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An Analysis of the Role of the Elementary Principal in the Program Development of Gifted Education in Selected Elementary Public Schools in DuPage County, Illinois

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AN ANALYSIS OF THE ROLE OF THE ELEMENTARY PRINCIPAL
IN THE PROGRAM DEVELOPMENT OF GIFTED EDUCATION
IN SELECTED ELEMENTARY PUBLIC SCHOOLS
IN DUPAGE COUNTY, ILLINOIS

by
Cherie Laaperi

A Dissertation Submitted to the Faculty of the
Graduate School of Loyola University of Chicago in
Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

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1984

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VITA

Cherie Laaperi is the daughter of David and Charlotte (Parker) Laaperi. She was born on December 31, 1946, in Quincy, Massachusetts. She married Rod McMahan on August 23, 1980, and became the mother of Michael Parker McMahan on December 21, 1981.

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CHAPTER I

INTRODUCTION

What role does the building principal play in the education of the gifted? In 1960 Ashby and Elicker defined the role of the principal in a gifted program as developing special programming for the gifted, procuring necessary materials, selecting and training teachers for the gifted, developing a continuous training process within the school, continuing a program evaluation and establishing and maintaining a positive public and community relations program.*1/ In 1970 Flanagan reported that the role of the administrator is a crucial factor in the success of any school program,*2/ and Kaplan wrote that a successful administrator of the gifted must:

- 1) become knowledgeable about unique needs of gifted;
- 2) stimulate interest and concern for gifted;

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- 1 L. W. Ashby and P. E. Elicker, Administration: Procedures and School Practices for the Academically Talented Student (Washington, D.C.: National Education Association, 1960), pp. 119-135, passim.
 - 2 J. C. Flanagan, "Administrative Behavior in Implementing Educational Innovations", Education 90 (1970), p. 213.

- 3) urge teachers to provide qualitatively differentiated programs for the gifted.*3/

The building principal has the task of translating legal, school board, and community policies and programs into a workable plan of action. Stoops, Rafferty and Johnson stated that the principal should execute policies and have a knowledge of laws*4/ concerning specialized education. All authors pointed to the principal as a key leadership person in the development and implementation of a gifted program. But Wharton also indicated that superintendents and principals:

place a very low priority on the need for gifted programs--much lower than the other nine groups of teachers, parents, school board members, etc., surveyed. Given the fact that the line administrator has another full-time job, that he placed low priority on gifted programs, that he got involved in order to get extra money for the district, and that he needs that money elsewhere, he is not likely to spend much time developing a gifted program.*5/

As gifted education has fast become another area of local administrative responsibility, Grossi, in "Policy

3 S. N. Kaplan, Providing Programs for the Gifted and Talented: A Handbook (Ventura, CA: Office of the Ventura County Superintendent of Schools, 1974) and ERIC Document Reproduction Service No. ED 104 093, p. 46.

4 E. Stoops, M. Rafferty and R. E. Johnson, Handbook of Educational Administration: A Guide for the Practitioner (Boston: Allyn and Bacon, Inc., 1975), p. 309.

5 Lyndon B. Wharton, Report of Title III, E.S.E.A., Needs Assessment (Springfield, Illinois: Office of Superintendent of Public Instruction, 1976), p. 16.

"Implications for Administrators" (1980) recommended that the administrator's role is that of responsibility for interpreting state and local policy in the education of gifted and talented students. While the initial funds and legislation may come from federal sources, implementation of federal policy lies at the state and local levels. The pressure to "establish education programs for the gifted and talented from parents, educators, policymakers, and other advocates is a present administrative reality."^{6/} Grossi suggested further that the local administrator should:

1. assemble and understand federal, state and local policy material
2. conduct work sessions to develop programs
3. draft and revise proposals for district programs
4. obtain fiscal support
5. implement program
6. promote public awareness
7. evaluate,

and that areas and issues to be considered by local administrators in the education of gifted and talented include:

1. definition of the gifted and talented
2. identification
3. procedural safeguards
4. administration and implementation
5. local district responsibility.^{7/}

As the "larger society continues to develop increas-

6 John Grossi, "Policy Implications for Administrators," Model State Policy: A Handbook for State and Local Districts (Reston, Virginia: The Council for Exceptional Children, 1980), p. 106.

7 Ibid., p. 106.

ing expectations for the schools"*8/ and for the principal, as the local administrator of that education unit, the elementary principal is expected to play a significant role in individual building gifted program development. In the recent National Planning Effort by the Advisory Panel to the U.S. Office of the Gifted and Talented to generate information on gifted education, three separate surveys highlighted the "need for more program development, a systematic attempt to provide more training for existing personnel, and more curriculum development...."*9/

Administrators are currently experiencing increased pressure from parents of gifted children, who, like the parents of designated special education students, are demanding appropriate educational opportunities for students who are gifted. In "Thomas Irwin vs McHenry Elementary School District #15", for example, parents contended that the district did not provide an appropriate education plan for a student who had been determined by

8 Roald F. Campbell and Donald H. Layton, Policy Making for American Education (Danville, Illinois: Interstate Printers and Publishers, 1969), p. 1.

9 James Gallagher et al., Report on Education of Gifted Volume I Surveys of Education of Gifted Students (Chapel Hill: University of North Carolina, 1982), p. 5.

the district to have an I.Q. of 170.*10/ Since the passage of P.L. 94-142, the powers of parent advocacy of special programs has been realized and acted upon by both parents and school districts. In various parts of the country, school districts have been or are being sued by parents on the grounds that they have not appropriately or adequately met the needs of their gifted children.

Some factors influencing the development and implementation of programs of gifted education in Illinois school districts include the resurgence of interest in gifted education at the federal and state levels, which has been accompanied by general publicity about the need for gifted education programming. Nonparticipation in gifted education can have a negative public relations impact. Despite increasing costs and declining enrollment, school districts need to maintain and improve the quality of their educational programs, both for the sake of the children presently enrolled in the schools, as well as to attract families with school-age children to settle. Finally, when compared with the cost of special education programs for handicapped children, differentiated programs for the gifted are relatively inexpensive methods of demonstrating quality educational programs and

10 "Thomas Irwin vs McHenry Elementary School District #15, Chicago Tribune, Sunday, March 25, 1979, Section 3, page 14.

concern for the individual needs of each student.

While there is federal, state and local policy, and parental pressure for the education of the gifted by local public schools, there is no clear approach, no clear procedure and no clear mandate for the education of gifted children as, for example, special education. The absence of appropriate procedures that control, regulate, and direct the organization, administration and provision of services to gifted children reduces the efficiency, effects, and operation of public schools and the role responsibility of school administrators.

Although principals may, at times, evidence a desire for legal and community demands and pressures for special programs to disappear, increasingly such demands do not disappear, but, rather proliferate. The principal, as the educational leader of the school, is confronted by many different groups, each with their own concerns, expectations, each with their own impact on the functions of the principal within the individual school. The principal, who coordinates the legal expectations of federal, state and local legislation and policies as well as the social expectations of community, parents, teachers and students, is faced with an increasing demand for educational opportunities for gifted students in a school setting that has been geared to provide educational opportunities for the average, and more recently the handicap-

ped, student. As, in the past, principals have incorporated programs in special education within the elementary building, so must principals understand and be prepared to develop and implement specialized programs for the education of gifted children. The ultimate administration of the gifted program within each district is delegated to an administrator, and, traditionally the operation of an individual building and its programs are the responsibility of the building administrator, the principal.

Therefore, when a program for gifted students is functioning in a building, the building principal is responsible for the operation of the gifted program. The availability of planned gifted program development based upon the theory and abstract models of the authorities in gifted education, as well as upon the practical experience of the elementary administrator working in gifted program development in the field, may offer the elementary principal a design for local gifted program development.

Guidelines for this study of the role of the elementary principal in gifted program development are based upon a combination of the role of the elementary principal, as outlined by Knezevich,*11/ with the opinion of experts in the field of gifted education, as reviewed in the litera-

11 Stephen Knezevich, Administration of Public Education, 3rd edition (New York: Harper and Row Publishers, 1975), p. 394-395.

ture, in gifted program development. The role functions of the principal in the development of the gifted program in an elementary building, then, include:

1. The principal participates in the planning and development of the gifted program.
2. The principal provides appropriate materials and facilities for the gifted program.
3. The principal continuously evaluates the gifted program.
4. The principal communicates to staff and community a positive public relations advocacy of the gifted program.
5. The principal provides personnel to implement the gifted program.
6. The principal oversees the financial aspects of the gifted program.
7. The principal plans in-service training for the development of a quality gifted program.

Statement of the Problem

What is the role of the elementary principal in developing a gifted education program? The main consideration in this study was to survey the administrative practices of selected elementary principals in the program development of gifted education in order to provide a description of gifted program development to assist the elementary administrator in planning or extending a local program for the education of gifted children. Following the guidelines previously developed, the administrative responsibilities and practices necessary to plan, imple-

ment, staff, budget, in-service, communicate, evaluate, and revise a program of gifted education, in other words program development, within individual schools was surveyed. The study considered the following questions as a guide to describing a planned program of gifted program development:

1. What is the role of the elementary principal in planning a program of gifted education?
2. What is the role of the elementary principal in the design of differentiated curriculum for the gifted program?
3. What is the role of the elementary principal in providing personnel to implement the functioning of the gifted program?
4. What is the role of the elementary principal in the in-service training of all staff in the development of a quality gifted program?
5. What is the role of the elementary principal in communicating to the community a positive public relations advocacy of the gifted program?
6. What is the role of the elementary principal in providing appropriate facilities for the gifted program?
7. What is the role of the elementary principal in providing appropriate materials for the gifted program?
8. What is the role of the elementary principal in the financial aspects of the gifted program?
9. What is the role of the elementary principal in the evaluation of the gifted program?

"Educational program development, not merely maintaining present programs at effective levels, is of prime importance to the administrator."*12/ The review of the

literature on the specific program development of gifted education and the analysis of the data collected in this study on the current practices of elementary principals in gifted program development will assist individual elementary principals at the local level in the planning or expanding of gifted education program development by providing a usable description of gifted program development. Because "Models," according to Knezevich, "are a bridge between the purely abstract and the practical,"*13/ and further, a synthesis of theory and practice is more likely to "occur when the focus is on generation of models of specific aspects of administration rather than global models of the total administrative" process*14/, this study attempted to bring together the more abstract program development models of gifted education from the literature with gifted program development as currently practiced in selected elementary schools within the target population.

12 Stephen J. Knezevich, Administration of Public Education, 3rd edition (New York: Harper & Row publishers, 1975), p. 484.

13 Ibid., p. 149.

14 Ibid., p. 149.

Procedure

While a case study approach, the gathering of as much information as possible on one exemplary gifted program and its program development from as many different sources as are available in one district, might provide a simple plan for program development of gifted education, the experts in gifted education recommended and cautioned that no district attempts to replicate any one gifted program. Fox declared that "there is no single program concept that can effectively meet the needs of all gifted students."*15/ Although numerous types of programs have been developed for gifted children,

in selecting one or more such programs, the needs of gifted children and the system's priorities and monetary and manpower resources must be matched. No one type of program is best for all gifted children or all schools. Each school system must plan and implement the program best suited to its own situation.*16

Rather than using a case study approach, this study, then, analyzed program development in ten elementary districts, with a total of twenty-eight buildings, which have been designated in the past as "exemplary" Illinois gifted pro-

15 Lynn Fox, "Programs for the Gifted and Talented: An Overview," in The Gifted and Talented, edited by A. Harry Passow (Chicago: The University of Chicago Press, 1979), p. 125.

16 "Gifted Students: Identification Techniques and Program Organization," in ERS Information Aid (Arlington, Virginia: Educational Research Service, Inc., 1975), p. 5.

grams,*17/ or have a state approved gifted program under the direction of a building principal designated as "gifted coordinator",*18/ within DuPage County, Illinois. Preliminary research, based upon current DuPage County records of gifted programs, indicated that these two criteria for inclusion within the target population of this study, further defined in the study limitations, were mutually exclusive.

Consistent with the purpose of this study to survey the administrative practices of elementary principals in gifted program development in selected elementary public schools in DuPage County, Illinois, the instruments used for the collection of the descriptive data in this study were a mailed questionnaire and a personal interview guide. Because of the relative flexibility of the written questionnaire in the compiling of subjective data on administrative practices of elementary principals in gifted program development, an interview format was also included in the study and was offered to a stratified randomization of the target population to provide a more

17 Handbook on Exemplary Gifted Programs (Springfield, Illinois: Illinois State Board of Education Department of Specialized Educational Services, 1979), p. 25.

18 FY83 Application for Gifted Education Reimbursement Program (Springfield, Illinois: Illinois State Board of Education, 1983), p. 1.

candid discussion of gifted program development, as well as to verify the information given in the questionnaire and to gain further insights into selected questions.

A field test of both data-gathering instruments, the mailed questionnaire and the interview guide, was completed with a sample of principals similar to, but not the same as, those principals included in the target population of this study. Following initial contact, introduction to the purpose of the research, administration and return of the mailed questionnaires, the principals involved in the field test were given the opportunity to participate in the interview component of the research, which allowed

opportunity for greater care in communicating questions and eliciting information. In addition, the interviewer has the opportunity to observe both the subject and the total situation to which he or she is responding.*19/

The interview also offered the possibility of increased reliability and validity by providing the crosschecks of rewording questions, "probing further in follow-up to an answer, seeking clarification of a response, classifying answers on the spot, and building a rapport...."*20/

19 Claire Selltiz et al., Research Methods in Social Relations 3rd edition (New York: Holt, Rinehart and Winston, 1976), p. 296.

20 A. N. Oppenheim, Questionnaire Design and Attitude Measurement (Basic Books, Inc., 1966), p. 31.

As the primary research tool, the interview guide and the experience were able, according to Selitz, to "yield a much better sample of the population. Many people are willing and able to cooperate in a study when all they have to do is talk."*21/ Oppenheim further corroborated this point noting that there is an undisputed "advantage that the richness and spontaneity of information collected by interviewers . . . than that which a mailed questionnaire can hope to attain."*22/

The pilot study helped to determine the procedure for further developing both the mailed questionnaire and the interview guide. Selitz recommended the use of a preliminary field study in the preparation of research instruments and stated:

If an instrument is valid, it is reflecting primarily the characteristic which it is supposed to measure, with a minimum of distortion by other factors, either constant or transitory; thus we could assume that it also possesses an acceptable reliability.*23/

Both the mailed questionnaire and the interview guide were revised according to responses elicited, and by the acceptance of both instruments as appropriate and clear by the anonymous piloting group.

21 Selitz et al., Research Methods in Social Relations, p. 294.

22 A. N. Oppenheim, Questionnaire Design and Attitude Measurement (Basis Books, Inc., 1966), p. 32.

23 Selitz et al., Research Methods in Social Relations, p. 181.

The qualitative data gathered from the mailed questionnaire were analyzed and the information organized in tables. The responses to the interview questions were coded by using a "multiple mention," or a "constant comparative," method of response recommended by Oppenheim *24/ and by Glaser, which allowed for the constant comparison of coded data for analysis as well as for the generation of theoretical ideas about the analyzed material.*25/ The research advantage of the personal interview was, according to Selltitz, "observation primarily directed toward describing and understanding behavior as it occurred."*26/

Limitations

1. The population of this study was limited to selected districts in DuPage County, Illinois, which fulfilled one of the following criteria:

- a. A district gifted program, which had, in the past, been designated as "exemplary" by the Illinois State Board of Education Department of

24 Oppenheim, Questionnaire Design and Attitude Measurement, pp. 245-248.

25 Barney G. Glaser, "The Constant Comparative Method of Qualitative Analysis", Social Problems, Volume 12 (Spring, 1970), p. 437.

26 Selltitz et al., Research Methods in Social Relations, p. 292.

Specialized Educational Services.*27/

b. A district with state approved gifted program(s) as proven by the approved FY83 Application for Gifted Education Reimbursement Program form which designated a building principal as the district "gifted coordinator".

Elementary principals from both unit and dual districts fulfilling either criteria were included in the target population.

2. This study was limited to current administrative practices in gifted education program development as identified by the responses of the targeted elementary principals.

3. This study did not attempt to evaluate the effectiveness of individual or group administrative practices in gifted program development or of any building or district gifted program.

4. This study was further limited by voluntary participation dependent upon the individual willingness of each principal to become involved and to respond to the study. Inherent limitations of mailed questionnaires and the honesty of responses during the interview process were all a part of the limitations of the study.

27 Handbook on Exemplary Gifted Programs (Springfield, Illinois: Illinois State Board of Education Department of Specialized Educational Services, 1979), p. 25.

Definition of Terms

The terms used in this study are defined as follows:

1. Principal is "the administrative head and professional leader"*28/ of a school. According to the School Code of Illinois, the principal shall

assume administrative responsibilities and instructional leadership, under the supervision of the superintendent, and in accordance with reasonable rules and regulations of the board, for the planning, operation and evaluation of the education program of the attendance area to which he is assigned.*29/

2. Elementary School offers a curriculum in any combination of grades kindergarten to grades four, five, six, seven, or eight.

3. 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 education programs and/or services beyond those normally provided by the regular school program in order to realize the contribution to self and society.*30/

4. Program (for an attendance center):

28 Carter V. Good (ed.), The Dictionary of Education, 3rd edition (New York: McGraw Hill Book Co., Inc., 1973), p. 436.

29 State Board of Education, Illinois Office of Education, The School Code of Illinois (St. Paul, Minnesota: West Publishing Co., 1977), p. 81.

30 S. Marland, Education of the Gifted and Talented: Report to the Congress of the United States by the U.S. Commissioner of Education and Background Papers Submitted to the U.S. Office of Education (Washington, D.C.: U.S. Government Printing Office, 1972), p. 5.

organizational patterns, content and support activities which become the setting for the learning environment that accommodates the needs of identified gifted students. Unless otherwise specified the term "program" refers to an attendance center program. A district program consists of the aggregate of attendance center programs.*31/

5. Program Development is a process by which the nature and sequence of future educational programs are determined.

Summary and Overview

The purpose of this study was to survey the administrative practices of selected elementary principals in the program development of gifted education in order to provide a description of gifted program development to assist the elementary administrator in planning or extending a local program for the education of gifted children.

The study was organized into five chapters. Chapter I introduced the problem and the rationale upon which the study was based. Chapter I also introduced the procedures, definition of terms, and the limitations of the study.

Chapter II presents a review of the literature related to the role of the elementary principal in gifted program development. The review of the related litera-

31 Handbook on Exemplary Gifted Programs (Springfield, Illinois: Illinois State Board of Education Department of Specialized Educational Services, 1979), p. 3.

ture was conducted in four areas: Overview of Recent Federal Involvement in Gifted Education, Trends in Illinois Gifted Education, Leadership Role of the Elementary Principal in Gifted Program Development and Current Trends in Gifted Program Development.

Chapter III provides the reader with the research procedures appropriate to the purposes and population of the study and the questionnaire and interview guide instrumentation.

Chapter IV summarizes and presents the data.

Chapter V presents conclusions and recommendations based upon an application of the review of the literature to the questions addressed and the analysis made of the questionnaire and interview responses.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this study was to describe and understand the role of the elementary principal in gifted program development in order to assist the elementary administrator in planning or managing a local program for the education of gifted students. In order to more fully identify the role of the elementary principal in the program development of gifted education, a search of the relevant literature was conducted to identify principal aspects, features, ideas, processes, criteria, dimensions or information about gifted program development. This chapter, REVIEW OF RELATED LITERATURE, is organized into four sections entitled: Overview of Recent Federal Involvement in Gifted Education, Trends in Illinois Gifted Education, Leadership Role of the Elementary Principal in Gifted Program Development, and Current Trends in Gifted Program Development.

Overview of Recent Federal Involvement
in Gifted Education

The principal is experiencing increased pressure from federal and state agencies and policies for expanded education opportunities for gifted students. In order to deal effectively with the recent emphasis on the needs of the gifted student, the principal must become knowledgeable about the policies affecting the schools and the gifted student. The extent of local programming for the "gifted and talented often depends on federal, state, and local legislation, regulations, guidelines, etc., which authorize and support such programing."*1/ Grossi suggested that, in order to interpret and apply policy, the principal may become knowledgeable about policies affecting the gifted by sequentially following seven steps to: (1) assemble policy material; (2) conduct work sessions; (3) draft and revise proposal; (4) obtain financial support; (5) begin program implementation; (6) promote public awareness, and (7) conduct evaluation.*2/ Noting "administrative leadership at all levels", according to Vassar, "can stimulate identification and programing for gifted and talented students throughout the school dis-

1 John Grossi, "Policy Implications for Administrators," in An Adminstrator's Handbook on Designing Programs for the Gifted and Talented, edited by J. Jordan and J. Grossi (Reston, Virginia: The Council for Exceptional Children, 1980), p. 19.

2 Ibid.

trict,"*3/ Vassar recommended that the principal, as the administrative leader of the school, become aware of federal and state laws, regulations, guidelines and resources, as well as local policies and public attitudes about gifted education.*4/

The U.S. Constitution does not specifically mention "education", thus making education a responsibility of the individual state. Nonetheless, the federal government, through the general welfare clause, funding, and court decisions, has had an impact on state and local decisions in the realm of education. While both federal and state governments have been involved in the education of gifted children, the first serious approach to gifted education by the federal government occurred in the late 1950's with the launching of the Soviet Sputnik and the response of Congress in the National Defense Education Act and the National Science Foundation Program. These two legislative acts provided finances to state and local education agencies to create programs for gifted and talented children. Since the 1950's, support of education programs for gifted children from the federal level

3 William G. Vassar, "Getting Started and Moving Into Implementation," in An Administrator's Handbook on Designing Programs for the Gifted and Talented, edited by J. Jordan and J. Grossi (Reston, Virginia: The Council for Exceptional Children, 1980), p. 7.

