

Statewide Support for Gifted Education in Indiana: 1952 – 2006

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Abstract

This is the history of state educational concern and policy for high ability students in public schools in Indiana for the period of 1952 - 2006. It examines the role of the federal and state government through funding and accompanying requirements. Indiana education has been influenced by being a “local control” state and competing priorities for always-limited funding. Through personal communication with original participants and examining original documents relating to funding history, state department documents, program descriptions, legislation, state and advocacy group newsletters, and university teacher offerings, the paper examines where gifted educational policy originated, the roles of the various groups that influenced that policy, and where it is in Indiana in 2006.

## Statewide Support for Gifted Education in Indiana: 1952 – 2006

## Introduction

Meeting the needs of all students and developing these students into productive citizens is the purpose of schools and educational policies of public entities. There is no mention of education in the U.S. Constitution. Traditionally education funding and governance has been a local or a state responsibility in the United States (Urban & Wagoner, 2004). This extended to services or policies for particular groups of students as well. However, issues of equity of opportunity and the needs of the nation allowed the federal government to influence education through funding support and attendant restrictions or requirements. A similar influence of states on local schools through funding and requirement of what and how things are taught is seen in gifted education. Exceptional learners have always posed a challenge for schools. Indiana has struggled with its role and the funding of services for exceptional learners, especially those who are gifted and talented.

This is a review of the history of state educational concern and policy for high ability students in public schools in Indiana. Education policy is influenced by federal funding and accompanying requirements and by the lack of funding and regulation by the federal government as well. Indiana education is influenced by Indiana being a “local control” state as well as competing priorities for always-limited funding. A state department of education can provide leadership in forming educational policy or can take a more passive role and focus on implementing education legislation as passed by the elected legislature. The Superintendent of Public Instruction is the leader of the Indiana Department of Education; this is an elected position in Indiana. Citizens, including parents and educators, can influence public policy at the local or state level as it relates to the budgeting and rules put forward through the election

process of local school boards, state representatives and senators, the state superintendent, and the governor. Universities influence the educators who in turn influence services to students as a result of their own preservice training and subsequent professional development. When the forces of society, including the perennial debate of who knows best for children, come to bear on the funding and types of programs available for school-age children, we have public education policy. Through conversations with original participants and examining the original documents relating to funding history, program descriptions, legislation, and newsletters, we will look at where gifted educational policy came from, concentrating on the earlier years, looking at the roles of the various groups that influenced that policy, and where it is in Indiana in 2006.

#### The Federal, State and Local Roles and Relationships in Gifted Education

In Indiana, there was no recorded statewide involvement in education for the gifted prior to 1957, but there was evidence of scattered local interest. In a letter found at the Indiana State Library and dated June 11, 1957, Kenneth Orr, the Director of the Division of Special Education of the Indiana Department of Public Instruction, wrote to Mr. Leonard of Cowles Magazines that there had been “considerable informal investigation” (Orr, 1957, p.1) of the planning of specialized education for gifted students. Orr stated that “Indiana’s public school program of special education is of the permissive type – local communities having the need and desire to offer a specialized program for a particular type of exceptional pupil” (p. 1). The process he identified was that local school districts petitioned the Commission on General Education of the Indiana State Board of Education for approval and financial aid for any particular program for handicap or exceptionality. “During my tenure (since September 10, 1956) no school system has asked for permission to establish a special class for the Gifted. Thus, the need for an interpretation in this area of exceptionality by the Commission on General Education has never

arisen” (p. 1). Mr. Orr went on to note that certain Indiana cities were in the planning stages of specialized education for gifted students; those cities were Indianapolis, South Bend, Goshen, New Castle, Fort Wayne, Terre Haute, New Albany, and Gary. He identified basic issues that needed to be addressed: definition, what to do with students in isolated locations, how services could be organized in the range of school sizes, and curriculum. “Should all Gifted be oriented toward or regimented to a life in the sciences – which at the present time appears to mean either electronics or nuclear fission?” (p. 2). Gifted education was a local matter in 1956 in Indiana, but there was widespread concern for gifted learners in the state.

An example of a local program to which Mr. Orr referred was the gifted program in place in the Indianapolis Public Schools. In a letter to parents within a brochure from the Indianapolis Public Schools (n.d.), Superintendent H. L. Shibler stated that “two special classes for gifted children were started here at the fifth and sixth grade levels in the fall of 1952...Two more classes ... in September, 1953, and four more in September, 1954...Other classes are being established as needed.” These classes were limited to children with group-test IQ scores of 130 or above who were further screened by individual tests administered by school psychologists and who had parent consent; the program continued through high school (Indianapolis Public Schools, n.d.).

The launch of Sputnik by the Soviet Union in 1957 resulted in a rethinking of the lack of federal involvement in gifted education. Federal funding of the National Defense Education Act (NDEA) of 1958 was intended to improve U.S. education to better meet the defense needs of the country (U.S. Department of Health, Education, and Welfare, 1959). One of the express purposes was to strengthen instruction in science, mathematics and modern foreign languages. The Cold War increased interest and research on talented learners, their identification, and the

role or importance of creativity. In a review of research on the education of academically gifted children in 1962, 66 studies are cited (Witty). The NDEA was followed by the Elementary and Secondary Education Act of 1965 (ESEA), dubbed the “The Big Federal Move into Education” by *Time* magazine (“The Big Federal Move,” 1965). The U.S. Office of Education, in a 1972 Report to Congress established a definition of gifted children, known as the Marland definition. This report influenced state definitions, including Indiana’s.

Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contributions to self and society.

Children capable of high performance include those with demonstrated achievement and/or potential in any of the following areas:

1. General intellectual ability
2. Specific academic aptitude
3. Creative or productive thinking
4. Leadership ability
5. Visual or performing arts
6. Psychomotor ability

It can be assumed that utilization of these criteria for identification of the gifted and talented will encompass a minimum of 3 to 5 percent of the school population. (Marland, 1972, pp. 10-11)

Indeed these acts provided some federal recognition of the importance of advanced instruction and support for states to strengthen their services to local schools and districts.

One result of federal support was an Indiana Study of Educational Needs and Programs of the Gifted and Talented in 1976, funded by ESEA to the Indiana Department of Public Instruction and the La Porte Community Schools (Kahn, Iqbal, & Flodder, 1976). This plan contained a systematic and comprehensive review of what was currently being done in Indiana, what resources might be available, and the perceived needs of Indiana schools.

The Indiana Department of Public Instruction is committed to the concept of appropriate education for the gifted and talented as basic and essential to assuring optimum development of all Indiana students. One of the Department goals is, therefore, to encourage and support development, expansion, and improvement of programs for gifted and talented students in the common schools of Indiana. (p. 1)

Findings from that study indicated that few programs existed, adequate identification strategies were lacking, but that the majority of principals and teachers felt that services were needed. A recommendation was to select individuals on multiple criteria and the relationship of the student's ability to others of the same cultural, ethnic or socioeconomic group. With that broader definition, "a minimum incidence of 6% is justifiable" (p. 71). Another recommendation was for systematic and organized planning at the state and local levels with an appointed state-wide advisory group. Schools should "generate and implement a flexible system of alternatives that might include combinations of acceleration, grouping, and enrichment" (p.72). Each Local Education Agency (LEA) should establish a planning committee to develop a comprehensive plan and ongoing in-service activities should be available to all professional staff. The State should provide leadership and financial support. The Department should provide technical

assistance, and the schools should remove barriers such as early school entrance, early matriculation, and Advanced Placement courses (Kahn, Iqbal, & Flodder, 1976).

It was also federal funding that established support for a part-time state consultant for gifted and talented at the Indiana Department of Public Instruction (DPI). In a report of a February 1978 meeting of an advocacy group that later became the Indiana Association for the Gifted, Charles Whaley was listed as the person from the DPI in that position (“Indiana CEC Organizes TAG Chapter,” 1978). However, in 1981 categorical programs were consolidated into a “block” of funds, allowing federal funds to be used for gifted education, but not requiring it. The federal government had stepped back from its foray into gifted education. It did maintain very limited involvement through funding of the Jacob K. Javits Gifted and Talented Students Education Act of 1988, but this funded a specific program of research, demonstration projects, and personnel training with particular attention paid to students traditionally underrepresented in gifted and talented programs, particularly economically disadvantaged, limited English proficient, and disabled students. Although Indiana has been the recipient of some Javits funds for specific projects (e.g. Bowen & Keirouz, 1991), this funding did not have a direct effect on policies of the state or of local schools.

The United States Department of Education (USD OE), Office of Educational Research and Improvement, produced a report in 1993, *National Excellence: A Case for Developing America's Talent* (U.S. Department of Education, 1993). The report focused on the quiet crisis of neglecting and underchallenging the talents and abilities of top students. A revised national definition was crafted:

Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age,

experience, or environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools. Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor. (U. S. Department of Education, 1993, p. 26)

The federal government had provided guidance in the way of a definition of the gifted learner, funding to assist states in studying the needs of the state, and funds to provide state leadership, but the federal government did not impose its definitions or requirements on student services for gifted children. As will be seen from looking at state law and funding, Indiana provided a similar role to local school corporations through its Department of Education.

#### The Indiana General Assembly, State Board of Education: Requirements and Funding

Planning for the first Indiana legislation relating to the education of gifted students was occurring in 1979. According to the Indiana Association for the Gifted (IAG) newsletter, draft language included a definition similar to the USDOE definition and would have “provided a mechanism for funding local programs within the state and for the training of professional staff....The Department of Public Instruction does not plan to submit any proposed legislation on gifted/talented education until comparison studies of the programs of other states have been made and their programs evaluated” (p. 3). What was introduced and passed first was a noncode act to appropriate funds for fiscal year 1980-81: \$26,038 to pay the salary and benefits for a state coordinator for the development of the programs on the needs of gifted and talented students and \$40,000 to assist local school corporations in defraying the costs of programs designed to serve gifted and talented students (Indiana Public Law 216, 1980).



The first legislation that changed the Indiana Code to include gifted students was Public Law 200, approved April 24, 1981, to take effect July, 1981 (Program for gifted children, 1981). This was an act to amend the section of the Indiana Code relating to optional curriculum for students (IC 20-10.1-7) by adding a new section. This directed the Department of Public Instruction to establish a program for gifted children by December 31, 1982, “to encourage gifted children to develop to their greatest potential their intellectual, social and artistic skills.” A definition was given, program elements were listed, and other details given that expand student programs “in order to provide expanded educational opportunities which cannot be appropriately achieved in regular school programs” (Program for gifted children).

