Eccles, VAPA Teacher, Grades 6 and 7  
Apollo Central School

## THE CHALLENGE PROGRAM

- SITE:** Estherville Community Schools, Estherville, Iowa, K-12 population of 1783 students. The Challenge Resource Room is located at the Estherville Middle School. Students identified for the program are housed in the Middle School as well as in three elementary buildings in the community. The Challenge coordinator/teacher travels to and works with those students in the elementary buildings.
- SCOPE:** Grades 2-8 are served. The general intellectual students are identified and provided with services. Currently, 25 students are in the Challenge Program. This number varies throughout the year.
- INITIATED:** Spring, 1978
- DESCRIPTION:** The overall Challenge Program objectives are: to maximize the potential of each gifted child, to provide a challenging education environment in which the gifted student can fully develop interests as well as intellectual and creative abilities, to encourage the child to be self-motivated and become an independent thinker, to improve self-concept, to develop communication skills, and to develop independent and cooperative study habits. Students are evaluated yearly on the following objectives: capacity to study independently, competency in research skills, intrinsic motivation, intellectual curiosity, creativity (verbal and non-verbal), logical thinking, ability to solve problems, self-discipline, self-understanding, acceptance of responsibility, positive leadership abilities, cooperative relationships with others, and displaying abilities in the higher cognitive skills of Bloom's Taxonomy (comprehension, application, analysis, synthesis, evaluation). Students in the Challenge Program work in five areas: research skills, problem-solving and critical thinking, creativity both verbally and non-verbally, enrichment in academic areas, and independent projects in interest areas. The Challenge Program utilizes materials from the school Instructional Media Center as well as materials purchased specifically for the Challenge Resource Room. Students spend two hours per week in the resource room, both individually and in large groups with their intellectual peers.

STAFF: Classroom teachers, administrators, and guidance staff are involved in the selection process. A Challenge coordinator/teacher plans appropriate activities and works with those identified students.

FUNDING: State and local taxation

MATERIALS: A booklet, The Challenge Program, is available upon request. Included is a bibliography of useful materials that have been purchased for the program.

CONTACT PERSON: Jan K. Bohnsack  
Challenge Coordinator/Teacher  
Estherville Middle School  
Estherville, Iowa 51334  
  
(712) 362-2335



## GIFTS II (GRINNELL INNOVATES FOR TALENTED STUDENTS)

SITE: The GIFTS II Project serves the K-12 school population of 2071 in the Grinnell-Newburg School District. Centered in this area is Grinnell, Iowa, with its population of approximately 8,500 plus about 1,200 students of Grinnell College. It is situated midway between Iowa City with Interstate 80 crossing its boundaries.

SCOPE: The program is written for grades K-12 and presently is designed to serve primarily the academically gifted. Presently it involves 35-50 elementary, 20 junior high, and 16 senior high students.

INITIATED: Informally the program began outside of the school day in 1975. Formally, GIFTS II was initiated in August, 1979, followed by its continuation in August, 1980.

DESCRIPTION: The program provides for the identification, development and evaluation of the unique potential of exceptionally able students. Its thrust is to be qualitatively-differentiated in the given educational settings. More specifically, it involves advanced placement courses, mentorships, research skills, plus enrichment through literature and math.

STAFF: The paid staff from the pilot fund consists of a coordinator or team leader. Assistance is given by contracted teachers to meet the goal commitments in enrichment math and advanced placement in math and English.

FUNDING: Funding has been provided through the Iowa Department of Public Instruction under the categorical heading of pilot funding. The provisions for this are House File 2361, Sections 33-38.

MATERIALS: A copy of GIFTS II and/or its follow-through will be made available upon request.

CONTACT PERSON: Marjorie Raess, Coordinator or Team Leader  
808 High Street  
Grinnell, Iowa