4 Ibid.

has been sporadic.

An overview in federal involvement in gifted education shows that:

In 1969 Congress passed Public Law 91-230 (Amendments to the Elementary and Secondary Education Act) "to allow gifted and talented students to benefit from existing legislation."^{5/} This public law also

...required the Commissioner of Education to determine the extent to which special educational assistance programs were necessary or useful to meet the needs of gifted and talented children, to evaluate how existing Federal educational assistance programs can be more effectively used to meet these needs, and to recommend new programs.... (Section 806c of Public Law 91-230)^{6/}

In 1971 Commissioner of Education Sidney Marland submitted to Congress his landmark national survey of the educational needs of the gifted and talented in which he reported that:

Only a fraction of the nation's gifted and talented children were actually receiving educational services.

Services to this population were a low administrative priority.

Little innovation and accomplishment in the field of gifted and talented education was actually taking place.

5 John Grossi, Model State Policy, Legislation and State Plan Toward Education of Gifted and Talented Students: A Handbook for State and Local Districts (Reston, Virginia: The Council for Exceptional Children, 1980), p. 6.

6 Joe Khatena, "Educating the Gifted Child: Challenge and Response in the USA," The Gifted Child Quarterly 20 (January, 1976), p. 83.

Available federal assistance for the gifted and talented was not being used to the extent anticipated.*7/

This congressionally mandated status report found that:

gifted children are, in fact, deprived and can suffer psychological damage and permanent impairment of their abilities to function well which is equal to or greater than similar deprivation suffered by any other population with special needs.*8/

Marland found that policies and programs for the education of gifted students were almost non-existent. He indicated that neglect, fads, indifference, structural and administrative restrictions and inhibitions characterized the gifted programs at the time of his survey.*9/ This status report stimulated interest in the need for educational opportunities for gifted students. One outcome of Marland's report was action by Congress in 1972 to set up the Office of Gifted and Talented and the National Information Clearinghouse as a part of Public Law 93-380, Section 404, the "Special Projects Act". Two years later, under Section 404, Congress appropriated \$2.56 million for gifted and talented to state and local

7 Sidney P. Marland, Jr., Education of the Gifted and Talented, Volume I Report to the Congress of the United States by the U.S. Commissioner of Education (Washington, D.C.: U.S. Government Printing Office, 1972), p. 110.

8 Ibid., p. 37.

9 Ibid.

education agencies to develop and operate programs for the special needs of the gifted and talented. Section 404 provided, as well, for the training of leaders in the education of the gifted and talented.

On November 29, 1975 President Ford signed into law Public Law 94-142. The goal of P.L. 94-142 was to provide educational opportunities that meet the individual needs of each child. Although P.L. 94-142 was written to provide educational services to the handicapped child, the same logic indicated that the gifted student should also receive appropriate educational opportunities to meet his or her special needs. Correll in the Phi Delta Kappa Fastback Teaching the Gifted and Talented stated:

Gifted and talented youth are a unique population differing markedly from their peers in abilities, talents, interests, and psychological maturity. They are the most versatile and complex of all the groups we serve in our schools, yet are the most neglected group when it comes to special educational needs.*10/

The Elementary and Secondary Education Act of 1975 suggested priorities for gifted and talented programs, which included plans to:

Establish a National Clearinghouse on Gifted and Talented Children and Youth to obtain and disseminate information to the public on gifted children and youth.

Provide grants to each of the states to aid them in the initiation, expansion and improvement of programs for the education of gifted from preschool to secondary

10 M. M. Correll, Teaching the Gifted and Talented (Bloomington, Indiana: PDK Education Foundation, 1978), p. 8.

school levels.

Provide grants for a program of training personnel who will be teachers, supervisors, or leadership personnel for educational programs for gifted children and youth.

Support research, demonstration, dissemination, etc., specifically devoted to improving educational programs for the gifted.*11/

In 1977 the Council for Exceptional Children conducted a survey to determine state policy on the education of gifted and talented students. It showed that 37 states had statutes and administrative policy of mandation or permissive options in educating the gifted and talented.

In 1978 Title IX, the Education of the Gifted and Talented, P.L. 95-561, the Elementary and Secondary Act of 1978, was passed by Congress to provide financial assistance to state and local education agencies in gifted program development.

Because Congress found that gifted children were a national resource whose abilities must be developed during elementary and secondary education, or lost, P.L. 95-561 provided financial assistance to state and local education units to plan, develop, operate, and improve programs for those who, because of their identification as gifted and talented children, required services not

11 James Gallagher, Teaching the Gifted Child, 2nd edition (Boston: Allyn and Bacon, Inc., 1975), p. 304.

ordinarily provided by the school.*12/ Funds under P.L. 95-561 provided for in-service, model projects, a clearinghouse for information, statewide planning, and research and development. Here, at last, in P.L. 95-561, was a specific and individual act to deal with the needs of the gifted. While this law has been compared to P.L. 94-142, education for the handicapped, and culminated efforts by parents, educators and legislators to pass legislation for gifted education, it has not been financially backed or monitored as closely as has P.L. 94-142.

In October, 1976 the Office of Gifted and Talented contracted with the Council for Exceptional Children to conduct another national survey to identify services and state policies for the education of the gifted, as had Marland less than a decade before. Erickson reported on this survey in 1978 saying that the status of gifted education had improved, but he also stated, that:

Gifted and talented children are still facing the problem of educational neglect on the part of those who plan programs and dispense funds. The conditions identified five years ago as deterrents are still operative in 1977 lack of adequate funding from both federal and state coffers; lack of trained personnel assigned to work programs for gifted and talented; lack of sufficient training opportunities for those who want to improve their skills, lack of substantiated procedures for identifying gifted and talented using the current OE definition as a guide; lack of adequate information in program effectiveness not only with the gifted and talented in general but particu-

12 "The Gifted and Talented Children's Education Act of 1978," P.L. 94-561, 20 U.S.C. §§3311, 3312.

larly with special subpopulations; and lack of information from and to all levels of this important enterprise.*13/

While more students were being identified, more states had policies and more money was being spent, the study demonstrated that as of June, 1977 only 1.59% of the total school population, out of a projected 3-5% who qualified, were being served by gifted education.

Trends in Illinois Gifted Education

Educational, legislative and societal attention to the educational needs of the gifted has variously been described in the literature as a "rocking chair", an "ebb and flow", and a "waxing and waning" of interest for the past fifty years. Due to cyclical interest in the education of the gifted, such education has never attained a national commitment. The gifted student, like the handicapped, is another minority seeking appropriate educational opportunities. Illinois school districts and Illinois administrators interested in appropriating the state funds available to provide specific educational opportunities for gifted students are now faced with the task of developing, as outlined by the State of Illinois,

13 D. K. Erickson, The Nation's Commitment to the Education of Gifted and Talented Children and Youth: Summary of Findings from a 1977 Survey of States and Territories (Reston, Virginia: The Council for Exceptional Children, 1978), p. 33.

planned program development in gifted education.

Many plans or models, lists of criteria or sequential steps, have been designed to direct and assist the principal in planning, extending, implementing or managing a gifted education program. While the literature on gifted education provides program features that are important to include in program development, it is important for the principal to be cognizant of the state laws, rules and regulations governing gifted education.

Although there is not an Illinois mandate for gifted education, there has been movement, change and an increasing commitment to the education of the gifted in local school districts in Illinois. Commitment and provision for educating gifted children are found in the School Code of Illinois, Chapter 122, 14A, and modest funding has been provided by the state to local education agencies who operate programs for gifted students. While gifted education is considered permissive rather than mandated in the State of Illinois, in May, 1979, Illinois State Superintendent of Schools Joseph Cronin presented the State Board of Education Policy Statement on Gifted Education to all Illinois public school districts stating that beginning in 1980-81:

- 1) the Illinois Office of Education will establish minimum standards and procedures for local district guidance in the identification of gifted students of all ages and

- 2) all eligible gifted students will receive program and services that meet a minimum statewide criteria.*14/

In accordance with Chapter VI, Section 2.4 of the Illinois Plan for Evaluation, Supervision and Recognition of Schools, every school district shall make provisions for students of different talents, intellectual capacities, and interests. Again, although this article did not mandate gifted education, it did speak directly to the responsibility of the local school districts to provide for the unique educational needs of all students.

The 1979 Illinois State Board of Education Policy Statement on the education of gifted students recognized that:

Gifted children are present in all levels of society, within all racial and ethnic groups, and they come from all kinds of homes. The State Board of Education is committed to the principle that all gifted children should receive continuous articulated services appropriate to their needs throughout their elementary and secondary years. It is further committed to ensuring that appropriate gifted education program development occur within all school districts in the State of Illinois. The Board also acknowledges the need for personnel development, and state and local evaluation of programs, services and results.*15/

The policy statement encompassed student identification within two categories of general intellectual ability and

14 Policy Statement on Gifted Education (Springfield, Illinois: Illinois Department of Specialized Services Management Bulletin, Summer, 1979), p. 1.

15 Ibid.

specific aptitude/talent, local program development, intermediate level services, and future planning and development within a "five-year plan" for both state and local gifted education needs.*16/

While the 1979 policy adoption and the Illinois Gifted Education Five-Year Plan addressed local program development by requiring the minimum criteria of a local needs assessment, identification of gifted students, goals and objectives for students and program, an articulated K-12 plan, total program costs and evaluation, the policy statement further defined the position of local districts in gifted education by saying, "local districts must continue to have the authority and responsibility to develop gifted education programs in response to community needs."*18/

The 1981 Rules and Regulations to Govern the Administration and Operation of Gifted Education Reimbursement Programs currently in effect in Illinois states as its philosophy:

According to Article X, Section I, of the Constitution of the State of Illinois, a fundamental goal of the people of the State is the educational development of all persons to the limits of their capabilities. The

16 Ibid., p. 2.

17 The Illinois Gifted Education Five-Year Plan (Springfield, Illinois: Illinois State Board of Education, March, 1981), p. 3.

18 Policy Statement on Gifted Education, p. 1.

Illinois Gifted Program is totally supportive of this philosophy and of an education system that provides opportunities that meet the individual needs of all students, including those with exceptional educational demands.

The Illinois Gifted Program believes that gifted children have exceptional educational needs, that these children exist in all ethnic, religious, and socio-economic groups, and that these children represent a vast and largely untapped resource to society.

The Illinois Gifted Program believes that gifted children are capable of high performance in one or more of the following areas: general intellectual ability, and specific aptitude. Furthermore, their potential for high performance in one or more of these areas requires the education system to create unique and varied programs at all grade levels to assist these children in the development of their special abilities to their fullest potential.

The Illinois Gifted Program believes that, in a sense, the gifted children in a school may well be the most educationally handicapped children unless their full potential is realized by appropriate and comprehensive programs, that whenever appropriate, these educational programs for gifted children should be placed within the mainstream of standard education classrooms, that these programs should be based upon a humanized and personalized approach to education, and that these programs should utilize teachers who are inherently sensitive to the needs of gifted children and who are specially prepared to humanize and personalize the education of these children.*19/

The Illinois Gifted Education Five-Year Plan began in the 1981 fiscal year and has been a guide to Illinois districts planning and operating gifted education programs. The Five-Year Plan paralleled the State Board of

19 Rules and Regulations to Govern the Administration and Operation of Gifted Education Reimbursement Programs (Springfield, Illinois: Illinois State Board of Education, April, 1981, revised), p. 1.

Education's Policy Statement on Gifted Education and identified as components:

- I. Student Identification
- II. Local Program Development
- III. Intermediate Level Services
- IV. Planning and Development*20/

Activities and a time-frame within each component were included in the Five-Year Plan. The document will serve as the "State Board of Education's major planning document...as they plan and provide programs for gifted students in Illinois."*21/ As suggested by Grossi, to be most effective, policy should provide direction, "authority, and guidelines for establishing programs. Administrators are responsible for interpreting that policy and applying it to their districts."*22/

Leadership Role of the Elementary Principal
In Gifted Program Development

Elementary school principals are the key to attainment of quality education in this country. If you move away from an elementary school principalship, you move away from where it's really happening in education-- Education Secretary Terrell Bell.*23/

Although the major focus of activity in legislation and policy making for gifted education has been at the

20 The Illinois Gifted Education Five Year Plan, p. 1.

21 Ibid., p. 2.

22 Grossi, "Policy Implications for Administrators," pp. 18-19.

23 Education Summary (Waterford, Connecticut: Croft NEI Publications, September 15, 1981), p. 1.

federal level, the responsibility for the implementation of federal, state, and local policy has resided in the local educational unit, the individual school. It has been a present reality for the individual building and the principal to experience gifted advocacy and pressure from parents, as well as from legislators, to provide alternative programs and options for gifted students.

The elementary principal is a key leadership person in gifted program development. It is a challenge to the leadership skills of the elementary principal to develop and implement a gifted program that not only meets the federal and state requirements and those of parent, teacher, and community, but offers, moreover, the best educational opportunities appropriate to the gifted student. "The administrator serves as the motivator of people (staff, community, students) and the promotor of a practical, flexible, and meaningful program."²⁴/

The elementary principal, who is interested in gifted program development or has been assigned to initiate, extend, or manage a gifted program, may find a description of the various and possible components of a gifted program by researcher and practitioner useful. The

24 Marie Gustin, "Special Education Programs for the Gifted are Essential--A Superintendent's Point of View," in An Administrator's Handbook on Designing Programs for the Gifted and Talented, edited by J. Jordan and J. Grossi (Reston, Virginia: The Council for Exceptional Children, 1980), p. 5.

Arizona Department of Education, in its guide to gifted program development in the State of Arizona, notes that:

Educators are increasingly accepting their responsibility to provide for the gifted child those opportunities which are rich and challenging in all areas of knowledge. This necessitates providing a differentiated program of instruction adapted to varying levels of ability. These programs need to be deliberately and carefully planned.*25/

According to many authorities in gifted education, the principal "should be the key individual in designing and developing the (gifted) program in his school."*26/

In agreement with Lanza and Vassar, Castle wrote that:

The local administrator is the key to the success of any innovative program. They set the tone that influences the planning, development, and implementation of any new program. The administrators can affect the outcome of a program through their utilization of personnel, facilities, and time. They can also affect the final assessment of any new endeavor by the support they must for the project.*27/

In gifted program development an important "component for the planning process is that of identifying major decision-maker and another is assignment of respon-

25 Arizona Department of Education, Gifted and Talented Program Guide (Phoenix, Arizona: Arizona Department of Education, 1976), p. 3.

26 Leonard G. Lanza and William G. Vassar, "Designing and Implementing a Program for the Gifted and Talented," National Elementary Principal 51 (February, 1972), p. 55.

27 Conrad Castle, "Perceptions of Characteristics for an Administrator of a Gifted/Talented Program," (Ph.D. dissertation, George Peabody College for Teachers, 1979), p. 11.

sibilities."*28/ Research reported in Individualized Instruction: Research Action Brief Number 14 concurred but added the cautionary note that the key role of the principal in gifted programing, as in any individualization effort, "is a dynamic one, changing over time from sharing decision making power in planning the program to assuming unilateral responsibility later on."*29/ At the beginning of the programing effort, the principal needs to involve the school's staff in planning in order to develop ownership in the program. Once the program becomes routine, "and decision-making responsibility may be less attractive to staff members,"*30/ the principal can assume the daily decision-making tasks. The "keys" to successful individualization, as well as some inhibitors, were enumerated in this research brief as:

... effective leadership from the principal, staff commitment to the individualization effort, and upper level administrative support. Among inhibiting factors, lack of community acceptance cause problems... However, the strongest single inhibiting factor was that new teachers were not prepared to accept the

28 Thomas Jokubaitis, "A Systematic Strategy for Program Development," in CONN-CEPT VII: A Connecticut Primer on Program Development for the Gifted and Talented, edited by A. J. White (Hartford, Connecticut: Connecticut State Department of Education, 1978) p. 60.

29 Individualized Instruction: Research Action Brief Number 14 (Eugene, Oregon: ERIC Clearinghouse on Educational Management, December, 1980), p. 5.

30 Ibid., p. 4.

programs.*31/

The elementary principal is a generalist, not a gifted education specialist, and, as a generalist, is faced with a multi-faceted job that "makes it impossible to be an expert in all fields and areas."*32/ Knezevich, in outlining the activities of administrators in curriculum programs, recommended that an administrator either become personally acquainted with the dominant issues or have a staff of sufficient size and competence to interpret curriculum issues.*33/ As an educational leader, the elementary principal must, according to Knezevich, recognize that "educational program development, not merely maintaining present programs at effective levels, is of prime importance to the administrator."*34/ Gowan and Bruch agreed that:

An effective program for the gifted requires at least one person who has prime responsibility for its organization.... Whoever this person may be, he is usually somewhat a "generalist" in education and is able to bridge the various components involved in the gifted program identification, planning, in-service education, program coordination, counseling, and consultation. He may act as a "change agent" through his organization of innovative approaches to education of

31 Ibid., p. 3.

32 Stephen Knezevich, Administration of Public Education, 3rd edition (New York: Harper and Row Publishers, 1975), p. 484.

33 Ibid.

34 Ibid.

gifted students.*35/

Shannon's view of the elementary principal as an educational catalyst for change agreed with that of Knezevich, Gowan and Bruch. Shannon further stated that each school principal should know about several plans that have helped gifted students. "While he is not expected to be an expert in every field of education, the principal is expected to be well versed in all areas of his own level of instruction."*36/

Again, using the theme of the principal as catalyst, Wikstrom emphasized that, although there is sparse research on the role of the principal in developing and maintaining gifted programs, the principal is the intermediary between state and teacher and is the "catalyst for an effective program."*37/ Lanza and Vassar supported Wikstrom's findings when they wrote that:

... The principal's commitment to the needs of gifted and talented children is more important than ever before. Every school in the nation has some children with demonstrated or potential ability to reach extraordinary achievement levels. How a principal recog-

35 John C. Gowan and Catherine Bruch, The Academically Talented Student and Guidance (Boston: Houghton Mifflin Company, 1971), p. 23.

36 Dan C. Shannon, "The Principal as Catalyst," Education 80 (November, 1959), p. 133.

37 Marilyn Wikstrom, "The Relationship Between Attitudes of Iowa Elementary School Principals Toward Talented and Gifted Programs and Implementation of Talented and Gifted Programs," (Ed.D. dissertation, The University of South Dakota, 1978), p. 8.

nizes the needs of the gifted and talented and how he attempts to meet them will be determining factors in how successfully a given school meets the needs of its gifted.*38/

The question of who should be assigned the responsibility of gifted program development within a district or an individual elementary school was answered by Martinson, who stated emphatically that it is not only "mandatory that the principal assume responsibility,"*39/ but that:

Spectacular improvements in education could occur if school principals would utilize their own skill and ingenuity to extend the opportunity now available to outstanding athletes to those with outstanding minds and outstanding talents. It is mandatory that the principal assume this responsibility. Whether we like it or not, the principal either promotes or impedes a program. That which he deems important will receive emphasis in the school program; that which he ignores or dismisses as unimportant will receive little attention from the school staff. The primary quality of education in his school is due primarily to his influence.*40/

While Renzulli does not specifically designate the elementary principal as the one responsible for gifted program development, he did, in surveying seven "key features" of successful gifted program development, find in "Key Feature G: Administrative Responsibility" that:

A clear designation of administrative responsibility is an essential condition for the most efficient opera-

38 Lanza and Vassar, "Designing and Implementing a Program for the Gifted and Talented," p. 55.

39 Ruth Martinson, "The Gifted and Talented: Whose Responsibility? National Elementary Principal 51 (February, 1972), p. 46.

40 Ibid.

tion of all school programs. Although size and resources of a school system will determine the amount of administrative time that can be allotted to the gifted student program, it is necessary that the person in charge of even the smallest program be given sufficient time and resources to carry out his administrative duties in this area. Already overburdened administrators, supervisors, and teachers who are given the responsibility of a special program as an extra assignment without a corresponding reduction in other duties are likely to approach the task with less than optimal enthusiasm.*41/

Most authorities recommended that responsibility for gifted program development be designated to a person who has authority and support. "Experience has shown that only a superficial program is possible unless the responsibility for its progress is placed in capable, willing, and free hands."*42/ Kaplan, noted as an authority in the realities of planning for gifted education program(s), wrote that a person should be designated as the administrative head, and that the successful administrator of a gifted program must then do three things:

1. Become knowledgeable about the unique needs of the gifted child.
2. Stimulate interest in and concern for the gifted.

41 Joseph Renzulli, "Identifying Key Features in Programs for the Gifted," Exceptional Children 35 (November, 1968), p. 220.

42 C. W. Williams, "Organizing a School Program for the Gifted," in Education for the Gifted, edited by N. Henry (Chicago: University of Chicago Press, 1958), p. 400.