The major move upward occurred in 1984 when Governor Robert Orr requested \$4.6 million dollars from the Indiana General Assembly for gifted education, proposing that the amount be increased to \$11 million by 1987, and that Indiana establish a residential high school for math, science, and language arts, as well as summer institutes at the state’s major public universities (Najjar, 1984; Najjar, 1985). A Governor’s Scholars Academy for summer programs for gifted high school students was authorized in 1986, funded in 1987 for one year (“Ball State to Operate Governor’s Scholars Academy,” 1989) and had its funding rescinded after one year (Allington, M., 1989). The residential high school, the Indiana Academy for Science, Mathematics and Humanities (Academy), based at Ball State University, was created by the Indiana General Assembly in 1988 and treated as a separate line item in the state budget. It opened in the fall of 1990 (Stafford, 1990a). The Academy’s funding was not part of gifted and talented funds nor the university funding; the funding for the Academy was \$450,000 for 1989-90 and \$2,000,000 for 1990-91 (Ball State University, 1989). Another related effort is the support for Advanced Placement courses; Indiana requires schools to offer these courses, pays

the exam fees for students in math and science, and provides teacher training when funding allows. This began in 1990 (Stafford, 1990b; Sayers, 1991). Although the focus of these programs includes high school gifted students, they are separately funded and specifically for one segment of the gifted population. A more extensive treatment is not possible here.

The first of several requests to change the program for gifted children from optional to required began with the 1985 General Assembly (House Bill 1556, 1985). This particular request was to require each school corporation to offer a program, to distribute \$20,000 to each school corporation to hire a G/T Coordinator, and to require the coordinator to have G/T certification by 1990. In each budget cycle, there was a request for an increased appropriation; the pattern of funding is shown in Figure 1. However, funding remained stable or increased only slightly until Governor O'Bannon announced \$30 million in K-12 education budget cuts for the state fiscal year that began July 1, 2002. As a result, G/T funding was cut 15%.

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A significant piece of legislation, Senate Enrolled Act 389, was effective January 1, 1998. This bill was based on the work of the Indiana Association for the Gifted's Indiana Commission on the Future of Gifted and Talented Education. Senate Enrolled Act 389 updated the language from the original Public Law 200 from 1981, established a state resources program for high ability students, allowed the LEA to develop a local plan and provide a program for high ability students in the school corporation at all grade levels (Senate Enrolled Act 389, 1998). The mandate portion of this legislation was not passed in 1998, but was brought back in 1999 where

it passed the Indiana House and fell short in the Senate by 8 votes (Pappas, 1999). The definition of a high ability student was included in Senate Enrolled Act 389:

Sec. 3. "High ability student" means a student who:

- (1) performs at or shows the potential for performing at an outstanding level of accomplishment in at least one (1) domain when compared with other students of the same age, experience, or environment; and
- (2) is characterized by exceptional gifts, talents, motivation, or interests. (IC 20-36-1-3).

Rules are passed by the State Board of Education with guidance from the Department of Education to clarify and provide reporting mechanisms for the code requirements. Rules of significance for gifted students involved allowing school corporations to seek waivers to release gifted students from certain requirements. These generally related to entering school at a younger age, graduating from school in a shorter time period than most students, and alternate ways students could earn credits. The first of these waivers were called Rule G-3 and were approved by the Indiana Commission on General Education in 1981 ("State Commission to consider G-3," 1981). These were later revised and called Curriculum Rule 4 Waivers for Gifted and Talented Programs ("Curriculum Rule 4 Waivers," 1985; Stubblefield, 1993). Because rule waivers had to be obtained at the request of the local school, they were unavailable to some students. In 2006, Senate Bill 310, on Alternate Methods of Earning High School Academic Credit, was passed; it guarantees students the opportunity to earn credits through performance and to graduate before the senior year if they have the appropriate credits without having to seek a waiver (Senate Bill 310, 2006). Indiana Code related to high ability students effective in 2006 is included in an Appendix.

Charles Whaley, the first consultant for gifted and talented (G/T) in the Department of Public Instruction spoke out in 1979 saying that funds needed to be in the DPI budget, that at that time funding was federal or local and there would be little advance without state commitment. He called for mandating programs and accreditation of teachers (“Gifted Education in Indiana,” 1979). A strong start was hampered by eight different state gifted consultants within a five year period, some of whom had multiple responsibilities at the same time (P. B. Stafford, personal communication, December 4, 2006). While federal funding disappeared, state funding increased during the 1980’s. The Indiana legislature budgeted separate money for G/T in a grant to the Indiana Department of Education (IDOE). The Department then made grant monies available to school corporations by application. Other funds were used to establish resource centers for lending materials, an annual conference, leadership accessing symposia that brought in national leaders in gifted education, administrators’ training workshops, problem solving programs for students, model demonstration sites, a state advisory board, and a trained cadre of local experts to provide technical assistance to schools (Stafford, 1988). The emphasis at the Department of Public Instruction was on leadership, curriculum planning and instruction (Indiana Department of Education, 1985). Program Manager Pat Stafford organized the *G/T Indiana* newsletter, published by the Indiana Department of Education. That chronicled the extensive involvement of the IDOE in gifted education. In addition, the IDOE was actively involved in assisting with the development of the Governor’s Scholars Academy (Stafford, 1989a). The Indiana regional Education Service Centers (ESC’s) were created through action by the State Board of Education. One of the ways those involved gifted and talented was in the ability to conduct regional staff development (Stafford, 1989b).