## THE SHELDON DISCOVERY PROGRAM

- SITE:** The site is the Sheldon Community School, Sheldon, Iowa. The K-12 enrollment of the district is 1184.
- SCOPE:** The program serves the gifted and talented in grades K-12 in the Sheldon High School, The Central Junior High and Elementary School and East Elementary in the areas of general intellectual ability, visual and performing arts, leadership, and creative and productive thinking.
- INITIATED:** August, 1979
- DESCRIPTION:** The Sheldon Discovery Program's major goal is "to develop a quality education that attempts to meet the unique needs of the gifted and talented students in our school." The basic educational theories the Sheldon program is based on are Renzulli's Enrichment Triad and Bloom's Taxonomy. The format options open to students are enrichment (pullout, in class, independent study, group enrichment); acceleration (entire grade, specific content areas); mentorship (in any interest area); and special events (future problem solving bowl, model legislative sessions). Each student may have a program with one or all of the format options. Basically, the program in Sheldon is a pullout resource room program with activities in community and school settings. Students are pulled from their regularly scheduled school day for one to two hours weekly. The major resources utilized are professional people within the community (i.e., lawyers, computer specialists, musicians) and materials that fit the student's interest and learning style (accelerated math pacs, mind benders, and teacher made activities based on Bloom's Taxonomy and/or Renzulli's Enrichment Triad).
- STAFF:** The Sheldon Discovery Program staff is made up of a K-12 coordinator, 10-12 mentors in the school and community, and several regular classroom personnel. The actual procedure for staffing is done with a formal meeting of student, parent or guardian, classroom teachers, program coordinator and the building principal. At this meeting the child's program is written with objectives to be reached and the program format to be used.
- FUNDING:** The program in Sheldon is funded by local taxes and appropriations by the State Legislature.

MATERIALS: A packet of materials including the following items is available upon request: selection criteria and forms used, independent study formats, the Sheldon Discovery Program information sheets, types of program activities' sheet and lists of books found useful.

CONTACT PERSON: Jerry Brock  
Discovery Program Coordinator  
Central Junior High School  
Sheldon, Iowa

(712) 324-4347 - School  
(712) 324-2105 - Home

## CHALLENGE

- SITE:** The program is based in the Storm Lake Community School, which has a K-12 enrollment of 1562.
- SCOPE:** Grades 3-8 are served by the program in the areas of intellectual giftedness. At the present time, twenty-four pupils are in the program. The area consultant is available to provide services to teachers who have exceptional children in grades not presently being served.
- INITIATED:** The program was initiated in the 1979-80 school year. It began with grades 3-6 and expanded to include 7-8 graders during the second semester of 1979-80.
- DESCRIPTION:** Program goals include providing qualitatively differentiated education programs to meet the unique needs, interests and abilities of the gifted and talented population in the Storm Lake Community School District; providing for the identification of G/T pupils according to state and local criteria; developing an in-service program which will facilitate the implementation of service to G/T pupils; developing and utilizing evaluation procedures to assess the efficiency of the program and provide information for program modification and improvement, and, at the present time, to emphasize the academic areas for the high IQ'd student in grades 3-8.
- The children in grades 3-6 attend the resource room for one-half day per week, and are bused as necessary from the attendance centers. Junior High pupils attend two class periods per week plus extra time as can be scheduled to utilize the Apple II Computer. Major activities include the computer, the newspaper, weekly in-depth news from filmstrip and activities to enhance critical thinking. Emphasis is placed on higher thought processes, integration of concept development into activities, using resources, making the student responsible for his/her learning, self-evaluation and accepting giftedness and how to manage that acceptance with peers.
- STAFF:** The program is staffed by one fulltime teacher/coordinator with the assistance of the area consultant and the administration.
- FUNDING:** The program is presently funded by LEA/State monies.

CONTACT PEOPLE: Mr. Melvin Samuelson  
Storm Lake Community Schools  
Storm Lake, Iowa 50588  
(712) 732-1247

Mrs. Florence Christensen  
Teacher/Coordinator,  
CHALLENGE Program  
Storm Lake Junior High  
Storm Lake, Iowa 50588

## SPRINT

SITE: The West Des Moines Community School District.

SCOPE: SPRINT was written to include students in K-6 and has recently been expanded to include students in 7-8.

INITIATED: 1975

DESCRIPTION: Screening data gathered from IQ tests, achievement tests, parent, teacher, peer and self nominations is computerized and results in a profile card on each child. The card shows his/her particular strengths in each of the five areas of giftedness and aids in the selection for student workshops.

Approximately 6-8% of West Des Moines students (those who, according to our screening data, have strengths in one or more areas of giftedness) are invited to participate in activities at SPRINT HOUSE. These sessions vary in length, cover a broad area of interests, and are taught by community members, college professors, and/or SPRINT Facilitators. Curriculum used in these activities is related to the subject areas in which the mentors are proficient. Each teacher/mentor plans his/her activities.

The top 3% of the students (those who have been identified district-wide as having strengths in three or more areas of giftedness and whose task commitment has been determined by a personal interview) are invited to participate in a regular pull-out program taught by SPRINT Resource Teachers. Class meets for a half day each week involving from 10-15 students per building. Curriculum used in Resource Room activities is planned around the individual student's interests. Together, the teacher and each student write a learning plan using Renzulli's Management Plan outline. The plan usually includes provisions for a student product.