3. Encourage teachers to provide differentiated programs for the gifted.*43/

As the instructional leader of the elementary school, the principal is responsible, according to Kaplan, for the support of the gifted program through acceptance, recognition, planning, development, and interpretation of the program.*44/ These are further defined by Kaplan as:

- ACCEPTANCE:** Differences of the gifted population.
Beginning without the necessity to have all the answers.
Designation of different roles for specific individuals.
Responsibility for the program and its development.
- RECOGNITION:** Need for action.
Assessment of concerns, alternatives, goals.
Understanding of underlying concept of programs for the gifted.
- PLANNING:** Involvement of students, parents, staff.
Establishment of priorities for implementation.
Evaluation of time, structure, staffing.
Formulating documents.
- DEVELOPMENT:** Providing in-service education.
Obtaining resources.
Designing curriculum.
Deciding on personnel and materials.
Planning evaluation procedures.

43 Sandra N. Kaplan, Providing Programs for the Gifted and Talented: A Handbook (Reston, Virginia: The Council for Exceptional Children, 1977), p. 20.

44 Ibid.

INTERPRETATION: Communicating to staff, parents,
students and other administrators.
Involving community.
Evaluating progress.*45/

If a principal or another administrative leader is not assigned responsibility for gifted program development, Kough warned that "everybody's responsibility is usually nobody's responsibility."*46/ Sanderlin repeated the theme that the success of a program depends upon the administrative leadership of the principal because:

... you can't have a program without the support of the school. Principals have a great deal of power in our system of education.... However, this means that while a principal can provide, or appoint, the creative leadership necessary for outstanding new programs, he or she can also smother any spark of enthusiasm directed toward improving "the way it's always been done."*47/

Durr, by outlining the converse as an example, agreed with Sanderlin when he wrote that:

... the building principal may facilitate necessary educational changes without the support of state or community administrative leadership, though his program will lack the effectiveness that could be achieved with this leadership. Conversely, however, there is little that state or system administration can do if the local principal actively opposes a gifted program within his school.*48/

45 Ibid., p. 189.

46 Jack Kough, Practical Programs for the Gifted (Chicago: Science Research Association, 1960), p. 38.

47 Owenita Sanderlin, Teaching Gifted Children (New York: A. S. Barnes & Company, 1973), p. 35.

48 William K. Durr, The Gifted Student (New York: Oxford University Press, 1964), p. 236.

According to the Arizona Department of Education in its guide to gifted program development, when the building principal assumes, accepts, or is assigned leadership in gifted program development:

The principal, in cooperation with his/her superiors, has the responsibility of making the program workable within the framework of the total school program. In his/her role as instructional leader the principal has the opportunity to provide knowledgeable ideas, encouragement, and active support for the program. In order to provide this leadership, he/ she must be well informed about gifted children in his/her own school and other factors pertinent to making the program a reality.*49/

To become responsible for any new program, the elementary principal must have some specific knowledge, and "applied to gifted, it means that a successful administrator must develop a great deal of knowledge about gifted children and programs."*50/ Regrettably, Castle pointed out, the principal of a gifted program may have little, if any, background in gifted education to guide decision-making.*51/

The elementary principal, as administrator of a gifted program, not only needs knowledge about educating gifted students, but also needs to mobilize personnel and

49 Gifted and Talented Program Guide (Phoenix: Arizona Department of Education, 1976), p. 19.

50 Conrad Castle, "Perceptions of Characteristics for an Administrator of a Gifted/Talented Program," (Ph.D. dissertation, George Peabody College for Teachers, 1979), p. 10.

51 Ibid., p. 4.

resources within the district and building to provide the greatest opportunity for appropriate education for each student.*52/ Castle wrote on the importance of being aware of the needs and means to educate exceptional children, whether handicapped or gifted, and recommended that:

The principal should have full knowledge of the laws concerning special education. The administrator should also be able to utilize information from professional literature and research concerning the educational needs of the exceptional child. The principal should further be able to disseminate that information to teachers and parents. When dealing with teachers of exceptional children, the principal needs to be able to plan in-service experiences that will result in the professional growth of the teaching staff. They should expedite teacher's observation of teaching demonstrations, attendance of professional conferences, and visitations to observe other special schools and classroom situations. Through this the administrator will be facilitating the growth and improvement of the instructional program within their own sphere of influence.*53/

The authorities in the field of gifted education have most often, in summary, used the term or the idea of the elementary principal as "leader" or "leadership" in the description of the role of the elementary principal in gifted program development. As has been outlined in this section, a great deal is expected of an elementary principal, but more is expected if that principal has a gifted program in planning or in operation within the elementary school.

52 Ibid., p. 9.

53 Ibid., pp. 11-12.

Current Trends in Gifted Program Development

The first question the elementary principal may ask, when faced with the task of initiating, extending, or managing a plan of gifted program development, is: are there essential components, phases, strategies, elements, or sequential features recommended by the authorities in gifted education to be followed? While each gifted program will be unique to the individual district, children, and community it serves, are there any universals that according to the authorities and practitioners functioning out in the schools, a gifted program should contain?

In its introductory statement, A Connecticut Primer on Program Development for the Gifted and Talented recommended that:

An educational program for the gifted - whether a new, modest beginning for a single school or an established, systematic and pervasive district wide approach - should contain three broad elements of components: Goals, Means of achieving these goals, and Evaluation of goals and goal achievement. These elements, and their necessary dynamic interdependence and congruence, are essential features common to all strong educational programs, whatever their kind and scope. What may be unique to gifted programs are some of the particular approaches and methods used within each component.*54/

The literature on gifted education and gifted program

54 Alan J. White, editor CONN-CEPT VII: A Connecticut Primer on Program Development for the Gifted and Talented (Hartford, Connecticut: Connecticut State Department of Education, 1978 revised edition), p. 2.

development provided many examples and criteria of successful programs in hundreds of individual schools and districts in the United States. The elementary principal, rather than attempting to copy, or replicate, another exemplary program, needs to recognize instead that "certain program features and characteristics are extremely more consequential than others"*55/ and that "concentration on a minimal number of highly significant features will facilitate both program development and evaluation."*56/

Elementary principals, responsible for initiating, extending, or managing a gifted program, must turn this assignment into a practical, workable, and unique program. While there is "no best single way to proceed in program development"...*57/ and "much depends on the human and material resources within a school district and accessible resources from outside the district,"*58/ the elementary principal must survey and choose what characterizes a successful program for the gifted. In initiating a gifted program, Kaplan emphasized that the

55 Renzulli, "Identifying Key Features in Programs for the Gifted," p. 217.

56 Ibid.

57 White, CONN-CEPT VII: A Connecticut Primer on Program Development for the Gifted and Talented, p. 2.

58 Ibid.

principal blend the real with the ideal, "assessing and integrating the factors which are EXISTENT within the institution with those which are IDEAL for students."*59/
 In order for the gifted program to become operational, Kaplan recommended answering six important questions that indicate the flexibility, as well as the stability, of the program:

- WHY is a program necessary?
- WHAT does a program provide?
- WHEN and WHERE will provisions for the program be made available?
- HOW will these provisions be put into operation?
- WHO will be responsible for implementing these provisions?*60/

The most recent surveys of national, state, and local directors of gifted education made

... a strong statement for the need for continuous in-service training, reflecting feelings that many teachers have been given these responsibilities for educating gifted students with a limited background, and they need continuous upgrading in content and skills. Support was expressed for state financial encouragement to local districts, and for research and development which would provide additional curricula materials to aid the teacher in providing a significant experience for the gifted and talented student.*61/

All three surveys, conducted by the U.S. Office of Gifted and Talented in 1982 and reported in 1983, highlighted

59 Kaplan, Providing Programs for the Gifted and Talented: A Handbook, p. 7.

60 Ibid.

61 James Gallagher et al., Executive Summary, Report on Education of Gifted, Volume I, Survey of Education of Gifted Students (Washington, D.C.: Advisory Panel, U.S. Office of Gifted and Talented, 1982), p. 2.

the need for more "program development, a systematic attempt to provide more training for existing personnel, more curriculum development."*62/

While authorities on gifted program development provided the reader with lists of "features", "criteria", "components", "areas", "steps", "stages", "phases", "elements", "keys", "procedures", "functions", or other, the principal must solve the crucial problem of choosing one model, plan, or parts of them, as the most productive for that unique population of gifted students in one school. Noting that little research has dealt with the problem of the effectiveness of various program models, Hamrin reported that:

Situational constraints, such as limited enrollments, tight budgets, and the commitment to mainstreaming have resulted in nine of the eleven (studied) choosing the "Enrichment Triad" model as the major means of trying to meet the needs of gifted children. This model is selected not by careful examination of alternative program models or even a look at the variables necessary for success, but because it is thought to be "easy" to implement. Clearly the data supports the lack of institutional preparation in terms of enrichment opportunities and teacher training and even in the type of student identified.*63/

Jokubaitis and White countered that all administrative arrangements or prototypes within gifted program development have three things in common:

62 Ibid., p. 5.

63 Jeannie Hamrin, Problems in Implementing Gifted/Talented Programs in 11 Rural Maine Schools (ERIC Document ED213538, 1981), p. 15.

1. Areas of giftedness or types of gifted children for which the program will provide.
2. Arrangements for providing differentiated experiences, instruction for the identified target group.
3. Grade levels targeted for differentiated instruction.*64/

Jokubaitis went on to outline five phases of conceptualization, design, development, production and implementation*65/ and twelve sequential steps:

1. feasibility study
2. content requirements
3. identifying resources
4. outlining activities
5. relating activities
6. outline learning units
7. locate learning stations
8. locate resource centers
9. locate learning plans
10. procure resources
11. write learning plans

64 Thomas Jokubaitis and Alan J. White, "Alternative Administrative Designs for Gifted Programs: A Conceptual Model," in CONN-CEPT VII: A Connecticut Primer on Program Development for the Gifted and Talented, edited by A. J. White (Hartford, Connecticut: Connecticut State Department of Education, 1978 revised edition), p. 53.

65 Jokubaitis, "A Systematic Strategy for Program Development," p. 45.

12. develop record system,*66/

that are necessary adjuncts to the three commonalities of gifted programs he previously reported. To consolidate the five phases and twelve design steps, Jokubaitis developed a model, the "Matrix Analysis: A Programmatic Approach to Curriculum Design", illustrated in Figure 1,*67/ which again makes three points about gifted program development:

1. Establish WHAT the program will cover and WHAT instructional resources are required to support student learning.
2. Define WHERE student learning will occur and the conditions under which it will occur.
3. Establish procedures as to HOW each student's program will be delivered and managed.*68/

While some authorities on gifted program development provided the elementary principal with a discussion of the salient features of a gifted program and a list, sequential or nonsequential, of the important features, others created a visual model of their abstraction.

66 Ibid., p. 46.

67 Ibid.

68 Ibid.

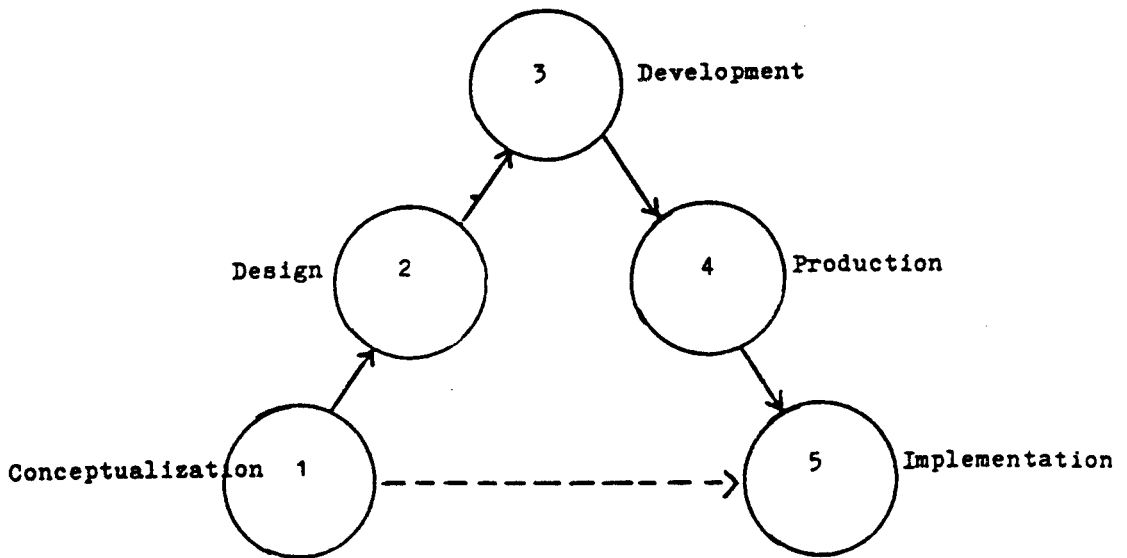


Figure 1 -- The Matrix Analysis: A Programmatic Approach to Curriculum Design

In the Administrator's Handbook Vassar originally set up six stages in designing gifted programs, which included "exploratory initiatory, goals and objectives, program planning, personnel development, evaluation, and budgetary stages."⁶⁹ These six stages were, in a later article by Vassar and Lanza, expanded to twelve key items for the elementary principal developing and designing a program, which included:

1. The principal should be the key individual in designing and developing the program in his school.
2. Everyone involved must have a thorough understanding of the broadened concept of giftedness.

⁶⁹ Vassar, "Getting Started and Moving Into Implementation," pp. 7-10.

3. An analysis of existing student and staff needs must be made for the individual school.
4. The philosophy and objectives of the program must be established.
5. An identification process for the specific target group must be developed.
6. An organizational design for the placement of students must be developed.
7. The principal and staff must develop a differentiated curriculum for gifted and talented children.
8. Differentiated teaching strategies must be developed.
9. Appropriate instructional and supportive staff must be selected.
10. The role of various publics in the community must be considered for better public understanding.
11. Articulation and coordination with other programs in general and special education in the district has to be considered.
12. A definitive plan for evaluation must be developed.*70/

In an even later article, Vassar broadened his list to fifteen "essential areas" to be explored by a program development "team", rather than solely by the elementary principal. This team would consist of teachers, administrators, curriculum specialists, pupil personnel staff and parents who would consider the "essential areas" of:

1. Need for the program in the specific school district.
2. Philosophy and objectives of the program.

70 Lanza and Vassar, "Designing and Implementing a Program for the Gifted and Talented," p. 55.

3. Type(s) of gifted to be included in the program.
4. Screening and identification criteria.
5. Professional and lay staff to work with the program.
6. Physical facilities and transportation.
7. In-service training.
8. Differentiated learning and thinking activities for the gifted individuals.
9. Administrative design.
10. Community resources.
11. Special funding.
12. Evaluation.
13. Role of parent(s).
14. Special consultative services.
15. Articulation.*71/

Wright, in attempting to design a model to facilitate the planning and management of successful programs for the gifted and to identify "essential criteria" for successful programs,*72/ developed a model, depicted in Figure 2,*73/ with nine essential criteria:

71 William Vassar, "How to Design, Develop and Implement a Program for the Gifted and Talented in a Local School District," in CONN-CEPT, edited by William Vassar (Hartford, Connecticut: Connecticut State Department of Education, 1976), p. 22.

72 Donna Gail Wright, "A Model for the Planning and Management of Programs for Gifted Students," (Ed. D. dissertation, University of Houston, 1976), p. 4.

73 Ibid., p. 91.

(1) Extensive planning based on specific goals, needs, and strengths should be carried out prior to implementation. (2) The program organization that best meets the needs of the school should be selected. The program should be started on a small scale and expanded on the basis of program evaluation. (3) Evaluation needs to be systematically and purposefully carried out. Feedback should result in positive changes in the program. (4) Care should be given to the selection and training of the staff. (5) Goals and objectives should be based on needs and strengths. Goals should be clearly and precisely stated along with methods for evaluating their attainment. (6) A workable definition of giftedness should be established. (7) Precise student identification procedures and criteria should be established. (8) A differentiated curriculum geared to the needs of the gifted should be developed. (9) The necessary funds for the program should be appropriated.*74/

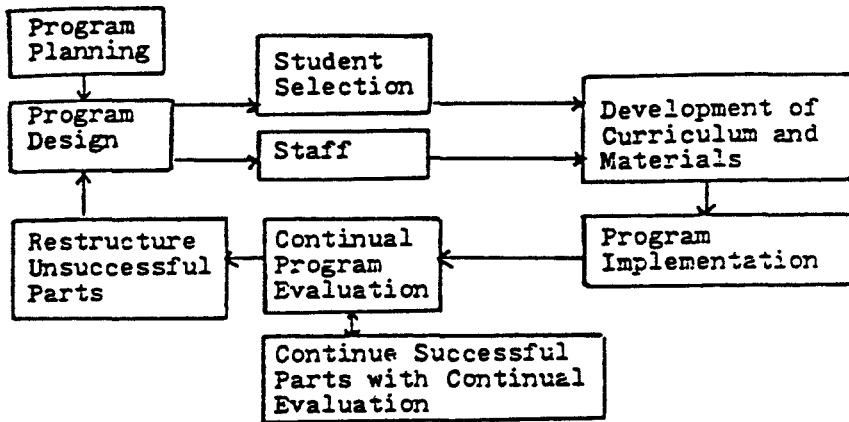


Figure 2 -- Wright's Essential Criteria Model

Reid, in a study to "develop a model designed to give direction to the practicing administrator in planning, developing and implementing a program for gifted

74 Ibid., pp. 104-105.

students",*75/ described ten features of any successful plan for gifted program development and created the model represented in Figure 3,*76/ of:

1. Characteristics of the gifted.
2. Identification.
3. Philosophy.
4. Goals and objectives.
5. Program.
6. Staffing.
7. Guidance and counseling communication.
8. Community resources.
8. Evaluation.*77/

75 Marjorie June Reid, "Administrative Model for Educational Provisions for Intellectually Gifted and Talented Children," (Education Specialist Thesis, Arizona, 1976), p. 14.

76 Ibid., p. 120.

77 Ibid., P. 9.

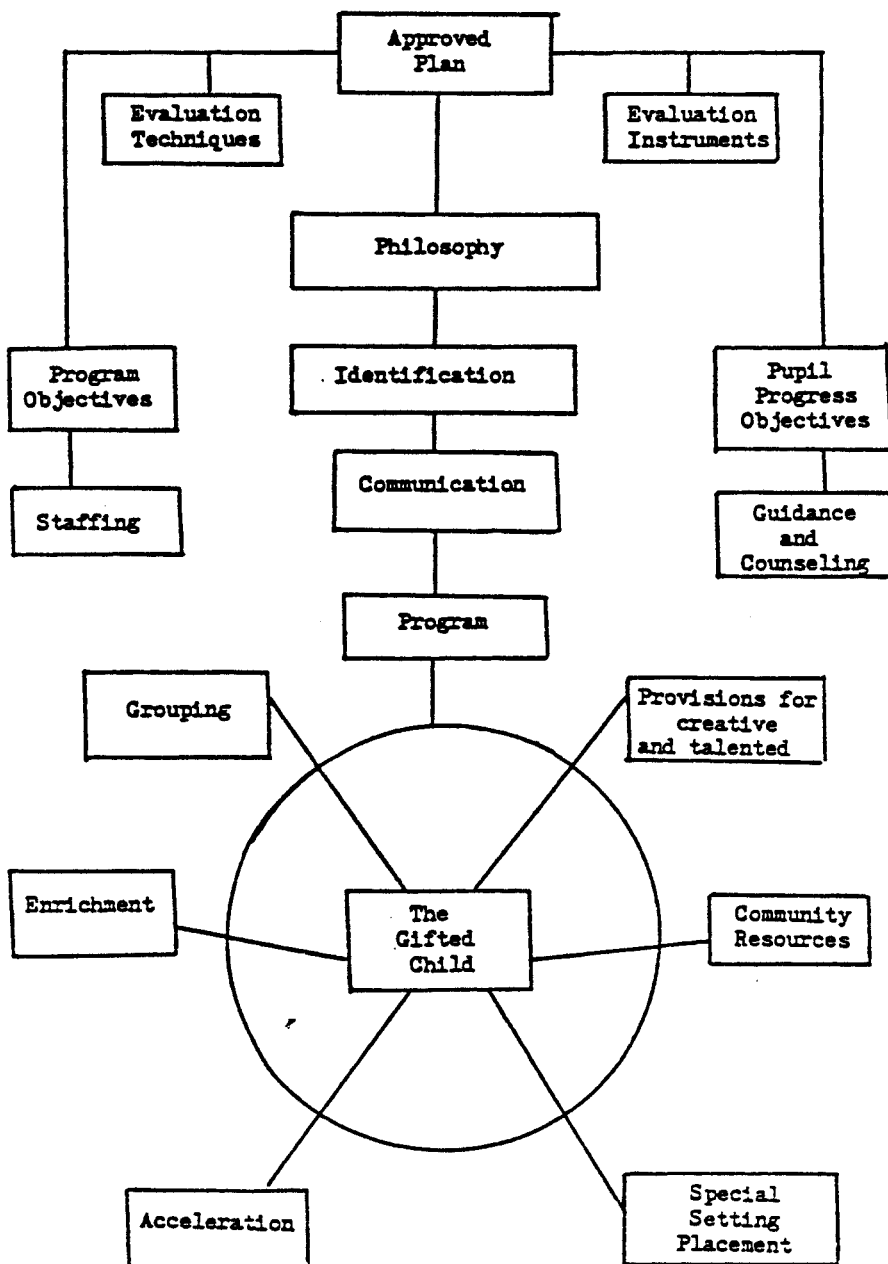


Figure 3 -- Reid's Hypothetical Model of Gifted Program Development

The 1981 study of rural gifted programs by Long proposed a "model process" of planning a successful rural program for the gifted and talented illustrated in Figure 5*78/ by a three-step process of preparation, planning and implementation to: "provide awareness", "choose definition", "write philosophy", "set program goals" "identify students", "choose program option(s)", "develop differentiated curriculum" and "design evaluation system".*79/

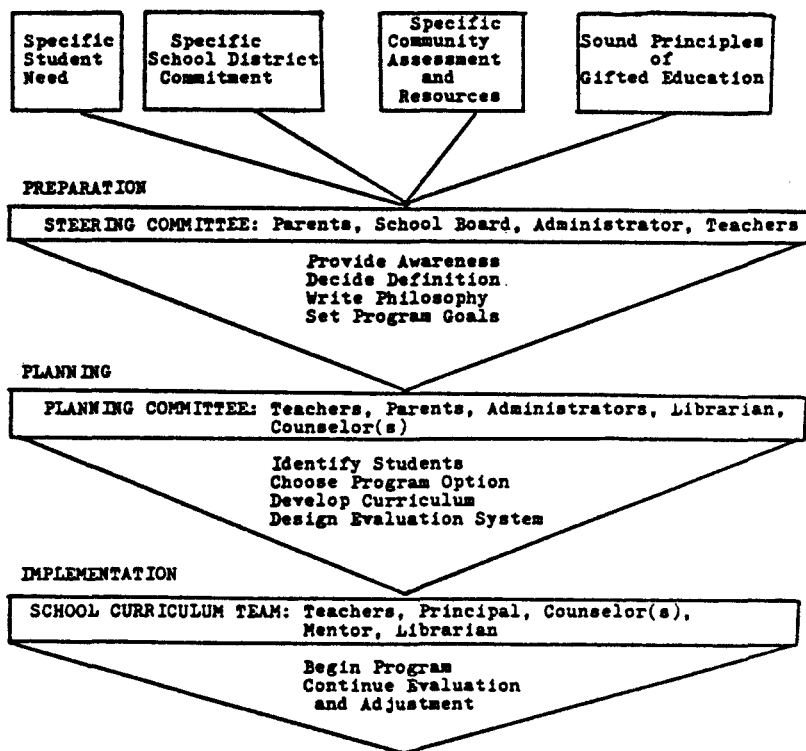


Figure 4 -- Long's Process of Developing a Successful Rural Program for Gifted and Talented Students

78 Margo Long, Rural Programs for Gifted and Talented Students (Spokane, Washington: Center for Gifted Education, 1981), p. 4.