A shift occurred over time in the role of the Department of Education in seeking improvements in local services for gifted learners. As noted elsewhere, the first state consultant was involved in preparing legislation and encouraging advocacy among gifted education supporters. Public Law 200 in 1982 directed the IDOE to provide technical assistance to school corporations statewide, manage the model sites, and work to enhance the quality and longevity of programs (“Gifted and Talented Programs,” 1987). A State G/T Advisory Board was formed and developed a State Plan in 1991 that gained the support of the State Board of Education. In that plan, a mission statement was developed including six goals and specific activities that would lead the efforts of the gifted community in Indiana. “Gifted/talented children should have educational experiences which help them meet their full potential and enable them to enter creative leadership positions in society” (Indiana State Plan, 1991, p. 1). The goals were to: provide policy direction and leadership, promote exemplary practices and innovations in teaching and learning for the gifted/talented, promote implementation of a long-range strategy for financing gifted/talented education, establish standards, attract and retain effective school personnel, and ensure that the curriculum and instruction is responsive to the needs of gifted/talented students (Indiana State Plan, 1991). In a 1991 report the IDOE noted that 256 of 297 Indiana school corporations had received grants for student programs, nearly 7,000 students participated in the Midwest talent Search, 202 administrators participated in differentiated training events, more than 700 heard national speakers, nearly 500 local professional development sessions were held (Stafford & Keirouz, 1991). In the late 1980’s Indiana was acknowledged to be on the cutting edge of the field of gifted education (e.g., Moon, 1990; “Commitment into Action,” 1991); there were new Advanced Placement initiatives; International Baccalaureate program had come to Indiana; Indiana had model sites, a technical

assistance cadre, and a system of libraries for the free sharing of materials; the Leadership Accessing Symposia brought the leaders in the field to Indiana on a regular basis; there was a gifted endorsement for teachers; the Indiana Academy and the Governor's Scholars summer program were being launched; at least four major state universities had significant course offerings for teachers of the gifted; there was a professional community of scholars and practitioners; there was ongoing work with the legislature; the Indiana Association for the Gifted had 750 members; practitioners looked to the Department of Education to tell them all that was going on in the state, to provide and coordinate their opportunities, and to lead with vision.

When key players change or services are reorganized or funding is cut or "reform" movements sweep through, the focus of an organization or a movement may also change. When looking at events retrospectively, the focus of a new newsletter editor or a switch to electronic communication may make information not as accessible as well. What we do know is that the leadership changed sometime around 1994; the *G/T Update* newsletter of the Indiana Department of Education had only 3 more issues after that time that were available in the Department in 2006. During 1994, the Indiana Association for the Gifted convened an Indiana Commission on the Future of Gifted and Talented Education (Indiana Commission, 1994). In this discussion, strong and knowledgeable leadership was called for at the state level. This was a time of limited progress. We also know that teacher licensure was changing and that school accountability was emerging in the form of required testing of all students. Indiana had economic shortfalls. In 1994, because of reduced funding to G/T in Indiana and a resultant job reassignment, the newly elected president of IAG resigned her post. IAG was also very involved with the planning for the NAGC Conference to be held in Indianapolis in 1996. In a 1998 Annual Report of the Indiana Department of Education, the Mission of the IDOE is stated:

The mission of the Indiana Department of Education is to serve the citizens of this state by fulfilling its statutory responsibilities, implementing the policies of the State Board of Education, and supporting the priorities of Indiana's Superintendent of Public Instruction. The Department will focus its resources to promote higher standards and greater levels of achievement for all students. (p. 4)

Records of a state plan specifically for gifted education were not found for that period. In 2001, the Gifted and Talented Unit was moved from Curriculum to the Division of Exceptional Learners. In 2006, the Gifted and Talented Unit had one full time, one part time, and one clerical assistant position. Primary responsibility is for administration of grant funds; however, an internal plan for statewide coordination of services, assistance with professional development, technical assistance for school corporations, and development specific resources for schools is in place in the Department (B. Hand, personal communication, September 15, 2006).

#### State Advocacy Efforts

Parents and teachers of the gifted met and organized an Indiana chapter of The Association for the Gifted (TAG), a division within the Council for Exceptional Children (CEC) on February 24, 1978. This was called both the Indiana Association for the Gifted (IAG) and also IN TAG. Charles Whaley of the Indiana Department of Public Instruction (DPI) encouraged the group to work on legislation to increase sources of funds for gifted education. Sandra Black of the Indiana State University Lab School in Terre Haute was elected President; Robert Seitz of Ball State University was vice president; Susan Buzan of Washington, IN was secretary-treasurer; Ruth Pickard and Amy Cox of Indianapolis Public Schools were newsletter editors ("Indiana CEC Organizes TAG Chapter," 1978). This organization focused on programs, ideas and events in gifted education as well as advocating for legislation and educational

programming affecting the gifted. The Indiana Federation, Council for Exceptional Children adopted a resolution that stated their support for increased opportunities for gifted students, charged the Indiana Department of Public Instruction with promoting the identification and differentiated programming for gifted individuals, challenged the Indiana teacher training institutions to develop adequate training and licensing, charged administrative personnel with developing services, charged local groups with disseminating information and challenged parent groups to become more active advocates for demanding full services (Resolution, 1979).