Teachers are encouraged to plan and incorporate affective objectives in all activities. The very nature of the activities implemented using the Renzulli Management outline focuses on the individual awareness of self and his/her abilities and potential.

Program evaluation is on-going. Each SPRINT HOUSE activity is assessed through a Facilitator-designed attitudinal questionnaire. Teachers and parents are periodically asked to complete questionnaires

regarding the effectiveness of SPRINT. SPRINT Facilitators work closely with the curriculum coordinator and one elementary principal in continued planning, evaluation and reevaluation. Facilitators also visit with the principal and contact teacher in each building on a rotating schedule. At this time suggestions are made, problems and activities are discussed.

Materials at the SPRINT HOUSE include learning kits, books, games and specialized equipment for use by students as well as teachers. Materials are selected which are not generally found in the individual school libraries and which offer ideas based on education theorists who advocate development of the higher level thinking skills. A bibliography of SPRINT materials is included with our potpourri of materials.

FUNDING: Title IV-C monies. 1979-80 was funded by the West Des Moines Community School District.

CONTACT PEOPLE: Sally Drake  
Vickie Abbott  
Juana Kay Petersen  
SPRINT Facilitators  
807 - 23rd Street  
West Des Moines, Iowa 50265

515/223-2768

## WIN-TAG

- SITE:** Winterset Community School District. While the District is involved in a building program, the TAG program shares facilities with the elementary library and is housed in a portable classroom unit annexed administration offices at 302 W. South Street.
- SCOPE:** Grades presently served are 3, 5, 6, 7, 8. Proposals call for grades K-8 to be served this year with expansion in 9-12 next year. Sixteen students are being served as of September, 1980.
- The program identifies students who are academically gifted, and emphasizes critical thinking skills.
- INITIATED:** In 1977 a steering committee began formulating a plan which culminated in the implementation of a TAG program serving grades K-6 in September, 1979.
- DESCRIPTION:** Overall objectives are to develop within the identified TAG students the ability to think more critically; increase the TAG student's self-concept, self-awareness, and social interaction; and to increase understanding and involvement of the community, the teachers, the parents, the administration, and the school board.
- The program utilizes both Renzulli and Bloom approaches.
- TAG students are pulled from regular classes into a special class setting of three hours weekly (K-2 will meet two hours per week).
- Resources and activities include teacher-designed and commercially available materials, guidance activities, community mentors, faculty participation, interest centers and resource persons in Des Moines, computer materials, critical thinking activities, projects based on student interest, and selection.
- STAFF:** A half-time teacher/coordinator has been hired. Related staffing includes administrators and teachers who serve on a central committee, a program committee, an identification committee, and an evaluation committee.



FUNDING: Northwest Foundation

CONTACT PERSON: Mrs. Linda Parker  
Teacher/Coordinator  
South Ward Elementary School  
Winterset, Iowa 50273

(515) 462-1551

#### DIRECTORY ADDITIONS AND CORRECTIONS

A directory update will be prepared in March, 1981. Districts that did not submit program descriptions for the current publication may be included by submitting a program description by March 1, 1981 to:

Alternative Programs Section  
Iowa Department of Public Instruction  
Grimes State Office Building  
Des Moines, Iowa 50319

Corrections in the program descriptions submitted in October, 1980 may also be made at the same time. New program descriptions should be submitted using the format described on the following page.

Guidelines for completing GIFTED AND TALENTED PROGRAM ABSTRACT:  
Utilizing the format below, complete a one-page abstract of your project that can be utilized in information dissemination to local districts interested in implementing gifted and talented programs. The purpose of this abstract is to assist an interested district in determining if the program model you utilize has relevance for its student population as well as to provide some general program information regarding the variety of gifted and talented programs in Iowa.

Program Title:

Program Site: Include district name, K-12 student population, location, and any descriptive information that might be useful.

Program Scope: Include grades served, areas of giftedness, and number of students currently being served.

Program Initiated: Academic year that services to students began.

Description: Include overall program objectives, major activities, resources utilized, model upon which the program is based and/or curricular base, and scheduling pattern for participants.

Program Staff: Describe the program staffing pattern.

Funding: Source of funds.

Dissemination Materials: List materials that are available to other local districts upon request.

Contact Person: Name, Title, Address, Phone Number