79 Ibid., p. 5.

Injecting a note of humor into this subject of gifted program development models, Aldrich outlined and creatively represented in Figure 5,*80/ key elements in planning for gifted students including:

- A definition of giftedness that includes a suitable procedure for identification.
- An assessment of the children's needs.
- A clearly stated goal or purpose.

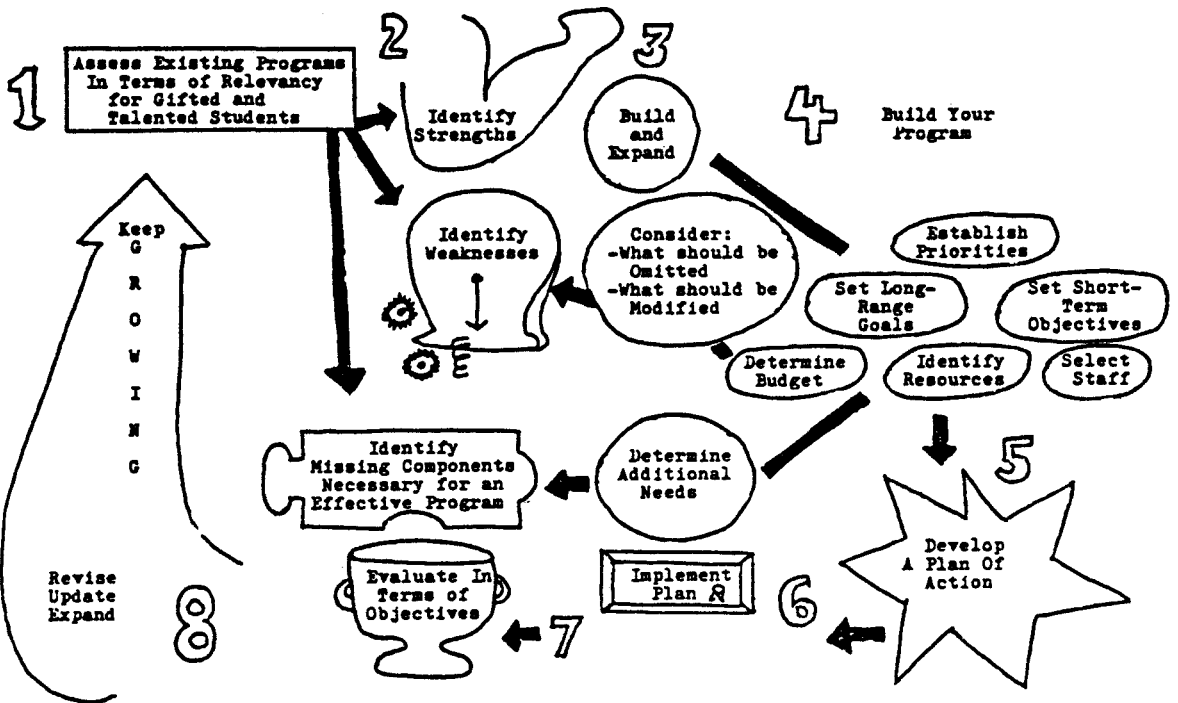


Figure 5 -- Aldrich's Model of Gifted Program Development

80 Phyllis Aldrich and Others, Educating Gifted Pupils in the Regular Classroom (Albany, New York: New York State Education Department, Division of Education for the Gifted and Talented, 1982), pp. 371-372.

- Means of achieving the goal.
- A plan of action that addresses teaching strategies, content, and skills.
- An evaluation plan.*81/

Peters wrote a case study of one elementary principal's role in gifted program development for one elementary school in Illinois, developed a plan based upon personal experience, and presented it in model form as shown in Figure 6.*82/

Another model, produced locally by gifted consultants Schmulbach, Naiman and Herzig working in Illinois

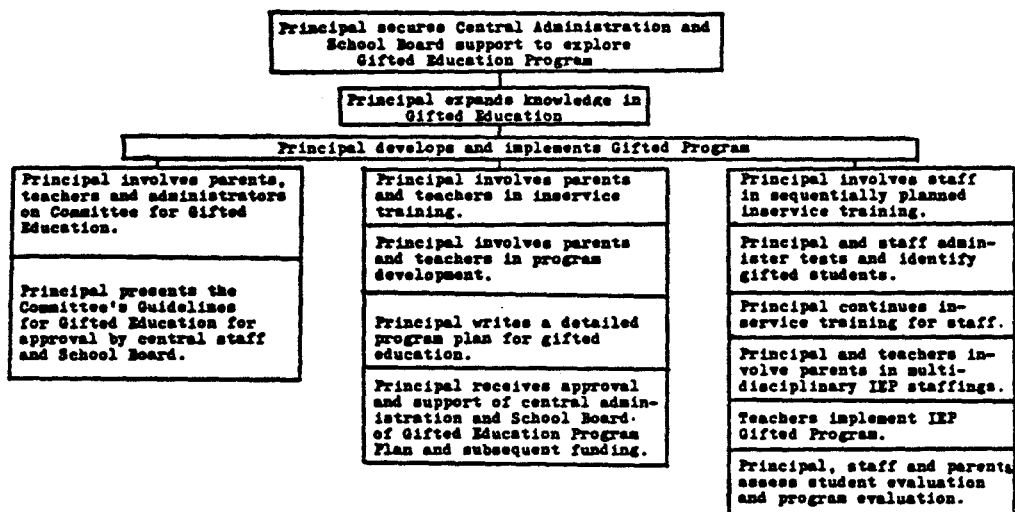


Figure 6 -- Peters' Role as a Principal in Gifted Program Development.

81 Ibid., p. 18.

82 Diana Peters, "The Elementary Principal's Role in Developing and Implementing an Individualized Education Program for Gifted Students: A Case Study," (Ed. D. dissertation, Northern Illinois University, 1979), p. 99.

gifted service centers, outlined four steps of planning, implementation, evaluation and recycle,*83/ and included staff, organization, content, and process considerations within their model, Figure 7.*84/

To answer the questions of "what you have done?, what can you do?, what would you do?, and what must you do?," Schmulbach, Naiman and Herzig provided an eleven

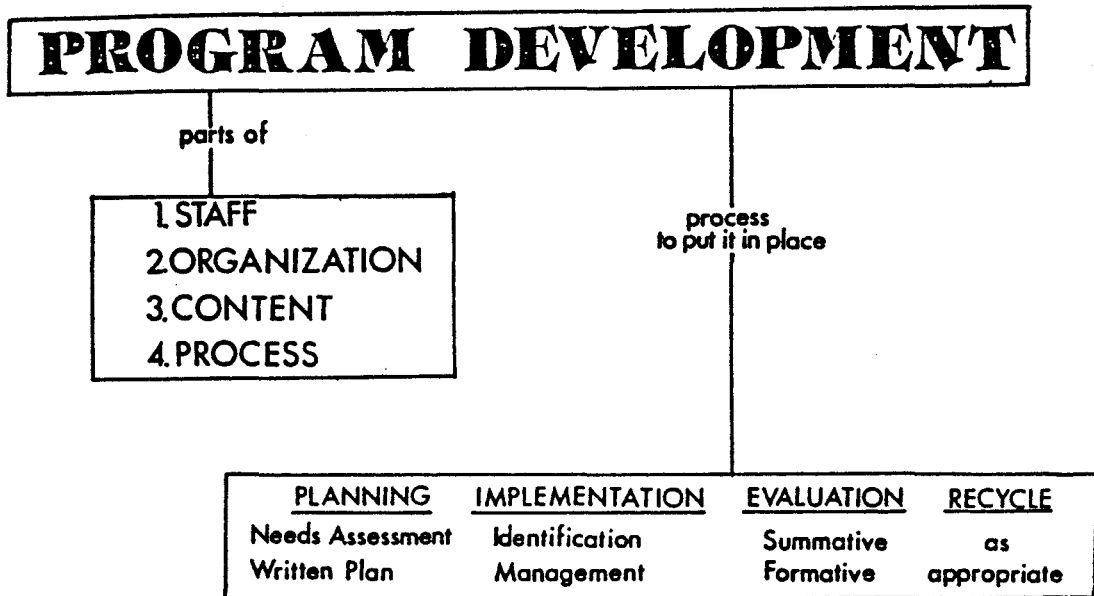


Figure 7 -- Gifted Program Components Handbook
Model of Gifted Program Development

83 Sandy Schmulbach, Yossel Naiman and Steve Herzig, editors, Gifted Program Components Handbook (Elgin and Chicago, Illinois: Illinois Gifted Area Service Centers, June, 1979), no pages assigned.

84 Ibid.

step sequential grid as illustrated by Figure 8.*85/

An authority on gifted education for almost twenty years, Joseph Renzulli attempted to "isolate" the features within "programs for the gifted that were considered by nationally recognized authorities in the field to

	Have Done	Can Do	Would Do	Must Do	Priority Ranking
1. Gained Administrative support					
2. Identified Staff & Responsibilities					
3. Determined Organizational procedures					
4. Determined Curriculum of the program					
5. Determined teaching styles to reflect student learning styles					
6. Established a needs assessment of the district, staff, and students					
7. Compiled Written plan including objectives, activities, evaluation, and group advocacy					
8. Developed an identification process					
9. Developed a structure of program management					
10. Set up evaluation gathering process					
11. Developed a process to determine action based on evaluation summary					

Figure 8 -- Gifted Program Components Handbook
 Eleven Step Sequential Question Grid

85 Ibid.

be the most essential for a worthy program."*86/ These key features, isolated through Renzulli's systematic procedures should provide, according to Renzulli, a basic core that could be used by principals in gifted program development and included:

1. The teacher: selection and training.
2. The curriculum: purposefully distinctive.
3. Student selection procedures.
4. A statement of philosophy and objectives.
5. Staff orientation.
6. A plan of evaluation.
7. Administrative responsibility.*87/

It is important to remember throughout this survey of current trends in gifted program development that, in designing a gifted program, the steps, features, criteria, or whatever listing designated by the authorities mentioned, are not always sequential, and in some cases two or more steps might be considered simultaneously. These lists of key features, steps, stages, areas, elements or components indicate considerations to be recognized by the principal before initiating or implementing a gifted education plan. The plan does not have to develop overnight and, in fact should not. Rather, the elemen-

86 Renzulli, "Identifying Key Features in Programs for the Gifted," p. 220.

87 Ibid.

tary principal should "start small, and plan the program in terms of a flexible development over some years."*88/ Gowan suggested that the "minimum time required to start a program for a gifted children in the schools should be five years."*89/ These five years would be planned according to Gowan, to:

- In Year 1 - form study committee
- 2 - consultant, special committee, teacher workshops, steering committee
- 3 - pilot curriculum, modification, continue committees and teacher workshops
- 4 - committees continue, hire coordinator, begin minimum experimental programs in all schools
- 5 - expand and consolidate program*90/

Among all the lists and recommendations and models offered to the elementary principal to aid in planning for gifted program development, the principal must finally choose those which will best create a unique gifted program fulfilling the needs of the specific identified gifted students within the individual school. The most important feature of successful programs for "gifted and talented students is that they are carefully designed for a particular group and not just tacked on to the regular

88 J. C. Gowan, "Starting a Program for Gifted Children," Education 80 (February, 1960), p. 337.

89 Ibid.

90 Ibid.

curriculum."*91/ By joining the real and the ideal, program planning will be "based on the actual needs and interests of the pupil."*92/ Vassar agreed that "by their special nature, programs will vary from district to district."*93/ The Texas State Plan began, as this chapter is concluded, with the statement that:

The planning and development of a gifted/talented program must be based on factors that exist within the school district integrated with those factors that are ideal for the students.*94/

It then becomes the job of the elementary principal, understanding the federal, state and local policies on gifted education, and the current trends in gifted program development, to fulfill the leadership role in gifted program development within the individual elementary school.

Guidelines for this study on the role of the elementary principal in gifted program development were

91 Frederick B. Tuttle, Jr., What Research Says to the Teacher: Gifted and Talented Students (Washington, D.C.: National Education Association, 1978), p. 20.

92 June B. Jordan and John A. Grossi, ed., An Administrator's Handbook on Designing Programs for the Gifted and Talented (Reston, Virginia: The Council for Exceptional Children, 1980), p. 5.

93 Vassar, "Getting Started and Moving Into Implementation," p. 10.

94 The Texas State Plan and Guidelines for the Education of the Gifted/Talented (Austin, Texas: Texas Education Agency, Office of Gifted/Talented Education, 1981), p. 12.

constructed from the recommendations of authorities in gifted education combined with the role description of the principal, as leader, by Knezevich.*95/ In the leadership role the principal:

1. Participates in the planning and development of the gifted program.

2. Provides appropriate materials and facilities for the gifted program.

3. Continuously evaluates the gifted program.

4. Communicates to staff and community a positive public relations advocacy of the gifted program.

5. Provides personnel to implement the gifted program.

6. Oversees the financial aspects of the gifted program.

7. Plans in-service training for the development of a quality gifted program.

The review of the literature suggested that leadership qualities were the elementary principal's most important assets. While the literature reported that the elementary principal has an ever increasingly wide range of responsibilities, the chief responsibility of the elementary principal is that of instructional leader.

95 Knezevich, Administration of Public Education, pp. 394-395.

The authorities in the field of gifted program development agreed that the elementary principal is the best person to accept specific responsibility for the initiation or management of a gifted program within an individual elementary school. Based upon the research reports, studies and recommendations of the experts in gifted education and a role description of the activities of the principal by Knezevich,*96/ a list of guidelines was developed for this study. These guidelines, as outlined in Chapter I, became the criteria for the development of the survey questionnaire and interview guide used as instruments in testing actual practice with theory in gifted program development.

96 Ibid.

CHAPTER III

PROCEDURES OF THE STUDY

Introduction

The purpose of this study was to analyze the role of the elementary principal in the development of a program for the gifted. To accomplish the purpose of this study, a survey of administrative practices of selected elementary principals in the program development of gifted education was conducted. The results of the study will assist the elementary administrator in planning, improving, or extending a local program for the education of gifted children. Chapter III more completely explains the procedures used to identify the role of the elementary principal in gifted program development, initially outlined in Chapter I.

Description of the Population

DuPage County is a northern Illinois suburban county west of Chicago. It is comprised of thirty-two elementary districts, seven secondary districts, and six unit (elementary and secondary) public school districts. In order to determine if a statistically significant

number of elementary districts and schools had gifted programs so that the study could be conducted, the DuPage County Educational Service Region in Wheaton, Illinois, was contacted. Access to the FY83 Application for Gifted Education Reimbursement Program forms on file in the DuPage County Educational Service Region offered a determination of a target population for the study. The target population consisted of ten public school districts with a total of thirty elementary schools. The target population was based upon the fulfillment by the district of one out of the two mutually exclusive criteria, which included either a past designation of a district as an "exemplary" Illinois gifted program, determined by inclusion in the Illinois State Board of Education Handbook on Exemplary Gifted Programs, or a district with a state approved gifted program under the direction of a building principal designated as "gifted coordinator", shown by the state approved FY83 Application for Gifted Education Reimbursement Program.

An invitation to participate in the survey was sent by letter (Appendix A), along with the first research instrument, the "Role and Attitude Rating Scale of the Elementary Principal in Gifted Program Development" Questionnaire, to each of the thirty elementary principals in the target population.

Development of the Survey Instruments

Two types of instruments, a mailed questionnaire and a structured (focused) interview guide, were used to collect data to answer the questions posed in the study. The mailed questionnaire was designed to obtain information about the role of elementary principals in gifted program development, and to introduce the study to the target population. The items included on the mailed questionnaire (Appendix B) and the items on the interview guide (Appendix C) were based on the nine questions outlined previously as a guide to answering the question: What is the role of the elementary principal in developing a gifted education program? The second survey instrument, the structured (focused) interview guide was used as a cross-check on the data obtained from the mailed questionnaire. The advantage of the use of both the questionnaire and the interview guide was to provide "observation primarily directed toward describing and understanding behavior as it occurs,"*1/ as well as to afford the participants an open-ended opportunity to elaborate on the responses given in the questionnaire.

The questionnaire and interview guide were designed and validated through a field study with elementary prin-

1 Claire Selltiz et al., Research Methods in Social Relations 3rd ed. (New York: Holt, Rinehart and Winston, 1976), p. 292.

cipals similar to, but not the same as, those principals within the population of the study. Trial responses, as well as recommendations, were elicited from the field study participants, who were asked to complete the form and to evaluate the clarity and appropriateness of the questionnaire and interview guide. According to the recommendations made by the principals in the field study, revisions were made and improvements incorporated into both the questionnaire and the interview guide.

The interview, as a follow-up to the mailed questionnaire, provided an open-ended opportunity for a cross-check of rewording questions, "probing further in follow-up to certain answers, seeking clarification for responses, classifying answers on the spot, and building a rapport"*2/ with the interviewer. Oppenheim noted that the interview, with its spontaneity of information gathering operation, offers far more to the researcher than the mailed questionnaire would obtain if used alone.*3/

Good, Barr and Scates agreed with Oppenheim that:

By means of the interview, it is possible to secure data that cannot be obtained through the less personal procedure of distributing a reply blank. People do not generally care to put confidential data in writing; they may want to see who is getting the information; and receive guarantees as to how it will

2 A. N. Oppenheim, Questionnaire Design and Attitude Measurement (Basic Books, Inc., 1966), p. 31.

3 Ibid., p. 32.

be used. They need the stimulation of personal contacts to be drawn out. Furthermore, the interview enables the researcher to follow up leads and take advantage of small clues; in complex materials where the development is likely to proceed in any direction, no prepared instrument can perform the task. Again, the interview permits the interviewer to gain an impression of the person who is giving the facts, to form some judgment of the truth of the facts, 'to read between the lines,' things that are not said.*4/

Best*5/, Van Dalen*6/ and Good*7/ considered the interview format as an important research instrument. While Best considered the interview to be an oral questionnaire, Good and Issac*8/ noted that the interview has unique values compared to the written questionnaire. Good stated that the interview made retrieval of confidential information and follow-up of leads and clues possible*9/, while Issac listed the advantages of an interview as allowing for: greater depth, probing, rap-

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- 4 Carter V. Good, A.S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: Apple Century-Crofts, Inc., 1941) p. 378.
- 5 John Best, Research in Education (Englewood Cliffs, New Jersey: Prentice-Hall, 1979), p. 186.
- 6 Deobold B. Van Dalen, Understanding Educational Research (New York: McGraw Hill Book Co., 1966), p. 306.
- 7 Carter Good, Introduction to Educational Research (New York: Appleton-Century-Crofts, 1963), p. 288.
- 8 Stephen Issac, Handbook in Research and Evaluation (San Diego: Robert R. Knapp, 1971), p. 96.
- 9 Good, Introduction to Educational Research, p.288.

port, and a check on effectiveness.*10/ The interview allowed for a check on the consistency of responses made by principals on the written questionnaire, as well allowing for explanation or expansion of the experiences of the principals in gifted program development.