By 1981, the group withdrew from its status as a division of the Indiana Federation Council for Exceptional Children and sought affiliation with the TAG Division of CEC as well as with the National Association for Gifted Children (NAGC). Division status had required a unified membership in the national Council for Exceptional Children, which became cost prohibitive for those persons not also interested in other exceptionalities. Changing this affiliation to NAGC allowed persons to join only the state gifted organization (*Indiana Association for the Gifted News*, 1981).

IAG continued to provide statewide support for gifted education through ongoing professional development opportunities for educators and families, usually in partnership with the Indiana Department of Education. The first conference was held in 1983; the 24<sup>th</sup> state conference is scheduled to be held as a joint conference with IDOE in March 2007 (“Aiming for Excellence,” 2006). Membership included more than 700 parents and teachers in 1989 (Fulkerson, 1989) and was the third largest of the NAGC state affiliate groups (“Commitment into Action,” 1991). IAG developed a parent network and specific training for parents in the Social and Emotional Needs of the Gifted (e.g., Fulkerson, 1989). IAG provided listings of national, state, and local community resources useful to parents and teachers in planning



activities for gifted children, including more than 20 years of the free Presents of Mind Resource Show (e.g. “Presents of Mind Show Review,” 2004) and the annual Summer Program Guide.

The Indiana Association for the Gifted organized a Commission on the Future of Gifted/Talented Education in Indiana in 1994. This Commission recommended development of school district Broad-based Planning Committees, expansion and renaming of the G/T definition (high ability), additional funding, and movement toward a fully funded mandate. New initiatives were proposed for underachieving G/T students, visual and performing arts, and professional development (Indiana Commission, 1994). In 1996, much effort of IAG was toward the hosting of the National Association for Gifted Children’s annual meeting in Indianapolis. In 1997, IAG published “Proposed Guidelines for Gifted/ Talented Education.” These were developed by the Indiana Commission and called for all high ability students K-12 to be provided articulated programming, integrated within total school structure; strong IDOE G/T leadership and services; a collaborative broad-based approach to develop a state strategic plan; inclusion of underserved populations; pre-service teacher training and ongoing professional development (Proposed Indiana Guidelines, 1997). As previously stated, Indiana Code as it related to High Ability Students was eventually modified to include the recommended language as a result of the work of the Indiana Commission, but the mandate portion of the legislation was not passed. The dedication of the Indiana Association for the Gifted was recognized and honored by a special resolution of the Indiana General Assembly in 1996 (“Indiana General Assembly,” 1996).

In 2000, IAG published “Taking the Lid Off: Providing Educational Opportunities for High Ability Students in Indiana” (Taking the Lid Off). This provided all schools, IAG members and legislators with national research data, Indiana statistics, problem analysis and recommendations for action. An Interim Study Committee of the Indiana General

Assembly voted unanimously to support provisions and additional funding; however, unexpected budget shortfalls resulted in failure of the proposed bill. In 2002, Senate Bill 292, containing some of these recommendations passed overwhelmingly. Exceptional learner was defined to include students with disabilities as well as students of high ability. The Governor's Education Roundtable was required to include a representative of education programs for exceptional learners. State G/T grant funds to districts were required to be used for services that address core curriculum for high ability students, K-12 and must include multi-faceted assessment procedures. Mandated School Improvement Plans were required to address learning needs of all students, including exceptional learners (Burney, 2002). However, tax revenues were below projections, and funding was reduced. The IAG continues to support appropriate legislation, publish a quarterly journal, support local parent groups, sponsor professional development, and give scholarships and awards ("30 Activities of IAG," 2006).

#### Universities and Professional Development

In 1958, Ball State had a course called The Slow and Fast Learner, taught by Dr. Hilda Gordon (T. Cross, personal communication, November 29, 2006). The earliest course catalog at Ball State that was found to have a course in gifted education was the 1963-65 Catalog (*Ball State Teachers College Bulletin*, 1963). Ball State created a Special Education Department in 1965 to prepare teachers to work with children who differ from the norm, including one course in teaching gifted children ("Special Education Department Created to Meet Growing Need," 1965). The recognition of the need for specialized teacher training was in place at many universities in the state in the 1970's. Ball State, Butler, Indiana State, Indiana University, and Purdue had course offerings for teachers in 1978 ("Spring and Summer Course Offerings,"

1978). By 1981, a teaching endorsement in gifted education had been authorized (“Higher Education in Gifted & Talented,” 1980). By 1986, Ball State, Butler, Indiana State, Indiana University/ Purdue University at Fort Wayne, Indiana University at Indianapolis and at Bloomington, and Purdue University at Indianapolis and at West Lafayette all offered a Standard 12-hour G/T Endorsement (“Indiana’s Gifted and Talented Endorsements,” 1986). This was an endorsement that was added to an existing teaching license. Indiana University also had an endorsement course for teachers and summer programs for students that featured the artistically talented (E. Zimmerman, personal communication, December 5, 2006). Undergraduates were not required to have training in teaching gifted learners. In 1997, Ball State, Purdue, IUPUI, Indiana University, and Indiana State were all offering the G/T endorsement (“G/T Endorsement Classes,” 1997). In 2005, Ball State, Purdue, Indiana University, IUPUI, and Indiana University Southeast were offering the endorsement (“Universities in Indiana with Courses/Licensure,” 2005).