Procedures

In July, 1983, thirty copies of the "Role and Attitude Rating Scale of the Elementary Principal in Gifted Program Development" Questionnaire (Appendix B) were mailed to principals in the target population. A letter of inquiry (Appendix A) requested participation and outlined the purpose of the study. Principals were assured of the anonymity of their responses by the anonymous reporting of the data in the study. Reminder letters and telephone calls revealed that there were schools that had been closed. As a result of the school closings, two elementary principals were excluded from the study, dropping the target population from thirty to twenty-eight. Of the thirty questionnaires mailed, twenty-eight questionnaires were returned.

After the receipt of the questionnaires, ten principals were selected in a stratified randomization for a personal interview using the second research instrument,

10 Issac, Handbook in Research and Evaluation, p. 96.

the interview guide (Appendix C). Seven principals from seven school districts that fulfilled one criteria of having a principal designated as the "gifted coordinator" on the FY83 Application for Gifted Education Reimbursement Program, and three principals from three school districts that fulfilled the other criteria of being designated in the past as an "exemplary" Illinois gifted program in the Illinois State Board of Education Handbook on Exemplary Gifted Programs were chosen for the interview phase of the study. In August, 1983, the ten principals, who comprised the interview sample were interviewed.

When conducting a structured interview, Oppenheim recommended, for maximum validity and flexibility, that the interviewer attempt to insure that the principal understood the meaning of each question; probe further to clarify responses to questions; endeavor to establish rapport throughout the interview; and attempt to eliminate interviewer bias that might influence or affect the responses of those principals interviewed.*11/

The data, gathered from the interview of the ten principals in the stratified randomization, were analyzed by the Constant Comparative Method of Qualitative

11 Oppenheim, Questionnaire Design and Attitude Measurement, p. 31.

Analysis*12/ recommended by Glaser. By following this method, each interview response was coded in categories according to the research questions outlined as a guide to the study. While coding the responses to the research question, the responses were further compared to other responses coded to the same question. This constant comparison of the interview responses generated "properties" within each research question, which allowed for an accumulated knowledge on a property of the "category - because of constant comparison - readily started to become integrated; that is, related in many diverse ways, resulting in a unified whole."*13/ These properties of the categories, or research questions, were then woven into a narrative describing the analysis of the research data.

Limitations

The target population, one limitation of this study, chosen for the study was only a fraction of the available population of school districts in Illinois. While all ten of the public school districts studied were located in one populous area of the State of Illinois,

12 Barney G. Glaser, "The Constant Comparative Method of Qualitative Analysis," Social Forces (1965), pp. 439-441.

13 Ibid., p. 440.

the study did not claim that the results were applicable beyond the range of its population. A further limitation was that elementary principals were included in the study from within selected districts in DuPage County, Illinois, which fulfilled one of two criteria: a district program which had, in the past, been designated as "exemplary" by the Illinois State Board of Education, or a district which designated an elementary principal as "gifted coordinator".

The instruments used in obtaining data constituted another limitation. While the interview format added strength to the written and mailed questionnaire, the interview was not without inherent limitations. According to Van Dalen,

Interviewers' opinions and attitudes and their expectations of the respondents' opinions and attitudes may influence whether and what answers are given and whether and how they are recorded.*14/

Personal bias by interviewer or interviewee, variations in openness, and an eagerness of the respondent to "please the interviewer...and the tendency of the interviewer to seek out answers that support his preconceived notions all complicate his method."*15/
Although the attempt to minimize the possibilities of

14 Van Dalen, Understanding Educational Research, p. 329.

15 Issac, Handbook in Research and Evaluation, p. 96.

personal bias was made during the field study process, during the comparison of responses in analysis, and by the awareness of bias as a problem during the interview process, the limitation may have been reduced, but not eradicated.

This study was limited to current administrative practices in gifted program development, as identified by the responses of the targeted elementary principals. It was found during the study, that the questions asked about the role of individual principals on facts of gifted program development occurred in the past one to six years prior to the interview. It is possible that incomplete recollection of role in particular events increased as the time between the action and the interview increased. Accuracy in recall was a probable limitation.

Although this study did not attempt to evaluate the effectiveness of individual principal, group or district administrative practices in gifted program development, the study was further limited by the voluntary participation of each principal in response to the questionnaire and interview.

CHAPTER IV

RESULTS OF THE STUDY

Introduction

The purpose of this study was to analyze the role of the elementary principal in gifted program development. To accomplish the purpose of this study, a survey of administrative practices of selected elementary principals was made in reference to nine questions concerning the role of the elementary principal.

1. What is the role of the elementary principal in planning a program of gifted education?
2. What is the role of the elementary principal in the design of differentiated curriculum for the gifted program?
3. What is the role of the elementary principal in providing personnel to implement the functioning of the gifted program?
4. What is the role of the elementary principal in the in-service training of all staff in the development of a quality gifted program?
5. What is the role of the elementary principal in communicating to the community a positive public relations advocacy of the gifted program?
6. What is the role of the elementary principal in providing appropriate facilities for the gifted program?
7. What is the role of the elementary principal in providing appropriate materials for the gifted program?

8. What is the role of the elementary principal in the financial aspects of the gifted program?
9. What is the role of the elementary principal in the evaluation of the gifted program?

The data for this study on the role of the elementary principal in gifted program development consisted of responses to a written questionnaire administered to twenty-eight principals, and an interview guide administered to a sample stratified randomization of ten respondents in the target population, as further described in Chapter III, Procedures.

The twenty-eight principals in the target population were asked, as an introduction to the mailed questionnaire on the "Role and Attitude Rating Scale of the Elementary Principal in Gifted Program Development," four informational questions about their current assignment, academic courses completed in gifted education, and the best sources of information about gifted program development available to them. Following a profile of the responses of the twenty-eight principals to these four informational questions, are the results gathered through the written questionnaire and the interview guide on the role of the elementary principal in gifted program development.

Informational Profile of Target Population

The twenty-eight principals were asked to respond

to four questions (Appendix B) dealing with general information on: years of experience in current position, years the gifted program was in operation, course titles in gifted education, and the best sources of information available to the principal in gifted program development.

While the years of experience of the twenty-eight principals in their current positions fell into a broad range from one to twenty years, as shown in TABLE 1, the number of years in which the gifted program was in operation in the same building was within a more narrow range of one to eleven years (TABLE 2).

TABLE 1
QUESTIONNAIRE RESULTS:
YEARS OF EXPERIENCE IN CURRENT POSITION

YEARS	NUMBER OF RESPONDING PRINCIPALS	PERCENTAGE OF RESPONDING PRINCIPALS
over 13	4	14.28
11-13	6	21.42
5-10	6	21.42
3-4	6	21.42
1-2	6	21.42

TABLE 2
QUESTIONNAIRE RESULTS:
GIFTED PROGRAM IN OPERATION
IN THE BUILDING

YEARS	NUMBER OF RESPONDING PRINCIPALS	PERCENTAGE OF RESPONDING PRINCIPALS
over 10	1	3.57
5-10	8	28.57
3-4	9	32.14
1-2	10	35.71

The comparison between the years of experience of the principals in the current position and the number of years in which a gifted program was in operation within the same building emphasized the point that most of these principals were present at the initiation stage of the gifted program. As the administrative and instructional leader of the individual school, the elementary principal had the opportunity to display leadership, to develop the direction of the gifted program from its inception, to enlist support from the total staff, and to interview personnel to fill positions needed in gifted education.

In the area of academic coursework completed by the principals in gifted education, the small number of principals responding, seven principals (25 percent), as shown in TABLE 3, indicated that seventy-five percent of the elementary principals within the target population either chose not to respond to the question or did not have any formal academic courses dealing with gifted education or gifted program development.

TABLE 3
QUESTIONNAIRE RESULTS:
COURSE TITLES COMPLETED IN GIFTED EDUCATION COURSES

COURSE TITLES	NUMBER OF RESPONDING PRINCIPALS	PERCENTAGE OF RESPONDING PRINCIPALS
Exceptional Child Characteristics of the Gifted	4	14.28
Curriculum Development	1	3.57
No response	21	75.00

The principal is the instructional leader of the individual elementary school. If the principal has the responsibility of providing instructional leadership in all curricular areas within the educational program, it would behoove the elementary principal to have preparation for supervising, administering and decision-making in those programs. Because formal academic courses are not the only source of information on specialized programs, the last information question, "What are the best sources of information available to you in program development in gifted education?" indicated that principals considered conferences or workshops in gifted education to be their best sources of specialized information on gifted education. Nineteen principals (67.85 percent) indicated further that publications on gifted education, and ten principals (35.71 percent) indicated that the local area service center, should also be considered among their best sources of information (see TABLE 4) on gifted program development.

TABLE 4
 QUESTIONNAIRE RESULTS:
 BEST SOURCES OF GIFTED PROGRAM
 DEVELOPMENT INFORMATION

SOURCES	NUMBER OF RESPONDING PRINCIPALS ^a	PERCENTAGE OF RESPONDING PRINCIPALS
Conferences	28	100.00
Workshops	28	100.00
Publications	19	67.85
Professional Organi- zation for Gifted	12	42.85
Teacher of the Gifted	11	39.28
Area Service Center	10	35.71

^a multiple responses

While the population of this study indicated that conferences, workshops, publications, professional organizations, teachers and area service centers were to be numbered among the "best sources of information" on gifted program development, none of the principals indicated that all of the sources of information listed were useful. Without an academic framework (TABLE 3) in the specialized field of education for the gifted, it would not be inappropriate for the elementary principal to tap all sources of information when starting or extending a gifted program.

Considering the amount of funds available to Illinois that are spent upon the area service center as state disseminator of gifted information and technical assistance in gifted program development, it would have

been anticipated that elementary principals would indicate the area service center as a "best source" of information. On the contrary, whether because the elementary principal is unaware of the area service center as a resource or because that resource is not reaching out to the population it was created to serve, only ten principals (35.71 percent) reported the area service center as a source of information on gifted program development.

Although eleven principals reported (39.28 percent) that teachers of the gifted were a source of information, no principal in the population indicated that other principals with gifted programs, or other administrators, were among their best sources of information. Better communication among principals within a district, between and among districts, could provide the individual elementary principal with the valuable information and experience of their peers. The opportunity to gain insight from the experience of peers would place the elementary principal in the currently enviable position of not "reinventing the wheel," so often quoted in administrative circles.

Informational Profile Summary

While the twenty-eight principals reported their current positions within a range of one to twenty years of experience, the existence of a gifted program within the same building was within the much smaller range of

one to eleven years of operation. The interviews added to the data the fact that all the gifted programs surveyed were probably first experiences by the principals with a gifted education program within the elementary school. The meager response to the question of academic coursework in gifted education reported that, while no principal had completed more than three courses in gifted education, more principals either chose not to respond to the question or had no course work in the area of gifted education.

The best sources of information in gifted program development were reported by all principals to be in workshops or conferences. Other major sources of information included publications on gifted education, professional organizations for the gifted, and the local area service center. Although eleven principals (39.28 percent) indicated that teachers of the gifted were to be included as their best source of information, lacking in the data was any mention of the importance of communicating with other principals or other administrators with functioning gifted programs.

Results of the Study

All twenty-eight of the principals in the target population returned the mailed questionnaire designed to gather background information on the role of the princi-

pal and their rating of the importance of each role. Part I of the questionnaire asked nine questions about the role of the principal (Appendix B), with one of two responses possible -- "my role" or "not my role" -- to the participant. Part II of the questionnaire posed the same nine questions and asked the principal to indicate the importance of the role to the principal, with one of two responses possible - "important" or "not important." The total responses made by the twenty-eight principals are reported in TABLE 30 at the end of Chapter IV, following the item by item presentation of each question.

The principal's responses to the mailed questionnaire compared the actual role performed by the principal in gifted program development with the attitude of the principal toward that role. These responses served as a cross-check, or reference guide, for the open-ended, structured, interview of the ten principals selected by a process of stratified randomization from the ten districts within the target population for the interview process.

The report of the data in the questionnaires on the attitude of the target population toward the importance of the role and the actual role performed by the principal matched most similarly in the areas of planning, facilities, evaluation, needs assessment, communication, identification, and development of philosophy and objectives. While not a part of their actual role as elemen-

tary principals (7.14 to 50 percent), a significantly greater percentage of participants indicated that the roles of planning in-service, providing materials, allocating funds, and designing curriculum (71.42 to 85.71 percent), were believed to be important (see TABLE 30).

The structured interview explored the extent to which the stratified randomization of the target population performed the roles designated and indicated by the twenty-eight principals on the written questionnaire. Although the interviews included only ten of the twenty-eight participants in the study, the interviews allowed for comparisons between the variables and allowed for cross-checks from the personal interview to the mailed questionnaire.

The remainder of the results of this study, a comparison of the questionnaire data with that of the structured interview, is organized according to the nine major topics of gifted program development outlined in Chapter I and formulated as a guide to identifying and describing the role of the elementary principal in gifted program development.

1. What is the role of the elementary principal in planning a program of gifted education?
2. What is the role of the elementary principal in the design of differentiated curriculum for the gifted program?

3. What is the role of the elementary principal in providing personnel to implement the functioning of the gifted program?
4. What is the role of the elementary principal in the in-service training of all staff in the development of a quality gifted program?
5. What is the role of the elementary principal in communicating to the community a positive public relations advocacy of the gifted program?
6. What is the role of the elementary principal in providing appropriate facilities for the gifted program?
7. What is the role of the elementary principal in providing appropriate materials for the gifted program?
8. What is the role of the elementary principal in the financial aspects of the gifted program?
9. What is the role of the elementary principal in the evaluation of the gifted program?

The structured and open-ended interview, conducted with a stratified randomization representative of the target population, proposed to investigate the extent to which this sample of principals actually performed the administrative roles important to gifted program development. The report of results that follows includes both questionnaire and interview data.

Planning

QUESTION 1: WHAT IS THE ROLE OF THE ELEMENTARY PRINCIPAL IN PLANNING A PROGRAM OF GIFTED EDUCATION?

In responding to the first question on the written questionnaire about their role in planning the gifted program, twenty-seven principals (96.42 percent) indi-

cated that planning the gifted program was a part of their role as elementary principals. Of the twenty-eight principals responding to Part I, Question 1, on the written questionnaire on their role in various dimensions of planning the gifted program, twenty-four principals (85.71 percent) indicated that participation in needs assessment, twenty principals (71.42 percent) indicated participation in the development of philosophy and objectives, and twenty-one principals (75 percent) said that the identification of gifted students were a part of their role (see TABLE 5).

TABLE 5
QUESTIONNAIRE RESULTS:
QUESTION 1 PLANNING
PART I

My Role		Not My Role		The elementary principal:
(a)	(b)	(a)	(b)	
27	96.42	1	3.57	1. Is involved in planning the gifted program by
24	85.71	4	14.28	a. participating in a needs assessment analysis of the existing situation.
20	71.42	8	28.57	b. participating in the development of the philosophy and objectives.
21	75.00	7	25.00	c. participating in the identification of gifted students.

(a) number of responding principals

(b) percentage of responding principals

In answer to Question 1, Part II of the question-

naire (Appendix B), principals indicated overwhelmingly that planning the gifted program was an important part of their role as principals. All of the twenty-eight principals believed that the planning process was important (see TABLE 6). In the breakdown of planning into the three responses of identification, needs assessment, and philosophy and objectives, the principals rated all three as highly important by indicating that all (100 percent) rated participation in needs assessment and development of philosophy and objectives as important, and twenty-four principals (85.71 percent) believed participation in the identification of gifted children important.

TABLE 6
QUESTIONNAIRE RESULTS:
QUESTION 1 PLANNING
PART II

Important		Not Important		The elementary principal:
(a)	(b)	(a)	(b)	
28	100.00	0	-----	1. Is involved in planning the gifted program by
28	100.00	0	-----	a. participating in a needs assessment analysis of the existing situation.
28	100.00	0	-----	b. participating in the development of the philosophy and objectives
24	85.71	4	14.28	c. participating in the identification of gifted students.

(a) number of responding principals

(b) percentage of responding principals

In summarizing the data represented on the question-

naire, it was found that all (100 percent) of the principals surveyed indicated that the role of the elementary principal in planning the gifted program was important, and twenty-seven (96.42 percent) indicated that as elementary principals they were involved in planning the gifted program.

In a specific planning area of identification of gifted students, twenty-four (85.71 percent) of the principals surveyed said that the role of the elementary principal in the identification of gifted students as a part of planning was important, while twenty-one (75 percent) principals reported that they actually participated in the identification of gifted students as a part of their role.

The questionnaire data on Question 1, planning, further reported that, while all twenty-eight principals (100 percent) indicated that participation in the development of philosophy and objectives and a needs assessment analysis of the existing situation was important, twenty principals (71.42 percent) actually participated in the development of philosophy and objectives and twenty-four principals (85.71 percent) participated in the needs assessment as a part of their role in planning the gifted program.

All the elementary principals who responded to the questionnaire concurred that it is important to be

involved in planning the gifted program in the several dimensions of philosophy and objectives, needs assessment and student identification. While the principals indicated that involvement in planning was important, some planning activities, by virtue of the responses made by the principals about their actual role in planning, were more important than others. The statistics said only that some parts of the planning process were included within the role of the elementary principal.

The most important role was indicated as that of overall planning by all principals, and twenty-seven of the twenty-eight principals surveyed were involved in planning the gifted program. Other equally important dimensions in planning were participation in needs assessment and development of philosophy and objectives, but only twenty-four principals (85.71 percent) and twenty-one principals (71.42 percent), respectively, included these two dimensions of planning as a part of their role. The credibility of how important these aspects of planning really were, when they were not included within the actual role of the principal, must be considered. If the elementary principal recognizes the importance of the various dimensions of planning, but does not function in that role, then someone else is doing it. While the principals ascribed importance (100 percent) to the planning of the gifted program, they did not have a total role com-

mitment to all the planning dimensions. It may be concluded from the questionnaire data that planning is important, the level or degree of importance of various dimensions of planning depend upon the role of the principal within the individual dimensions, and that the elementary principal does not assume entire responsibility in planning the gifted program.

The interview data clarified the responses on the written questionnaire in the area of the planning of a gifted program. According to the interview data the elementary principal is involved in the planning of a gifted program by participating in the needs assessment analysis of the existing situation, in the development of the philosophy and objectives of the program, and in the identification of gifted children to be served by the program (see TABLE 7).

TABLE 7
INTERVIEW RESULTS:
INVOLVEMENT IN PLANNING
THE GIFTED PROGRAM

INVOLVEMENT	NUMBER OF RESPONDING PRINCIPALS ^a	PERCENTAGE OF RESPONDING PRINCIPALS
Needs Assessment	9	90
Identification	9	90
Philosophy and Objectives	8	80
Not Involved	1	10

^amultiple responses

During the interview all principals noted that they had a high degree of involvement in planning and developing the gifted program and that they were actively involved in all three phases of planning outlined on the questionnaire in Part I and II, Question 1 (Appendix B). The principals further developed the role of planning in the interviews by emphasizing that the gifted program is dynamic in nature. Changes in their programs since its inception were noted by the use of the words "evolved," "better," "changed," and "experience helped." The interview pointed up the fact that the gifted program currently in operation among the ten principals was their first experience in gifted program development. They were more informed as to program planning needs after the gifted program had been in operation than they were during its planning phase.

Because these elementary principals were active in all three phases of program planning, the principals had ownership of the gifted program and had control in shaping the direction of the gifted program. Once the program was in operation, and modified following evaluation, the principals had the opportunity to act as change agents. As a first experience in gifted program development for all principals interviewed, they had the opportunity to expand the role of principal by the inclusion of gifted program development in the elementary school.

The trend in the comments made by the principals about planning for gifted program development was that the directions for gifted program development are not fully definable until after a piloting of the experience.

Principals initiating or extending a gifted program need to be more knowledgeable and informed of developments in gifted education by communicating with other practitioners and professional peers; by participating in academic coursework, workshops, summer institutes, or conferences in gifted education; by reading periodicals dealing with gifted program development; by contacting professional organizations for gifted education or by contacting their local gifted area service center (Appendix D).

A summary of the findings of the combined data on Question 1, what is the role of the elementary principal in planning a program of gifted education, from the questionnaires and the interviews found that the elementary principal is involved in the planning of a gifted program by participating in a needs assessment analysis of the existing situation; in the development of the philosophy and objectives of the gifted program; and in the identification of gifted children.

Curriculum

QUESTION 2: WHAT IS THE ROLE OF THE ELEMENTARY PRINCIPAL IN THE DESIGN OF DIFFERENTIATED CURRICULUM FOR THE GIFTED PROGRAM?

On Part I and II, Question 2, of the mailed questionnaire (Appendix B) principals indicated that, while they had a limited involvement in curriculum decisions for the gifted program, they felt, inversely, that involvement of the principal in designing a differentiated curriculum was important. Ten (35.71 percent) of the principals reported that curriculum design was a part of their role (see TABLE 8) and twenty (71.42 percent) principals believed this involvement was important (see TABLE 9).

TABLE 8
QUESTIONNAIRE RESULTS:
QUESTION 2 CURRICULUM
PART I

My Role		Not My Role		The elementary principal:	
(a)	(b)	(a)	(b)		
10	35.71	18	64.28	2.	Is involved in designing a differentiated gifted curriculum
(a) number of responding principals					
(b) percentage of responding principals					

TABLE 9
 QUESTIONNAIRE RESULTS:
 QUESTION 2 CURRICULUM
 PART II

Important		Not Important		The elementary principal:	
(a)	(b)	(a)	(b)		
20	71.42	8	28.57	2.	Is involved in designing a differentiated gifted curriculum
<hr/> (a) number of responding principals (b) percentage of responding principals					

Although twenty principals (71.42 percent) indicated that involvement in the design of a differentiated gifted curriculum was important, it received a low priority as part of the actual role, ten (35.71 percent), of the elementary principals. The principals, by indicating the importance of the design of differentiated curriculum, seemed to know this is a job to be done, but not by them. The design of curriculum for the gifted program must be a major responsibility of someone else on the staff. Based upon the responses of the principals on the questionnaire, the design of curriculum may be a delegated responsibility, rather than one of direct involvement by the elementary principal. The data and format of the questionnaire did not allow for more information on who delegates or who performs the role of designing a differentiated gifted curriculum.

In summarizing the data represented on the question-

naire, it was found that twenty principals (71.42 percent) believed that the role of the elementary principal in designing a differentiated curriculum for gifted education was important, while only ten principals (35.71 percent) were actually involved in designing a differentiated gifted curriculum.

The interviews coincided closely with the data reported on the questionnaire in Part I by indicating that, indeed, the principal had a very limited involvement in developing curriculum (see TABLE 10). Five interviewed principals had limited or minimal input in curriculum design, two principals worked with a team of administrators and teachers, and one was "told what to do by the superintendent." Two principals indicated that they were totally involved and, in fact, wrote the proposal for a gifted education program in the school or district. Typically, when asked who developed the curriculum, the principals answered "the classroom teacher" or "gifted staff." When the principals were involved in curriculum design, it was because they were the individuals writing the initial proposal or were functioning in the dual role of principal-gifted coordinator.

TABLE 10
INTERVIEW RESULTS:
INVOLVEMENT IN CURRICULUM
CHOSEN FOR THE GIFTED PROGRAM

INVOLVEMENT	NUMBER OF RESPONDING PRINCIPALS	PERCENTAGE OF RESPONDING PRINCIPALS
Input Limited	5	50
Wrote Proposal	2	20
Worked in a Team	2	20
Told What To Do	1	10

Although seventy-one percent of the principals indicated on the written questionnaire that the design of curriculum was an important part of their role, only thirty-five percent functioned in that role and, among those interviewed, only two had more than a limited input in curriculum design. The questionnaire and the interview pointed up the discrepancy between the actual role of the principal and the importance placed upon that role by the principals. This discrepancy between what principals indicate they "should be doing" and what role they actually perform is due to a number of factors mentioned during the interviews such as lack of time and lack of knowledge in gifted program development.

Based on the accumulated data from the questionnaires and interviews, the elementary principal has a limited or minimal involvement in designing or developing the curriculum of the gifted program.

Providing Personnel

QUESTION 3: WHAT IS THE ROLE OF THE ELEMENTARY PRINCIPAL IN PROVIDING PERSONNEL TO IMPLEMENT THE FUNCTIONING OF THE GIFTED PROGRAM?

In Part I and II, Question 3, of the mailed questionnaire (Appendix B) eighteen (64.28 percent) of the principals indicated that interviewing and selecting gifted personnel were a part of their role as elementary principals (see TABLE 11), while twenty-four principals (85.71 percent) stated that interviewing specialized gifted personnel was important and twenty-two principals (78.57 percent) believed that selecting personnel was important (see TABLE 12).

TABLE 11
QUESTIONNAIRE RESULTS:
QUESTION 3 PERSONNEL
PART I

My Role		Not My Role		The elementary principal:
(a)	(b)	(a)	(b)	
				3. Provides personnel for the gifted program by
18	64.28	10	35.71	a. interviewing specialized gifted personnel.
18	64.28	10	35.71	b. selecting specialized gifted personnel.

(a) number of responding principals
(b) percentage of responding principals

TABLE 12
 QUESTIONNAIRE RESULTS:
 QUESTION 3 PERSONNEL
 PART II

Important		Not Important		The elementary principal:
(a)	(b)	(a)	(b)	
				3. Provides personnel for the gifted program by
24	85.71	4	14.28	a. interviewing specialized gifted personnel
22	78.57	6	21.42	b. selecting specialized gifted personnel.
<hr/>				
(a) number of responding principals				
(b) percentage of responding principals				

Although more than half of the elementary principals surveyed indicated that both interviewing and selecting specialized gifted personnel were a part of their role, there was a discrepancy between the importance of interviewing (85.71 percent) and the importance of selecting (78.57 percent) specialized gifted personnel. There is not enough information in the questionnaire to explain why, although both aspects of providing personnel for the gifted program were of equal weight in the actual role of the elementary principal, there was a difference in importance noted by some principals between interviewing and selecting personnel. The interviews of a stratified randomization of the target population provided further input and a possible explanation that, while interviewing may be largely a part of the role of the elementary principal in gifted program development, actual selection is not totally the principal's responsibility.

In summarizing the data represented on the questionnaire, it was found that eighteen principals (64.28 percent) interviewed and selected specialized gifted personnel as a part of their role as elementary principals, while twenty-four principals (85.71 percent) believed that the role of the elementary principal in interviewing, and twenty-two (78.57 percent) principals believed that the role of the elementary principal in selecting specialized gifted personnel, was important.

In the interviews nine out of the ten principals indicated that academic qualifications, personal characteristics, and experience in teaching gifted children were important guidelines to consider in choosing gifted personnel (see TABLE 13). Six principals further noted that, although the aforementioned guidelines were important for gifted as well as other curricular areas, interest and enthusiasm for gifted education were their highest priority guide. Typical of the comments made by the principals was to "choose the right person, the right teacher, and that person will meet the needs of the kids in the program. Then all falls into place."

TABLE 13
INTERVIEW RESULTS:
GUIDELINES FOR INTERVIEWING
PERSONNEL FOR THE GIFTED PROGRAM

GUIDELINES	NUMBER OF RESPONDING PRINCIPALS ^a	PERCENTAGE OF RESPONDING PRINCIPALS
Academic qualifications	9	90
Personal characteristics	9	90
Experience	9	90
Interest or enthusiasm	6	60
No Guidelines	1	10

^a multiple responses

Although in the questionnaire eighteen (64.28 percent) principals indicated that selection of personnel was part of their role and twenty-two (78.57 percent) principals further indicated that selection of specialized gifted personnel was important, the interviews established that only three principals out of the ten included in the interviews made the final decision on the selection of personnel (TABLE 14). It was evident from the interview data that the principals did not readily look for qualified gifted personnel beyond the available staff in the district, but chose from qualified candidates currently teaching in the district. During the interview principals noted that it was important for the candidate to fulfill the minimum state requirements for financial reimbursement for a part of the salary of the gifted staff member. Others said that if the interest and enthusiasm were high, they would hire and then send

the teacher to complete any academic requirements needed.

TABLE 14
INTERVIEW RESULTS:
FINAL DECISION-MAKER IN
SELECTION OF GIFTED PERSONNEL

DECISION-MAKER	NUMBER OF RESPONDING PRINCIPALS	PERCENTAGE OF RESPONDING PRINCIPALS
Superintendent	4	40
Elementary Principal	3	30
Another Administrator	2	20
Team	1	10

While more than half of the principals indicated on the questionnaire that interview and selection of qualified personnel to staff the gifted program was part of their role and more participants in the study indicated its importance, in actuality the principal was not the final decision-maker in the selection of personnel to staff the gifted program within the building (see TABLE 14). Although staff selection is only a part of the role of the elementary principal, the role of the principal here is one of input, rather than one of final decision. As instructional leader, if the principal is responsible for the gifted program, but does not have the decision-making power to select the personnel for the gifted program, the principal does not have absolute control over personnel selection. The principal establishes guidelines, interviews candidates, and recommends for

selection personnel to staff the gifted program.

A summary of the findings of the combined data on Question 3, what is the role of the elementary principal in providing personnel to implement the functioning of the gifted program, from the questionnaires and the interviews found that the elementary principal establishes guidelines, interviews candidates and recommends personnel who are academically qualified, experienced, and highly interested and enthusiastic about the importance of gifted education to staff the gifted program.

In-service

QUESTION 4: WHAT IS THE ROLE OF THE ELEMENTARY PRINCIPAL IN THE IN-SERVICE TRAINING OF ALL STAFF IN THE DEVELOPMENT OF A QUALITY GIFTED PROGRAM?

In Part I and II, Question 4, of the mailed questionnaire (Appendix B) fourteen (50 percent) of the principals indicated that in-service or staff development, was part of their role (see TABLE 15), and twenty-two principals (78.57 percent) stated that it was of importance to the role of principal in gifted program development (see TABLE 16).

TABLE 15
 QUESTIONNAIRE RESULTS:
 QUESTION 4 IN-SERVICE
 PART I

My Role		Not My Role		The elementary principal:
(a)	(b)	(a)	(b)	
14	50.00	14	50.00	4. Is involved in planning in-service programs in gifted education for staff.
(a) number of responding principals				
(b) percentage of responding principals				

TABLE 16
 QUESTIONNAIRE RESULTS:
 QUESTION 4 IN-SERVICE
 PART II

Important		Not Important		The elementary principal:
(a)	(b)	(a)	(b)	
22	78.57	6	21.42	4. Is involved in planning in-service programs in gifted education for staff.
(a) number of responding principals				
(b) percentage of responding principals				

Twenty-two principals (78.57 percent) or almost eighty percent of the elementary principals who responded to the questionnaire indicated that the role of the elementary principal in planning in-service programs in gifted education for staff was important, while only half of those principals surveyed were actually involved in planning in-service programs in gifted education. Although seen as important, the role of fulfilling the in-service planning role was not done by the same prin-

principals who indicated its importance. The questionnaire does not provide data to answer why there is such a large discrepancy between those many principals who indicated that planning in-service program was important, and the much smaller number of principals who actually fulfilled this role (see TABLES 15 and 16). Some reasons for this discrepancy may be found in the ten interviews with a stratified randomization of the population surveyed in the questionnaire.

All ten schools targeted for the interview phase of the study had in-service programs within their elementary buildings, but the responsibility for planning and organizing staff development was divided among the principal, another principal or administrator, an administrative team, or a committee of teachers and administrators. Gifted education, among seven of the principals interviewed, was a high priority in-service item, and all the principals agreed that ownership and acceptance of the gifted program by the total staff could only come about through a knowledge and support of the program, particularly through regular in-service within the individual school. In the use of in-service time three principals did not rely solely upon district in-service planning, but had regular monthly or semi-yearly meetings to help develop an orientation toward and a knowledge about the building gifted

program.

In answer to the discrepancy between the elementary principals (78.57 percent) on the questionnaire, who indicated that involvement in planning in-service programs in gifted education for staff was important, and those (50 percent), who said that in-service planning was a part of their role, one reason for this difference in response may be found in a comment typical of the principals interviewed that, "This is a seasoned staff. They already know about the gifted program."

While most principals indicated on the questionnaire that in-service was an important part of their role in gifted program development, in reality the responsibility for in-service was delegated or divided among other administrators, principals, or teachers. With the responsibility delegated away from the elementary principal, the responsibility for in-service and the ability to direct the uses and needs of staff development are outside of the decision-making power of the building principal. In their concerns for the role of the elementary principals interviewed in gifted program development, the principals indicated that in-service was used solely to provide information and to develop advocacy for the gifted program among the general staff. No use of in-service within the building was reported by principals to augment and develop the skills and competencies of the

gifted staff in gifted education.

A summary of the findings of the combined data on Question 4, what is the role of the elementary principal in the in-service training of all staff in the development of a quality gifted program, from the questionnaires and the interviews found that, to a limited extent, the elementary principal plans local building in-service education to increase the knowledge, ownership, and support of the gifted program among all the staff.

Communication

QUESTION 5: WHAT IS THE ROLE OF THE ELEMENTARY PRINCIPAL IN COMMUNICATING TO THE COMMUNITY A POSITIVE PUBLIC RELATIONS ADVOCACY OF THE GIFTED PROGRAM?

In Part I and II, Question 5 of the mailed questionnaire (Appendix B), twenty-two (78.57 percent) principals stated that communicating with parents and community was a part of their role (see TABLE 17), and all twenty-eight principals indicated that this role was of importance (see TABLE 18).

TABLE 17
QUESTIONNAIRE RESULTS:
QUESTION 5 COMMUNICATION
PART I

My Role		Not My Role		The elementary principal:	
(a)	(b)	(a)	(b)		
22	78.57	6	21.42	5.	Communicates with parents and community about the gifted program.
(a) number of responding principals					
(b) percentage of responding principals					

TABLE 18
 QUESTIONNAIRE RESULTS:
 QUESTION 5 COMMUNICATION
 PART II

Important		Not Important		The elementary principal:	
(a)	(b)	(a)	(b)		
28	100.00	0	----	5.	Communicates with parents and community about the gifted program.
<hr/>					
(a) number of responding principals					
(b) percentage of responding principals					

On the questionnaires every principal (100 percent) believed that the role of the elementary principal in communicating with parents and community about the gifted program was important. All principals acknowledged the importance of the liaison function of the elementary principal between the parent, community, and the school. While twenty-two principals (78.57 percent) functioned in this role as communicator, six principals (21.42) either delegated this role to someone on the building staff, or another district administrator or principal was responsible for fulfilling this highly important role. The questionnaire data does not allow for more information about who fulfills the role of communicator with parents and community, when the elementary principal does not function in the role (21.42 percent). The interview offered more information about the methods used by the principals to communicate information about gifted programs to parents and community.

In the interviews the principals focused on methods used to communicate information about the gifted program to parents and community (see TABLE 19).

TABLE 19
INTERVIEW RESULTS:
METHODS TO COMMUNICATE INFORMATION
ABOUT GIFTED PROGRAMS TO PARENTS AND COMMUNITY

METHODS	NUMBER OF RESPONDING PRINCIPALS ^a	PERCENTAGE OF RESPONDING PRINCIPALS
Parental forms and letters	10	100
Open houses	9	90
District newsletter	9	90
Building newsletter	2	20
One-to-one with parents	2	20
Special events	1	10
Progress (grade) reports	1	10
PTA newsletter	1	10
Newspaper articles	1	10

^amultiple responses

The techniques most frequently used by the elementary principals to disseminate information on gifted program development included district and building newsletters, parental forms and letters, and building open houses. According to the literature, it is incumbent upon the building principal to assume responsibility for community and parent communication in order to have a successfully functioning gifted program with community understanding and support. Clearly the methods used by the principals to create avenues of communication with parents and community could apply to all other curricular areas.

Although all the principals interviewed agreed that communication was an important part of their role in gifted program development and, in reality, did make it a part of the role, the avenues of communication used were not creative, or differentiated from that used to communicate about any other educational program available within the building. The principals did not seek out broader or richer avenues of communication with parents and community through the utilization of public facilities and professional groups to provide an appropriate appreciative audience and, thus, further advocacy, of the gifted program.

A summary of the findings of the combined questionnaire and interview data on Question 5, what is the role of the elementary principal in communicating to the community a positive public relations advocacy of the gifted program, found that the elementary principal communicates information about the gifted program to parents and community through the use of district and building newsletters, letters and forms and building open houses.

Facilities

QUESTION 6: WHAT IS THE ROLE OF THE ELEMENTARY PRINCIPAL IN PROVIDING APPROPRIATE FACILITIES FOR THE GIFTED PROGRAM?

In Parts I and II, Question 6, of the written questionnaire, twenty-seven (96 42 percent) of the principals indicated that they provided facilities for the gifted

program (see TABLE 20) and twenty-five (89.28 percent) of the principals further indicated that it was an important part of the role of the principal (see TABLE 21).

TABLE 20
QUESTIONNAIRE RESULTS:
QUESTION 6 FACILITIES
PART I

My Role		Not My Role		The elementary principal:
(a)	(b)	(a)	(b)	
27	96.42	1	3.57	6. Provides facilities for the gifted program.
(a) number of responding principals				
(b) percentage of responding principals				

TABLE 21
QUESTIONNAIRE RESULTS:
QUESTION 6 FACILITIES
PART II

Important		Not Important		The elementary principal:
(a)	(b)	(a)	(b)	
25	89.28	3	10.71	6. Provides facilities for the gifted program.
(a) number of responding principals				
(b) percentage of responding principals				

Twenty-seven principals (96.42 percent) indicated, according to the questionnaire data, that they fulfilled a plant management function in providing a facility or facilities for the gifted program. While almost all the principals functioned in this role, fewer, twenty-five principals (89.28 percent), believed that the role of the elementary principal in providing facilities for the gift-

ed program was important. Although the statistics on the questionnaire name the provision of facilities for the gifted program as important and a role of the elementary principal, the interviews portrayed a more realistic view of the type of facility provided to the gifted program.

In the interview it was found that the most frequent location used for purposes of gifted education was the regular classroom. While seven principals provided one classroom, three principals provided no classroom space but, typically identified gifted children as being taught "all over," and four of the previously tabulated principals within both groups noted that they "usurp" part of the library/learning center. According to the interview data, the specialized nature of the gifted program does not coincide with the facility appropriate or allotted to it. While classrooms are facilities, no principal provided a localized or specialized facility specifically designated as a resource room for gifted instruction (see TABLE 22).

TABLE 22
 INTERVIEW RESULTS:
 FACILITIES PROVIDED FOR
 THE GIFTED PROGRAM

FACILITY	NUMBER OF RESPONDING PRINCIPALS ^a	PERCENTAGE OF RESPONDING PRINCIPALS
Regular classroom	7	70
Learning center	4	40
No specific facility	4	40
No space available	1	10

^amultiple responses

Although the participating principals agreed overwhelmingly that the provision of appropriate facilities was of importance and a part of their role as elementary principals, and although the principals did provide space in the form of a classroom or library for the gifted program, the nature of that space or the space itself was undifferentiated or transitory. In reality the gifted program, as reflected by the facility allotted, may have a low priority among those responding.

A summary of the findings of the combined questionnaire and interview data on Question 6, what is the role of the elementary principal in providing appropriate facilities for the gifted program, found that the elementary principal provides minimal facilities to house the gifted program, and facilities similar to those available to the general curriculum program.

Materials

QUESTION 7: WHAT IS THE ROLE OF THE ELEMENTARY PRINCIPAL IN PROVIDING APPROPRIATE MATERIALS FOR THE GIFTED PROGRAM?

Part I and II, Question 7, of the written questionnaire asked principals to determine the individual role and importance of the provision of materials for the gifted program. Fourteen principals (50 percent) noted that their role included the provision of materials (see TABLE 23), while an overwhelming number, twenty-six (92.85 percent) principals, indicated its importance (see TABLE 24).

TABLE 23
QUESTIONNAIRE RESULTS:
QUESTION 7 MATERIALS
PART I

My Role		Not My Role		The elementary principal:
(a)	(b)	(a)	(b)	
14	50.00	14	50.00	7. Provides materials for the gifted program.
(a) number of responding principals				
(b) percentage of responding principals				

TABLE 24
QUESTIONNAIRE RESULTS:
QUESTION 7 MATERIALS
PART II

Important		Not Important		The elementary principal:
(a)	(b)	(a)	(b)	
24	85.71	4	14.28	7. Provides materials for the gifted program.
(a) number of responding principals				
(b) percentage of responding principals				

A program, whether general or specialized, cannot function without materials appropriate to it. While twenty-four principals (85.71 percent) believed that the role of the elementary principal in providing materials for the gifted program was important, only half (50 percent) reported that as a part of their role they provided materials for the gifted program. Because the questionnaire data did not provide information beyond the principal's role and the importance of the provision of specialized materials, it could not be ascertained whether another administrator or teacher provided materials for the gifted program, or if no materials were provided at all. The interview made more information about the provision of materials available to the study.

In the interviews it was found that the principals fell into four categories (see TABLE 25) in the provision of materials for the gifted program.

TABLE 25
INTERVIEW RESULTS:
MATERIALS PROVIDED FOR
THE GIFTED PROGRAM

MATERIALS	NUMBER OF RESPONDING PRINCIPALS ^a	PERCENTAGE OF RESPONDING PRINCIPALS
Specialized supplies by requisition	8	80
Regular classroom supplies	3	30
Anything teacher requests (verbally)	2	20
None	1	10

^a multiple responses

While gifted teachers had the option to order regular teaching supplies appropriate to any educational program within the school, to go beyond regular supplies the majority of the gifted staff could request specialized supplies for gifted education through the district requisition process. The principals, then, had ultimate control over how budgeted and allotted funds were spent, on what kind, and how much money was used for materials in the gifted program. Although eighteen principals (64.28 percent) did not view their role as one of writing or developing curriculum, as noted in Question 2, Part I of the written questionnaire, they nevertheless had ultimate control over the use of available funds to supply the curricular program. Half of the principals interviewed noted that more funds were spent than were provided by state reimbursement and that the local district supplemented those funds requested and received from the state.

While almost all (92.85 percent) of the principals reported on the questionnaire that provision of materials was important, and half of the principals indicated that provision of materials was part of their role, fifty percent did not consider it part of their role to supply or provide materials to the gifted program. The gifted program, as a specialized educational program, must have specialized instructional materials. When the principal controls the distribution of funds through the provision

of instructional materials, the principal "holds the purse strings" and thus has control over the curriculum of the gifted program. The elementary principal has the ability to influence program development through the control of expenditure of funds in the provision of materials for the gifted program.

A summary of the findings of the combined questionnaire and interview data on Question 7, what is the role of the elementary principal in providing appropriate materials for the gifted program, found that within the limited resources available to the gifted program, the elementary principal has ultimate control over how much and what kind of specialized instructional materials are provided the gifted program through the use of the principal-approved requisitioning procedure.