Indiana was a home or a training ground for many national leaders and scholars in the field of gifted education. Purdue has the Gifted Education Resource Institute and Ball State has the Center for Gifted Studies and Talent Development. John Feldhusen, Tracy Cross, Pam Clinkenbeard, Ann Robinson, Penny Kolloff, Miraca Gross, Sidney Moon, Marcia Gentry, Felicia Dixon, Jean Peterson, Howard Spiker, Maurice Miller, Enid Zimmerman, Gilbert Clark, Vicki Vaughn, Cheryll Adams, Jonathan Plucker, Kristie Speirs Neumeister, Robert Seitz, Janice Bizzari, Betty Gridley, and Donna Enerson are among those trained in or teaching in the universities of Indiana and who are published in the field of gifted education.

Conclusion

Interest in gifted education has ebbed and flowed in the United States and in Indiana. Public schools have always been the responsibility of local communities, and the percentage of the population that is gifted or requires services for high abilities is small. These two facts have meant that interest in serving a small number of pupils will vary according to requirements, perceived need, and available funding. There have been times when more direction and encouragement from the federal government were in evidence in states and local schools. There was a wave of interest for organized efforts to meet national needs in the 1950's and then to meet the needs of all learners, including exceptional learners of all kinds, in the 1980's. Federal dollars and federal definition and federal prescriptions influenced the services that schools provided during those times. When federal money was not available, then state or local money was required for additional services. Public policy is more than what the legislation and administrative rules are. Public policy includes the resources the community is willing to devote to a particular segment of the student population. But public policy also is influenced by the professional understanding of those who are in decision making roles. It includes the leadership of those at the state level. Available university coursework and teacher licensure requirements influence how many educators know how to meet the needs of gifted learners. Those who advocate for this small group of learners must continually advocate in order to educate and reeducate others about the needs of this group. Parents and teachers who work with these children also influence local and state decision makers.

Indiana has had pockets of local excellence in gifted education since 1952. It has had professional expertise at its universities. It has had a strong history of advocacy support from a statewide organization. It has had varying degrees of leadership, continuity, and focus at the state level. It has had consistent funding, but no growth from the legislature. Local control has

resulted in inconsistent availability in all schools for gifted learners. In 2006, it remains a local decision in Indiana as to if high ability students are served, who qualifies for such services, and how those services are provided. Pat Stafford was the G/T Program Manager for the Indiana Department of Education for 10 years during the 1980's and 90's. In a recent conversation about the history of public policy in Indiana, she said, "Working for appropriate services for gifted students in Indiana is a lonely fight; it is always a battle" (P. B. Stafford, personal communication, December 4, 2006).

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Appendix

**Indiana Code as it relates to High Ability Learners 2006**

**IC 20-36 HIGH ABILITY STUDENTS**

**IC 20-36-1**

**Chapter 1. Definitions**

**IC 20-36-1-2**

**"Domain"**

Sec. 2. "Domain" includes the following areas of aptitude and talent:

- (1) General intellectual.
- (2) General creative.
- (3) Specific academic.
- (4) Technical and practical arts.
- (5) Visual and performing arts.
- (6) Interpersonal.

*As added by P.L.1-2005, SEC.20.*

**IC 20-36-1-3**

**"High ability student"**

Sec. 3. "High ability student" means a student who:

- (1) performs at or shows the potential for performing at an outstanding level of accomplishment in at least one (1) domain when compared with other students of the same age, experience, or environment; and
- (2) is characterized by exceptional gifts, talents, motivation, or interests.

*As added by P.L.1-2005, SEC.20.*

**IC 20-36-2**

**Chapter 2. Programs for High Ability Students**

**IC 20-36-2-1**

**State resources program; school corporation grants; program criteria**

Sec. 1. (a) The department shall establish a state resources program using existing state resources that:

- (1) supports school corporations in the development of local programs for high ability students;
- (2) enables educational opportunities that encourage high ability students to reach the highest possible level at every stage of the students' development; and
- (3) provides state integrated services that include the following:
  - (A) Information and materials resource centers.
  - (B) Professional development plan and programs.
  - (C) Research and development services.
  - (D) Technical assistance that includes the following:
    - (i) Student assessment.
    - (ii) Program assessment.
    - (iii) Program development and implementation.

(E) Support for educators pursuing professional development leading to endorsement or licensure in gifted and talented education.

(b) In addition to the program established under subsection (a), the department shall use appropriations to provide grants to school corporations for programs for high ability students if the school corporation's plan under section 2 of this chapter meets the following criteria:

(1) The plan provides for multiple means of identifying high ability students, including procedures for students who may not be identified through traditional means because of economic disadvantage, cultural background, underachievement, or disabilities.

(2) The plan sets forth appropriate education experiences in core curriculum areas for high ability students in kindergarten through grade 12.

(3) The plan aligns with the strategic and continuous school improvement and achievement plans under IC 20-31-5-4 for the schools within the school corporation.

*As added by P.L.1-2005, SEC.20.*

## **IC 20-36-2-2**

### **Powers of governing bodies**

Sec. 2. A governing body **may** do the following:

(1) Develop and periodically update a local plan to provide appropriate educational experiences to high ability students in the school corporation in kindergarten through grade 12. The plan must include the following components:

(A) The establishment of a broad based planning committee that meets periodically to review the local education authority's plan for high ability students. The committee must have representatives from diverse groups representing the school and community.