Financial Aspects

QUESTION 8: WHAT IS THE ROLE OF THE ELEMENTARY PRINCIPAL IN THE FINANCIAL ASPECTS OF THE GIFTED PROGRAM?

In Part I and II, Question 8, on the written questionnaire, the principals were asked about their role and the importance of the construction and distribution of funds for gifted programs. Fourteen principals (50 percent) indicated that budget construction and distribution of funds was a part of their role (see TABLE 26), while twenty-two principals (78.57 percent) indicated that bud-

get construction and distribution of funds was important (see TABLE 27).

TABLE 26
QUESTIONNAIRE RESULTS:
QUESTION 8 FINANCIAL ASPECTS
PART I

My Role		Not My Role		The elementary principal:
(a)	(b)	(a)	(b)	
14	50.00	14	50.00	8. Participates in the construction and distribution of the gifted budget.
(a) number of responding principals				
(b) percentage of responding principals				

TABLE 27
QUESTIONNAIRE RESULTS:
QUESTION 8 FINANCIAL ASPECTS
PART II

Important		Not Important		The elementary principal:
(a)	(b)	(a)	(b)	
22	78.57	6	21.42	8. Participates in the construction and distribution of the gifted budget.
(a) number of responding principals				
(b) percentage of responding principals				

Although twenty-two principals (78.57 percent) of the twenty-eight principals surveyed believed that the role of the elementary principal in the construction and distribution of the gifted budget was important, only half (50 percent) of the same principals indicated that the construction and distribution of the gifted budget was part of their role. The discrepancy between the per-

centages and numbers could not be understood from the questionnaire format, but the interview provided more information underscoring the lack of or paucity of gifted funds, as well as the lack of knowledge about basic gifted budget information among the principals interviewed.

The interview process found that there was no one consistent way to handle gifted funds among the ten principals. As an example, the differences among the districts in one area of distribution, the provision of materials, showed a range of differences between the two extremes illustrated in Figure 9.



Figure 9--Range of Difference in the Distribution of Funds for Materials for the Gifted Program

Among the ten principals sampled in the structured, open ended interview, it was found that five principals submitted the state budget form for reimbursement of allowable gifted expenditures. Eight principals indicated that they had no role in the distribution of funds. Although a majority of principals indicated concern for the lack of funds and the requirements by the state and its budgetary parameters, half of the principals interviewed said they were not involved and had no knowledge of the budgetary requirements for submission of the state budget form for reimbursement (Appendix D).

While one of the concerns of the principals interviewed was a lack of funds to provide an adequate gifted program for the unique population and situation in each school, the principals were not clear as to what funds were presently available for the operation of a gifted program. Overall, sources of funding and amounts available were not clear to the elementary principal.

A summary of the findings of the combined questionnaire and interview data on Question 8, what is the role of the elementary principal in the construction and distribution of the gifted budget, found that the elementary principal is minimally involved in the state budgetary reimbursement process and in the distribution of funds. The elementary principal does approve requisitions for specialized instructional materials.

Evaluation

QUESTION 9: WHAT IS THE ROLE OF THE ELEMENTARY PRINCIPAL IN THE EVALUATION OF THE GIFTED PROGRAM.

In Section I and II, Question 9, of the written questionnaire on the role of the elementary principal in evaluation, twenty-seven principals (96.42 percent) indicated that evaluation of gifted staff and program were a part of their role (see TABLE 28), and correspondingly, twenty-eight (100 percent) principals stated that these evaluations were important (see TABLE 29).

TABLE 28
QUESTIONNAIRE RESULTS:
QUESTION 9 EVALUATION
PART I

My Role		Not My Role		The elementary principal:	
(a)	(b)	(a)	(b)		
				9.	Evaluates
27	96.42	1	3.57	a.	the gifted staff
27	96.42	1	3.57	b.	the gifted program
(a) number of responding principals					
(b) percentage of responding principals					

TABLE 29
QUESTIONNAIRE RESULTS:
QUESTION 9 EVALUATION
PART II

Important		Not Important		The elementary principal:	
(a)	(b)	(a)	(b)		
				9.	Evaluates
28	100.00	0	---	a.	the gifted staff
28	100.00	0	---	b.	the gifted program
(a) number of responding principals					
(b) percentage of responding principals					

A review of the results of the questionnaire indicated that the elementary principals considered evaluation to be one of the most important administrative roles in which they functioned. Only planning received the same percent of the principals (96.42 percent) functioning within the role. The two administrative functions given priority by the respondents as their major role in gifted program development were planning and evaluation. Twenty-seven principals (96.42 percent) reported that, as elementary principals, they evaluated the gifted staff and

the gifted program, and all principals (100 percent) believed that the role of the elementary principal in evaluating the gifted staff and program was important. Further information about the role of the elementary principal in the evaluation process was gathered in the interviews of ten principals chosen as a stratified randomization of the total population.

In the interviews it was found that, although the principals surveyed indicated that evaluation was an important part of their role, there were no differentiated criteria utilized to measure or evaluate the teachers of the gifted different from that used to evaluate the general education staff. While all ten principals stated that the gifted staff was evaluated yearly using the same criteria and format, as were all general education teachers, there were no differentiated criteria used to specifically evaluate teachers of the gifted.

Regarding the evaluation of the gifted program, four interviewed principals completed the state program evaluation form, four principals had no involvement with the state evaluation, and two principals had no involvement other than delegating the completion of the state evaluation form to teachers of the gifted. Although state reimbursement requires that a reimbursed gifted program be evaluated, it may be concluded from the interview data that there could be more communication between the princi-

pal, coordinator, administrator, or teacher who completes the state program evaluation and form, and the elementary principal responsible for the gifted program in the building. The principals interviewed typically noted that evaluation was not an end in itself, but served as a catalyst for change and improvement of the gifted program. While the evaluation, serving as a vehicle for change, was recognized as instrumental in setting the direction for change and improvement of the gifted program, six of the principals interviewed were not involved in the most basic part of the program evaluation process. Although there was a total recognition on the questionnaire by the twenty-eight participants of the importance of evaluation in gifted program development and a high degree (96.42 percent) of agreement as to the role of each principal in evaluation of staff and program, a need for a consistent and appropriate method of evaluating a specialized staff and program was indicated.

A summary of the findings of the combined questionnaire and interview data on Question 9, what is the role of the elementary principal in the evaluation of the gifted program, found that the elementary principal evaluates the personnel involved in the gifted program by following district evaluation procedures set forth in current district policy. The principal is minimally involved in evaluating the gifted program and in recommending changes

in the program based upon an evaluation of the fulfillment of the objectives of the program.

The specific areas investigated within the guidelines of this study were: planning, curriculum, personnel, in-service, communication, facilities, materials, financial aspects, and evaluation.

In summarizing the data from the total questionnaire comparing the attitudes of the elementary principals toward their role in gifted program development with their performed role (see TABLE 30), it was found that the principal's attitudes toward their roles was in all areas, except one in the role of providing materials, higher in importance than in the actual performance of that role.

The review of the literature and the data collected, presented, and analyzed in this study supported the need for and the importance of the leadership role of the elementary principal in gifted program development. While no evidence to refute the idea that the elementary principal is a key leadership person in gifted program development, implications from the literature reviewed in gifted education and from the collected data of this study during the interviews indicated that a need exists for greater amounts of time, funds, and knowledge of gifted program development for the elementary principal.

Two questions were asked at the close of the inter-

view to gather information from the principals on what they considered to be the most important responsibility of the elementary principal in administering a gifted program, and any concerns that the respondents had about the role of the elementary principal in gifted program development.

The data collected from both the written questionnaires and interviews with selected elementary principals indicated that the principals believed that communication (see TABLES 30 and 31) was one of the most important aspects of their role as a leader in gifted program development. Included within the area of communication, principals noted during the interviews the importance of establishing lines of communication with the general building staff to educate and promote a sense of acceptance and ownership in the gifted program. Communications in the form of public relations among parents of gifted children and parents of school age children focused on the use of typical school communications techniques. There was no indication of communication needs or the involvement of the wider community population, or the use of community facilities or resources for the dissemination of information about gifted education. There was no mention of the display of the products of gifted students outside of the school building. The role of the elementary principal, with both teachers and community, centered

TABLE 30
 ROLE AND ATTITUDE RATING SCALE
 OF THE ELEMENTARY PRINCIPAL IN GIFTED PROGRAM DEVELOPMENT

My Role		Not my role			Important		Not Important	
(a)	(b)	(a)	(b)		(a)	(b)	(a)	(b)
27	96.42	1	3.57	1. The elementary principal: is involved in planning the gifted program by	28	100.00	0	
24	85.71	4	14.28	a. participating in a needs assessment analysis of the existing situation.	28	100.00	0	----
20	71.42	8	28.57	b. participating in the development of the philosophy and objectives.	28	100.00	0	----
21	75.00	7	25.00	c. participating in the identification of gifted students.	24	85.71	4	14.28
10	35.71	10	64.28	2. is involved in designing a differentiated gifted curriculum.	20	71.42	8	28.57
				3. provides personnel for the gifted program by				
18	64.28	10	35.71	a. interviewing specialized gifted personnel.	24	85.71	4	14.28
18	64.28	10	35.71	b. selecting specialized gifted personnel.	22	78.57	6	21.42
14	50.00	14	50.00	4. is involved in planning inservice programs in gifted education for staff.	22	78.57	6	21.42
22	78.57	6	21.42	5. communicates with parents and community about the gifted program.	28	100.00	0	----
27	96.42	1	3.57	6. provides facilities for the gifted program.	25	89.28	3	10.71
14	50.00	14	50.00	7. provides materials for the gifted program.	24	85.71	4	14.28
14	50.00	14	50.00	8. participates in the construction and distribution of the gifted budget.	22	78.57	6	21.42
				9. Evaluates				
27	96.42	1	3.57	a. the gifted staff.	28	100.00	0	----
27	96.42	1	3.57	b. the gifted program.	28	100.00	0	----

(a) number of responding principals
 (b) percentage of responding principals

around the principal functioning as a troubleshooter and advocate of the gifted program.

TABLE 31
INTERVIEW RESULTS:
MOST IMPORTANT RESPONSIBILITY IN
ADMINISTERING A GIFTED PROGRAM

ROLE	NUMBER OF RESPONDING PRINCIPALS ^a	PERCENTAGE OF RESPONDING PRINCIPALS
Communication	3	30
Funding	3	30
Identification	3	30
Space	1	10
Program quality	1	10
Personnel	1	10
Curriculum	1	10
Evaluation	1	10
Supervision	1	10

^a multiple responses

During the interviews the elementary principals voiced concern for the need of the principal to have greater access to and participation in educational and administrative in-service resources in gifted program development. The principals believed that they should be more knowledgeable about gifted education and were concerned by the lack of this specialized knowledge among other individuals occupying the role of principal. The principals interviewed from within a stratified randomization of the target population saw the gifted student as a neglected minority. It was noted that not enough concern was being shown in funds available and in time spent by the principal, themselves included, in their

leadership role, as was spent in the functioning of other specialized curriculum areas. The principals were not only concerned that what exists in services for the gifted is not adequate for their needs, but also they were not sure "what giftedness is"? Along with the adequacy of their programs, they questioned the placement of a full and correct population of gifted students and their identification of students and needs.

As well as a belief in the importance of a knowledge of gifted program development, all the principals voiced concern during the interviews for the disproportionate amount of time spent at the remedial end of the intellectual and behavioral continuum, thus taking away from the time available for the general, as well as the gifted student population. The role of the elementary principal was seen by them to be cluttered with so many varied responsibilities as not to allow for appropriate attention to be given to the gifted.

Tied to a concern for better communication, more knowledge and time for the gifted program, was the concern of the principals interviewed for their role as a troubleshooter, not only with the parents, students, and community, but also among the general education staff. In-service activities in gifted education were seen by the principals as a time to develop staff support and acceptance of the gifted program. None of the principals

discussed the need for in-service within the elementary school to augment the skills and competencies of the specialized personnel who teach the gifted children.

Finally, finances for gifted program development was of major importance to the principals interviewed, but this importance did not align completely with their surveyed role in the budget construction or distribution of state and district funds. They were highly critical of the requirements and parameters of the state reimbursement policy in gifted education. State funding was felt to be inadequate to support a viable program of gifted education to meet the unique needs of gifted children within the individual districts.

The purpose of this study was to analyze the role of the elementary principal in gifted program development in the areas of planning, curriculum, in-service, communication, facilities, materials, financial aspects, and evaluation. Chapter IV, Results of the Study, has presented the data gathered from questionnaires and interviews to analyze the role of the elementary principal in gifted program development.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to analyze the role of the elementary principal in gifted program development. The review of the literature suggested that the leadership of the principal is the most important asset of the principal to the development of gifted programs. Authorities in gifted program development agreed that the principal, and in particular the elementary principal, accepted specific responsibility for and gave support to the gifted program.

To accomplish the purpose of this study, a survey of administrative practices of selected elementary principals in the program development of gifted education was conducted. The results of the study will assist the elementary principal in planning, improving, or extending a local program of gifted education. A mailed questionnaire and an interview guide were developed, based upon the recommendations of the authorities in gifted program development, and a description of the role of the principal by Knezevich.

The mailed questionnaire and the interview guide were used to collect data from twenty-eight selected elementary principals in ten districts who fulfilled one of two criteria for inclusion in the target population; either the principal was an employee of a district designated in the past as housing an "exemplary" Illinois gifted program, or was employed in a district with a state-approved gifted program under the direction of a building principal designated as "gifted coordinator" within DuPage County, Illinois. The items on the mailed questionnaire and on the interview guide were developed to collect data on the role of the elementary principal and the attitude of the principal toward the importance of their role.

Conclusions

The major conclusions of this study on the role of the elementary principal in gifted program development are based upon the written response of twenty-eight elementary principals in ten public school districts, and upon the verbal interview sample of ten elementary principals within the target population. While these conclusions may represent other principals of elementary schools to the extent to which the target population reflects the general situation, these conclusions specifically represent the population investigated.

The specific areas investigated within the guidelines of this study were: planning, curriculum, personnel, in-service, communication, facilities, materials, budget, and evaluation.

The review of the literature and the data collected, presented, and analyzed in this study supported the need for and the importance of the leadership role of the elementary principal in gifted program development. While no evidence was found to refute the idea that the elementary principal is a key leadership person in gifted program development, implications from the literature reviewed in gifted education and from the collected data of this study indicated that a need exists for greater amounts of time, funds, and knowledge of gifted program development for the elementary principal. Every gifted program is a unique blend of the individual needs of the gifted children and the available resources within the individual district. Providing an appropriate education for the gifted, even the term "gifted" itself, means different things to different people. While the importance of each step in gifted program development is similar, the implementation of program development - planning, curriculum, personnel interview and selection, in-service, communication, facilities, materials, financial aspects, evaluation - of gifted program development vary from principal to princi-

pal. The form of the gifted program and the role of the elementary principal will depend upon the conditions and the population of gifted children served within each school.

The major conclusions of this study on the role of the elementary principal in gifted program development in selected public school districts in DuPage County, Illinois are:

1. Each principal identified the role of the elementary principal in the planning of a gifted program specifically in the area of needs assessment, development of philosophy and objectives, and student identification.

In answer to the question, what is the role of the elementary principal in planning a program of gifted education?, the elementary principal is involved in the planning of a gifted program by participating in a needs assessment analysis of the existing situation; in the development of the philosophy and objectives of the gifted program; and in the identification of gifted students.

2. Each principal has ultimate control over how gifted materials are distributed in the building through the process of principal-approved requisitions, although there was general agreement that the principal does not take a major role designing differentiated gifted curriculum.

In answer to the question, what is the role of the

elementary principal in providing appropriate materials for the gifted program?, it was found that within the limited resources available to the gifted program, the elementary principal has ultimate control over how much and what kind of specialized instructional materials are provided the gifted program through the use of the principal-approved requisitioning procedure.

In answer to the question, what is the role of the elementary principal in the design of differentiated curriculum for the gifted program?, it was found that the elementary principal is minimally involved in designing or developing the curriculum of the gifted program.

3. Each principal was committed to the importance of communication about the gifted program to staff, parents, students, and community.

In answer to the question, what is the role of the elementary principal in communicating to the community a positive public relations advocacy of the gifted program?, it was found that the elementary principal communicates information about the gifted program to parents and community through the use of district and building newsletters, letters and forms and building open houses.

4. Each principal stated that evaluation of the gifted program and the gifted staff was important, but failed to outline a differentiated evaluation plan for gifted personnel, and were not always directly involved

in program evaluation.

In answer to the question, what is the role of the elementary principal in the evaluation of the gifted program?, it was found that the elementary principal evaluates the personnel involved in the gifted program by following district evaluation procedures set forth in current district policy. The principal is minimally involved in evaluating the gifted program and in recommending changes in the program based upon an evaluation of the fulfillment of the objectives of the program.

5. Each interviewed principal established guidelines of academic qualifications, experience, and personal characteristics but indicated that interest and enthusiasm for gifted education were the most important guide for recommending selection of gifted personnel.

In answer to the question, what is the role of the elementary principal in providing personnel to implement the functioning of the gifted program?, it was found that the elementary principal establishes guidelines, interviews candidates and recommends personnel who are academically qualified, experienced, and highly interested and enthusiastic about the importance of gifted education to staff the gifted program.

6. Facilities for programs for the gifted were provided generally by all principals surveyed, but were not differentiated from those typically used in and by

the regular classroom teacher.

In answer to the question, what is the role of the elementary principal in providing appropriate facilities for the gifted program?, it was found that the elementary principal provides minimal and unspecialized facilities to house the gifted program, and facilities similar to those available to the general curriculum program.

7. Half of the elementary principals in this study planned local in-service among the general building staff to increase knowledge and support of the gifted education program.

In answer to the question, what is the role of the elementary principal in the in-service training of all staff in the development of a quality gifted program?, it was found that to a limited extent, the elementary principal plans local building in-service education to increase the knowledge, ownership, and support of the gifted program among all the staff.

8. While the elementary principal is responsible for approving requisitions for specialized instructional materials as a part of the budgetary process, the elementary principal is minimally involved in the state budgetary reimbursement process and in the distribution of funds.

In answer to the question, what is the role of the elementary principal in the financial aspects of the

gifted program, it was found that, although one of the concerns of the principals was a lack of funds to provide an adequate gifted program for the unique population and situation in each school, the principals were not clear as to what funds were presently available for the operation of a gifted program. Overall, sources of funding, amounts available, and distribution of funds were not clearly understood by the elementary principal.

9. There was an identifiable gap between what was theorized by the authorities in gifted education as the role of the elementary principal in gifted program development and what was actually practiced in the schools. The contrast between the high degree of administrative agreement on the importance of the role of the principal in gifted program development and the lack of implementation may be due to:

- a lack of initial program planning or planning without full knowledge of gifted program development.
- failure to provide for a differentiated evaluation of staff and program.
- initial program planning by those not now responsible for the gifted program.

Recommendations

These recommendations are based upon the collective responses of the target population and are taken from the review of the related literature on the role of

the principal in gifted program development, from the survey questionnaires, and from the structured open-ended interviews with a stratified randomization of the target population.

1. Principals need to be more knowledgeable and informed of developments in gifted education by communicating with other practitioners and professional peers, by taking courses, workshops, summer institutes, conferences in gifted education, and by reading periodicals dealing with gifted program development.

2. Differentiated, regular and complete evaluation of program and personnel needs to be improved in order for each principal to be aware of measurable program objectives and outcomes in order to improve the gifted program.

3. Broader communication, beyond that currently in effect, with parents and community through the use of public facilities and professional groups needs to be developed to provide an appropriate appreciative audience for the products and process of gifted education.

4. A program of in-service education, beyond that of informational to the general staff, to augment and develop further the skills and competencies of the gifted staff needs to be developed to benefit the specialized and generalized staff members.

5. The elementary principal needs to continue to

reinforce the role of ambassador for the gifted program to staff, parents, students and community, and to acknowledge their important role as a resource, or facilitator, of the gifted program.

6. The person occupying the position of elementary principal needs to hold the education of the gifted child as a priority, and recognize the need for specialized materials, facilities, and services designated to this neglected minority.

7. The implied gap between the theoretical role and the actual role of the elementary principal in gifted program development points out the need for knowledgeably trained administrators in gifted program development.

8. More can be done to meet the unique needs of gifted children in the population studied.

Recommendations for Further Study

This study of the role of the elementary principal in gifted program development focused on the role of the elementary principal as administrative leader in the areas of planning, curriculum, personnel, in-service, communication, facilities, materials, finances, and evaluation. Additional study may yield information appropriate to the role of the elementary principal in gifted program development in the following areas:

1. The study was conducted in one populous county among public school districts fulfilling one of

two strict criteria for inclusion in the target population. Future research with the same, or expanded criteria, and with different counties or a broader population, should be considered.

2. Research is needed to determine whether there is a relationship between the role of the elementary principal in gifted program development and the success of the gifted program.
3. In this study no attempt was made to rank the importance of the criteria outlined as gifted program development. Further research is needed to indicate what priorities may exist among the criteria in gifted program development.
4. Efforts could be made to gather data on the role of the principal at all levels of educational organization, elementary and secondary, in gifted program development.
5. No attempt was made in this study to ascertain what teachers of the gifted believe to be the role of their principals in gifted program development. This study could be replicated with the addition of a comparison of teacher and principal views of that role.