(B) Student assessment.

(C) Professional development.

(D) Development and implementation of a local program for high ability students.

(E) Evaluation of the local program for high ability students.

(2) Provide a local program for high ability students in accordance with the plan that the governing body develops under subdivision (1) for the high ability students in the school corporation in kindergarten through grade 12.

*As added by P.L.1-2005, SEC.20.*

## **DEFINING AND INCLUDING EXCEPTIONAL LEARNERS IN THE SCHOOL IMPROVEMENT PLAN**

### **IC 20-31-2**

#### **Chapter 2. Definitions**

### **IC 20-31-2-2**

**"Annual report"**

Sec. 2. "Annual report" refers to the school corporation annual performance report required by IC 20-20-8.

*As added by P.L.1-2005, SEC.15.*

#### **IC 20-31-2-5**

##### **"Cultural competency"**

Sec. 5. "Cultural competency" means a system of congruent behaviors, attitudes, and policies that enables teachers to work effectively in cross-cultural situations. The term includes the use of knowledge concerning individuals and groups to develop specific standards, policies, practices, and attitudes to be used in appropriate cultural settings to increase students' educational performance.

*As added by P.L.1-2005, SEC.15.*

#### **IC 20-31-2-6**

##### **"Exceptional learner"**

Sec. 6. "Exceptional learner" refers to the following:

- (1) A child with a disability (as defined in IC 20-35-1-2).
- (2) A high ability student (as defined in IC 20-36-1-3).

*As added by P.L.1-2005, SEC.15.*

#### **IC 20-31-2-7**

##### **"Plan"**

Sec. 7. "Plan" refers to a strategic and continuous school improvement and achievement plan established under this article for a school or school corporation.

<p><b>IC</b></p> <p><b>Requirements</b></p> <p>Sec.</p> <p>4.</p> <p>(a)</p> <p>(1) state objectives for a three (3) year period; and</p> <p>(2) be annually reviewed and revised to accomplish the achievement objectives of the school.</p> <p>(b) A plan must establish objectives for the school to achieve. These achievement objectives must be consistent with academic standards and include improvement in at least the following areas:</p> <p>(1) Attendance rate.</p> <p>(2) The percentage of students meeting academic standards under the ISTEP program (IC 20-31-3 and IC 20-32-5).</p> <p>(3) For a secondary school, graduation rate.</p> <p>(c) A plan must address the learning needs of all students, including programs and services for exceptional learners.</p> <p>(d) A plan must specify how and to what extent the school expects to make continuous improvement in all areas of the education system where results are measured by setting benchmarks for progress on an individual school basis.</p> <p>(e) A plan must note specific areas where improvement is needed immediately.</p> <p><i>As added by P.L.1-2005, SEC.15.</i></p>	<p><b>20-31-5-4</b></p> <p><b>plan</b></p> <p>must:</p>
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## **ANNUAL REPORTING REQUIREMENTS**

### **IC 20-20-8**

Chapter 8. School Corporation Annual Performance Report

Sec. 8. The report must include the following information:

- (1) Student enrollment.
- (2) Graduation rate (as defined in IC 20-26-13-6).
- (3) Attendance rate.
- (4) The following test scores, including the number and percentage of students meeting academic standards:
  - (A) ISTEP program test scores.
  - (B) Scores for assessments under IC 20-32-5-21, if appropriate.
  - (C) For a freeway school, scores on a locally adopted assessment program, if appropriate.
- (5) Average class size.
- (6) The number and percentage of students in the following groups or programs:
  - (A) Alternative education, if offered.
  - (B) Vocational education.
  - (C) Special education.
  - (D) Gifted or talented, if offered.
  - (E) Remediation.
  - (F) Limited English language proficiency.
  - (G) Students receiving free or reduced price lunch under the national school lunch program.
- (7) Advanced placement, including the following:
  - (A) For advanced placement tests, the percentage of students:
    - (i) scoring three (3), four (4), and five (5); and
    - (ii) taking the test.
  - (B) For the Scholastic Aptitude Test:
    - (i) test scores for all students taking the test;
    - (ii) test scores for students completing the academic honors diploma program; and
    - (iii) the percentage of students taking the test.
- (8) Course completion, including the number and percentage of students completing the following programs:
  - (A) Academic honors diploma.
  - (B) Core 40 curriculum.
  - (C) Vocational programs.
- (9) The percentage of grade 8 students enrolled in algebra I.
- (10) The percentage of graduates who pursue higher education.

And further information.

## **ALLOWABLE USES OF THE ACADEMIC HONORS DIPLOMA AWARDS**

### **IC 21-3-1.7-9.8 Version b Computation and use of honors diploma award**

*Note: This version of section effective 1-1-2006. See also preceding version of this section, effective until 1-1-2006.*

Sec. 9.8. (a) In addition to the distributions under section 8.2 of this chapter, a school corporation is eligible for an honors diploma award in the amount determined under STEP TWO of the following formula:

STEP ONE: Determine the number of the school corporation's eligible pupils who successfully completed an academic honors diploma program in the school year ending in the previous calendar year.

STEP TWO: Multiply the STEP ONE amount by nine hundred dollars (\$900).

(b) An amount received by a school corporation as an honors diploma award may be used only for:

- (1) any:
  - (A) staff training;
  - (B) program development;
  - (C) equipment and supply expenditures; or
  - (D) other expenses; directly related to the school corporation's academic honors diploma program; and
- (2) the school corporation's program for high ability students.