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APPENDIX A

Cherie A. Laaperi
1210 Astor Street
Chicago, IL 60610

I seek your assistance in connection with a research study I am conducting for my doctoral dissertation in the School of Educational Administration and Supervision at Loyola University of Chicago.

My study--"An Analysis of the Role of the Elementary Principal in the Program Development of Gifted Education in Selected Elementary Schools in DuPage County"--will attempt to identify administrative practices used by the elementary principal in the development or operation of a building gifted program. You are the expert. The data collected in this survey will help me describe the leadership role of the administrator who is interested in initiating or managing a gifted program. ALL RESPONSES WILL REMAIN CONFIDENTIAL. No principal or school will be identified in the dissertation.

May I impose upon you to complete the enclosed questionnaire at your earliest convenience and return it to me in the envelope provided? I will telephone you a week from now to confirm that you have received these materials.

Your cooperation in this study will be greatly appreciated.

Sincerely,

Cherie A. Laaperi

Enclosures: Questionnaire
Return Envelope

APPENDIX B

ROLE AND ATTITUDE RATING SCALE OF THE ELEMENTARY
PRINCIPAL IN GIFTED PROGRAM DEVELOPMENT

General Information

How many years of experience have you had in your current position _____

How many years has a gifted program been in operation within your building _____

Please list the course titles you have completed in courses that have addressed the education of the gifted student:

What are the best sources of information available to you in program development in gifted education, for example: attendance at conferences, workshops, or summer institute(s); publications you receive or subscribe to in gifted education; membership in professional organizations(s) for the gifted, participation in a gifted advocacy group; area service center; other.

Signature

Title

APPENDIX C

Interview Guide

1. How were you involved in planning and developing the initial steps to begin a gifted program?
2. What was your involvement in the type of curriculum chosen for the gifted program?
3. What guidelines do you use for interviewing and selecting personnel for the gifted program?
4. Do you plan in-service programs in gifted education for the teachers under your supervision?
5. How do you communicate information about the gifted program to parents and community?
6. What facilities do you provide for the gifted program?
7. What materials do you provide for the gifted program?
8. What is your involvement in the construction and distribution of the gifted budget?
9. Describe your method of evaluating the gifted staff and the gifted program?
10. What is your most important responsibility in administering a gifted program in your school?
11. Do you have any concerns about the role of the elementary principal in gifted program development?

APPENDIX D

**Illinois Area Service Centers
for the Gifted
1983-1984**

Region I

Area Service Center for the Gifted
Richard W. Ronvik, Director
Chicago District 299
228 North LaSalle Street, Room 1114
Chicago, Illinois 60601
312/641-4587

Region I North

Area Service Center for the Gifted
Sandra Schmulbach, Director
Elgin Unit School District 46
4 South Gifford Street
Elgin, Illinois 60120
312/888-5335

Region I South

Area Service Center for the Gifted
Judy Lipschutz, Director
Matteson School District 162
21244 Illinois Street
Matteson, Illinois 60443
312/748-8118

Region II

Area Service Center for the Gifted
Curt Schmitt, Director
DeKalb School District 428
145 Fisk Avenue
DeKalb, Illinois 60115
815/758-7431

Region III

Area Service Center for the Gifted
Richard Youngs, Director
4th Floor - Fairchild Hall
Illinois State University
Normal, Illinois 61761
309/438-7672

Region IV

Area Service Center for the Gifted
Helen Klosterman, Director
Hancock/McDonough Counties ESR
Post Office Box 320
Carthage, Illinois 62321
217/357-2264

Region V

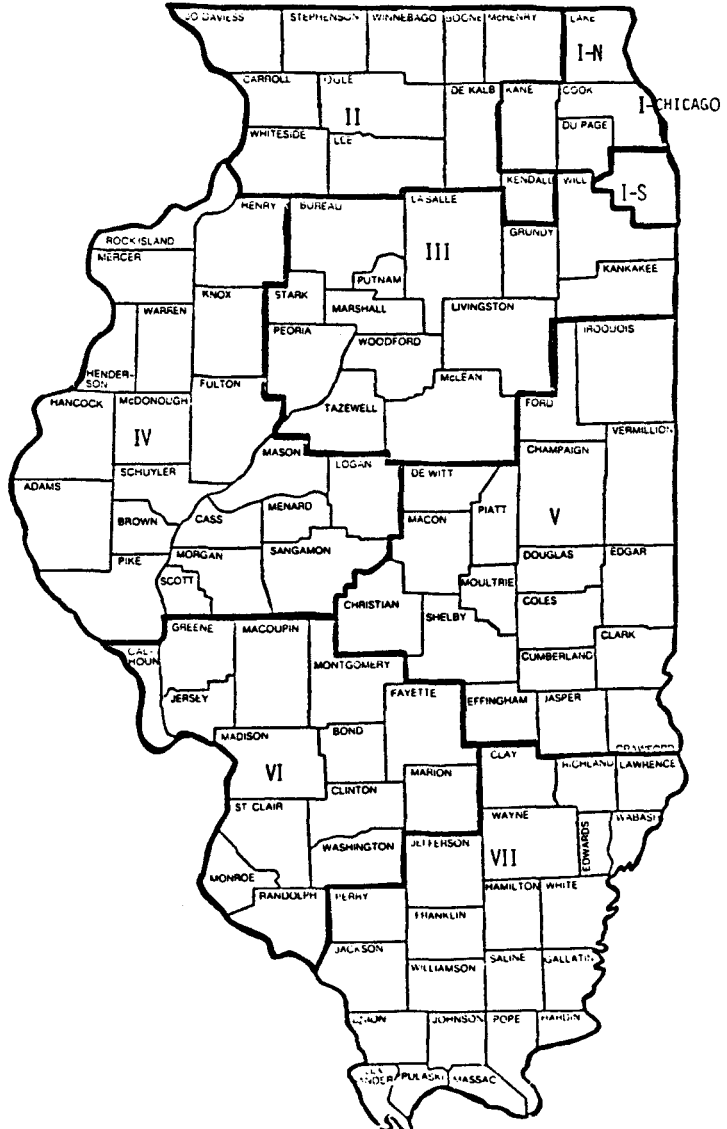
Area Service Center for the Gifted
Jolene McGrogan, Director
Champaign/Ford Counties ESR
Post Office Box 919
Rantoul, Illinois 61866
217/893-4585

Region VI

Area Service Center for the Gifted
Raymond Grinter, Director
St. Clair County ESR
1505 Caseyville Avenue
Belleville, Illinois 62221
618/277-4530

Region VII

Area Service Center for the Gifted
Glen Poshard, Director
Franklin County ESR
306 East Church Street
Benton, Illinois 62812
618/439-9489



APPENDIX E

ILLINOIS STATE BOARD OF EDUCATION
 Department of Federal and State Grants
 Educational Innovation and Support Section
 100 North First Street
 Springfield, Illinois 62777

FY 84 APPLICATION FOR GIFTED EDUCATION REIMBURSEMENT PROGRAM

SECTION I		
NAME OF SCHOOL DISTRICT	DISTRICT NO.	COUNTY
ADDRESS (Street, City, Zip Code)		DISTRICT TYPE
NAME OF GIFTED PROGRAM COORDINATOR		<input type="checkbox"/> Elementary
PHONE		<input type="checkbox"/> Secondary
		<input type="checkbox"/> Unit

SECTION II - STATEMENT OF ASSURANCES AND SIGNATURES

The applicant hereby gives assurances to the Illinois State Board of Education that:

- the gifted education reimbursement program will fully comply to the conclusion of the program with all aspects of the Rules and Regulations to Govern the Administration and Operation of the Gifted Education Reimbursement Program.
- the information contained in this application is true and accurate to the best of the applicant's knowledge and beliefs.

Date	Signature of Gifted Education Coordinator	Date		Signature of Chief School Administrator
------	---	------	--	---

I have reviewed this application of the above-named school district and recommend it for filing.

Date	Signature of Regional Superintendent
------	--------------------------------------

SECTION III - ENROLLMENT

<p>A. Supply the following information:</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">FISCAL YEAR</th> <th colspan="2">TOTAL NUMBER OF GIFTED STUDENTS (Reimbursement and Other)</th> </tr> <tr> <th>Identified</th> <th>Served</th> </tr> </thead> <tbody> <tr> <td>Projected 84</td> <td style="width: 50px; height: 30px;"></td> <td style="width: 50px; height: 30px;"></td> </tr> <tr> <td>Projected 85</td> <td style="width: 50px; height: 30px;"></td> <td style="width: 50px; height: 30px;"></td> </tr> </tbody> </table>	FISCAL YEAR	TOTAL NUMBER OF GIFTED STUDENTS (Reimbursement and Other)		Identified	Served	Projected 84			Projected 85			<p>B. Indicate the number of gifted students for each grade level included in the reimbursement program only.</p> <table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:33%;">_____ K</td> <td style="width:33%;">_____ 5th</td> <td style="width:33%;">_____ 10th</td> </tr> <tr> <td>_____ 1st</td> <td>_____ 6th</td> <td>_____ 11th</td> </tr> <tr> <td>_____ 2nd</td> <td>_____ 7th</td> <td>_____ 12th</td> </tr> <tr> <td>_____ 3rd</td> <td>_____ 8th</td> <td>_____ Ungraded</td> </tr> <tr> <td>_____ 4th</td> <td>_____ 9th</td> <td></td> </tr> <tr> <td colspan="3" style="text-align: right;">_____ TOTAL</td> </tr> </table> <p align="right"><small>(Same as page 5, line 5)</small></p>	_____ K	_____ 5th	_____ 10th	_____ 1st	_____ 6th	_____ 11th	_____ 2nd	_____ 7th	_____ 12th	_____ 3rd	_____ 8th	_____ Ungraded	_____ 4th	_____ 9th		_____ TOTAL		
FISCAL YEAR		TOTAL NUMBER OF GIFTED STUDENTS (Reimbursement and Other)																												
	Identified	Served																												
Projected 84																														
Projected 85																														
_____ K	_____ 5th	_____ 10th																												
_____ 1st	_____ 6th	_____ 11th																												
_____ 2nd	_____ 7th	_____ 12th																												
_____ 3rd	_____ 8th	_____ Ungraded																												
_____ 4th	_____ 9th																													
_____ TOTAL																														

SECTION IV - NEEDS ASSESSMENT

A. YES NO Has a needs assessment been conducted during this school year that is relevant to the gifted program?
 If no, when was it conducted? _____ If yes, complete B, C, and D.

<p>B. What persons or groups were involved? (Check all that are applicable).</p> <table style="width:100%;"> <tr> <td><input type="checkbox"/> Students</td> <td><input type="checkbox"/> Teachers</td> </tr> <tr> <td><input type="checkbox"/> Parents</td> <td><input type="checkbox"/> Administration</td> </tr> <tr> <td><input type="checkbox"/> Community</td> <td><input type="checkbox"/> Other (specify) _____</td> </tr> </table>	<input type="checkbox"/> Students	<input type="checkbox"/> Teachers	<input type="checkbox"/> Parents	<input type="checkbox"/> Administration	<input type="checkbox"/> Community	<input type="checkbox"/> Other (specify) _____	<p>C. Indicate the program direction that was identified in the needs assessment.</p> <table style="width:100%;"> <tr> <td><input type="checkbox"/> 1. New program initiative(s)</td> </tr> <tr> <td><input type="checkbox"/> 2. Maintain existing program</td> </tr> </table>	<input type="checkbox"/> 1. New program initiative(s)	<input type="checkbox"/> 2. Maintain existing program
<input type="checkbox"/> Students	<input type="checkbox"/> Teachers								
<input type="checkbox"/> Parents	<input type="checkbox"/> Administration								
<input type="checkbox"/> Community	<input type="checkbox"/> Other (specify) _____								
<input type="checkbox"/> 1. New program initiative(s)									
<input type="checkbox"/> 2. Maintain existing program									

D. If "new program initiative" is checked in C above, please indicate in Column 1 the new program initiatives identified in the needs assessment. Indicate in Column 2 the priority of those initiatives by rank ordering (i.e. 1 being most important). Indicate in Column 3 the needs that are addressed in the application.

COLUMN 1 IDENTIFIED NEEDS	COLUMN 2 PRIORITIZED NEEDS <small>(Identify by numbering)</small>	COLUMN 3 NEEDS ADDRESSED IN FY 83 APPLICATION																		
<table style="width:100%;"> <tr><td><input type="checkbox"/> Inservice</td></tr> <tr><td><input type="checkbox"/> Articulation</td></tr> <tr><td><input type="checkbox"/> Low incidence/highly gifted</td></tr> <tr><td><input type="checkbox"/> Identification</td></tr> <tr><td><input type="checkbox"/> Evaluation</td></tr> <tr><td><input type="checkbox"/> Other (specify) _____</td></tr> </table>	<input type="checkbox"/> Inservice	<input type="checkbox"/> Articulation	<input type="checkbox"/> Low incidence/highly gifted	<input type="checkbox"/> Identification	<input type="checkbox"/> Evaluation	<input type="checkbox"/> Other (specify) _____	<table style="width:100%;"> <tr><td>_____ Inservice</td></tr> <tr><td>_____ Articulation</td></tr> <tr><td>_____ Low incidence/highly gifted</td></tr> <tr><td>_____ Identification</td></tr> <tr><td>_____ Evaluation</td></tr> <tr><td>_____ Other (specify) _____</td></tr> </table>	_____ Inservice	_____ Articulation	_____ Low incidence/highly gifted	_____ Identification	_____ Evaluation	_____ Other (specify) _____	<table style="width:100%;"> <tr><td><input type="checkbox"/> Inservice</td></tr> <tr><td><input type="checkbox"/> Articulation</td></tr> <tr><td><input type="checkbox"/> Low incidence/highly gifted</td></tr> <tr><td><input type="checkbox"/> Identification</td></tr> <tr><td><input type="checkbox"/> Evaluation</td></tr> <tr><td><input type="checkbox"/> Other (specify) _____</td></tr> </table>	<input type="checkbox"/> Inservice	<input type="checkbox"/> Articulation	<input type="checkbox"/> Low incidence/highly gifted	<input type="checkbox"/> Identification	<input type="checkbox"/> Evaluation	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> Inservice																				
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<input type="checkbox"/> Identification																				
<input type="checkbox"/> Evaluation																				
<input type="checkbox"/> Other (specify) _____																				
_____ Inservice																				
_____ Articulation																				
_____ Low incidence/highly gifted																				
_____ Identification																				
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<input type="checkbox"/> Inservice																				
<input type="checkbox"/> Articulation																				
<input type="checkbox"/> Low incidence/highly gifted																				
<input type="checkbox"/> Identification																				
<input type="checkbox"/> Evaluation																				
<input type="checkbox"/> Other (specify) _____																				

APPENDIX F

GIFTED EDUCATION GENERAL INFORMATION

I. General Program

- A. The State Board of Education Policy Statement on Gifted Education recognizes two categories of giftedness; general intellectual ability and specific aptitude/talent.
- B. Approved program must address articulation of student services across grade levels/subject areas.
- C. Documentation of the ADA of the participating gifted students must be maintained in the local district.
- D. Major portion of activities should be conducted during the regular school day or as an extension of the approved gifted education reimbursement program.
- E. Professional personnel for whom reimbursement funds in excess of \$300 are claimed must hold a registered teaching, supervisory, or administrative certificate and must meet any two of the three following requirements:
 1. Three semester hours or four quarter hours of college credit in gifted education;
 2. Completion of a summer training institute for teachers of the gifted;
 3. Two years experience in gifted education programs specifically for gifted children;

Salaries claimed in account 100A should not generally exceed 40% of reimbursement formula maximum. (Documentation should be attached to the Application for each professional who will claim salaries in excess of \$300.00.)

II. Conference Attendance and Other Inservice Activities

- A. Reimbursement funds may support attendance at:
 - Gifted Area Service Center sponsored/facilitated workshops
 - State Gifted Education Conferences
 - Related State Board of Education sponsored conferences
- B. Other conference activities including out-of-state require a written request signed by the district superintendent to be submitted to the State Board of Education at least three weeks in advance of the conference. The documentation must address the following:
 1. Rationale for attendance including relationship to program objectives in the approved application.
 2. Rationale as to why attendance at the activities listed in Part A do not meet the program needs.
 3. Budget implications if in excess of 10% of major expense classification (account 221).
 4. Availability of local funds to supplement or defray costs.

III. Non-reimbursable Expenditures

- A. Non-instructional equipment purchase and/or rental (i.e. office equipment, furniture, etc.).
- B. Student transportation (i.e. excursions, field trips, instructional centers).
- C. Direct costs of district's testing program.
- D. Tuition costs for professional personnel.
- E. Non-school day activities except as an extension of the approved gifted reimbursement program.

IV. Budget Amendment Process

- A. Budget amendments should be considered as exceptions to the normal operation of the Gifted Program and should be submitted only after careful study of fiscal needs.
- B. Proposed modifications to the Budget Summary/Payment Schedule creating new expenditure classifications or requiring more than a ten (10) percent transfer of funds into or out of an existing expense classification require prior, written approval of the Manager, Educational Innovation and Support. A budget amendment request must be submitted by the Superintendent of the local education agency.
- C. Submit three copies of a revised Detail Budget Breakdown and Budget Summary/Payment Schedule (pages 5 and 6 of Gifted Program Application, ISBE 18-01) with the Budget Amendment request. (The new Budget Summary/Payment Schedule will become a computer source document.)

ILLINOIS STATE BOARD OF EDUCATION
 Department of Specialized Educational Services
 Evaluation and Assessment Section
 100 North First Street
 Springfield, Illinois 62777

GIFTED PROGRAM EVALUATION REPORT

INSTRUCTIONS: Complete and submit 3 copies by June 15 to the Regional Superintendent who will sign and forward 2 copies to the above address by July 1.

DISTRICT NAME _____

DISTRICT ADDRESS _____

COUNTY _____

PERSON COMPLETING THE FORM _____

PHONE NUMBER _____

Complete the following questions concerning the gifted program services provided in your school district sponsored with State reimbursement funds.

1. Give an unduplicated count of children by category of giftedness in your school district who received services during the school year. No child should be counted more than once. If any children are served or identified under more than one category, please count them under the most relevant category, i.e., the one in which they are served the most amount of time.

CATEGORIES OF GIFTEDNESS	UNDULICATED NO. OF CHILDREN
General intellectual ability	CC12-16
Specific academic aptitude	CC17-21
Creative thinking	CC22-26
Leadership	CC27-31
Visual and performing arts	CC32-36
Psychomotor ability	CC37-41
TOTAL	CC42-47

CC80-1

2. Indicate the number of children served, the grade level range (i.e., K-3, 4-8, 9-12) of these children, the average number of hours per week and the average number of weeks during the year that gifted children receive gifted program services in each instructional setting.

INSTRUCTIONAL SETTING	NUMBER OF CHILDREN	GRADE LEVEL RANGE	AVERAGE NUMBER OF HOURS PER WEEK	AVERAGE NUMBER OF WEEKS PER YEAR
Special School — a self-contained school for gifted students that is operated 5 days a week.	CC12-15	CC16-19	CC20-21	CC22-23
Special Class — a self-contained classroom for gifted students that is operated 5 days a week.	CC24-27	CC28-31	CC32-33	CC34-35
Special Sessions outside of Regular Class — a pull-out program, itinerant program (that provides instruction for gifted students less than 50% of the school day or fewer than 5 days per week).	CC36-39	CC40-43	CC44-45	CC46-47
Special Instruction within Regular Class	CC48-51	CC52-55	CC56-57	CC58-59

CC80-2

5. Complete the following items for each project objective in your approved gifted project proposal. (Duplicate this page as necessary.)

A. Describe briefly the objective (as stated in your project proposal and/or project amendment).

B. Briefly describe how the objective was implemented.

C. Briefly describe how the objective was evaluated to determine success.

D. Report the summarized results of your evaluation of the objective.

E. On the grid below, indicate the number of persons by category who received services as a result of the implementation of this objective and the number that met the criteria of success listed in the project objective.

TYPES OF SERVICE RECIPIENTS	TOTAL UNDUPLICATED COUNT RECEIVING SERVICE	NUMBER MEETING THE CRITERIA FOR SUCCESS
Students	CC12-16	CC17-21
Teachers	CC22-26	CC27-31
Parents	CC32-36	CC37-41
Administrators	CC42-46	CC47-51
Other (specify)	CC52-56	CC57-61
TOTAL		

CC62-67

6. \$ _____ How much money does your LEA contribute to providing gifted programs beyond the monies reimbursed by the State gifted program?
CC68-70

7. _____ % (a) If a coordinator position is partially funded using State reimbursement funds, what percentage of this person's time is spent on the gifted program?
CC80-8

(b) What other responsibilities does this person have and what percentage of time is devoted to them?

I certify that the information contained in this report is accurate and true to the best of my knowledge.

Date

Signature of District Superintendent

Date

Signature of Regional Superintendent

APPROVAL SHEET

The dissertation submitted by Cherie Laaperi has been read and approved by the following committee:

Dr. Max A. Bailey, Director
Associate Professor, Administration and Supervision,
Loyola University of Chicago

Dr. Philip M. Carlin
Associate Professor and Chairman, Administration
and Supervision, Loyola University of Chicago

Dr. Robert L. Monks
Associate Professor, Administration and Supervision,
Loyola University of Chicago

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirement for the degree of Doctor of Philosophy.

December 5, 1983
Date

Max A. Bailey
Director's Signature