(c) A governing body that does not comply with this section for a school year is not eligible to receive an award under this section for the following school year. *As added by P.L.260-1997(ss), SEC.86. Amended by P.L.34-1998, SEC.3; P.L.273-1999, SEC.141; P.L.291-2001, SEC.98; P.L.224-2003, SEC.166; P.L.97-2004, SEC.81; P.L.246-2005, SEC.201.*

#### **ALTERNATE MEANS OF EARNING CREDIT AND EARLY MATRICULATION**

IC 20-36-5; (06)ES0310.1.1. --> SECTION 1. IC 20-36-5 IS ADDED TO THE INDIANA CODE AS A NEW CHAPTER TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2006]:

Chapter 5. Alternate Methods of Earning High School Academic Credit

Sec. 1. A student shall receive credits toward graduation or an academic honors diploma by demonstrating the student's proficiency in a course or subject area required for graduation or the academic honors diploma, whether or not the student has completed course work in the subject area, by any one (1) or more of the following methods:

- (1) Receiving a score that demonstrates proficiency on a standardized assessment of academic or subject area competence that is accepted by accredited postsecondary institutions.
- (2) Receiving a high proficiency level score on an end of course assessment for a course without taking the course.
- (3) Successfully completing a similar course at an eligible institution under the postsecondary enrollment program under IC 20-30-11.
- (4) Receiving a score of three (3), four (4), or five (5) on an advanced placement examination for a course or subject area.
- (5) Other methods approved by the state board.

Sec. 2. A student who demonstrates proficiency in one (1) or more courses or subject areas under section 1 of this chapter may not be required to complete a minimum number of semesters to graduate or to receive an academic honors diploma.

Sec. 3. The department shall develop guidelines and the state board shall adopt rules under IC 4-22-2 to implement this chapter.

#### **STUDENT TRACKING PROHIBITION**

**IC 20-33 ARTICLE 33. STUDENTS: GENERAL PROVISIONS**

**IC 20-33-1**

**Chapter 1. Equal Educational Opportunity**

**IC 20-33-1-1**

**Policy**

Sec. 1. The following is the public policy of the state:

- (1) To provide equal, nonsegregated, nondiscriminatory educational opportunities and facilities for all, regardless of race, creed, national origin, color, or sex.
- (2) To provide and furnish public schools and common schools equally open to all and prohibited and denied to none because of race, creed, color, or national origin.
- (3) To reaffirm the principles of the Bill of Rights, civil rights, and the Constitution of the State of Indiana.
- (4) To provide for the state and the citizens of Indiana a uniform democratic system of public and common school education.
- (5) To abolish, eliminate, and prohibit segregated and separate schools or school districts on the basis of race, creed, or color.
- (6) To eliminate and prohibit segregation, separation, and discrimination on the basis of race, color, or creed in the public kindergartens, common schools, public schools, vocational schools, colleges, and universities of Indiana.

*As added by P.L.1-2005, SEC.17.*

**IC 20-33-1-3**

**Segregation prohibited; student tracking practices review**

Sec. 3. (a) The governing body of a school corporation and the board of trustees of a college or university may not build or erect, establish, maintain, continue, or permit any segregated or separate:

- (1) public kindergartens;
- (2) public schools or districts;
- (3) public school departments or divisions; or
- (4) colleges or universities;

on the basis of race, color, creed, or national origin of pupils or students.

(b) The officials described in subsection (a) may take any affirmative actions that are reasonable, feasible, and practical to effect greater integration and to reduce or prevent segregation or separation of races in public schools for whatever cause, including:

- (1) site selection; or
- (2) revision of:
  - (A) school districts;
  - (B) curricula; or
  - (C) enrollment policies;

to implement equalization of educational opportunity for all.

(c) A school corporation shall review the school corporation's programs to determine if the school corporation's practices of:

- (1) separating students by ability;
- (2) placing students into educational tracks; or



(3) using test results to screen students; have the effect of systematically separating students by race, color, creed, national origin, or socioeconomic class.

*As added by P.L.1-2005, SEC.17.*

## **ESTABLISHMENT OF THE INDIANA ACADEMY, ARTS and SUMMER SCHOLARS IC 20-12-14.5**

Chapter 14.5. Indiana Academy for Science, Mathematics, and the Humanities

### **IC 20-12-14.5-1**

Sec. 1. Ball State University may establish the Indiana academy for science, mathematics, and the humanities under IC 20-12-14 beginning in the 1989-90 school year.

Sec. 2. The academy shall operate:

- (1) a public, residential school for high school students in Indiana; and
- (2) a program for public school educators.

Sec. 3. (a) A student who applies for admission to the academy must:

- (1) be eligible to attend a public school in Indiana;
- (2) demonstrate exceptional intellectual ability; and
- (3) demonstrate a commitment to scholarship.

(b) A student shall be admitted without regard to sex, race, religion, creed, national origin, or household income.

Sec. 4. The academy shall:

- (1) establish an advisory committee that represents the education and business communities in Indiana;
- (2) determine the standards for admissions and the curricula and courses of study to be offered;
- (3) develop curriculum material for distribution and use throughout the public school system;
- (4) develop programs to encourage interaction with public school educators;
- (5) make curriculum material available to students in public schools throughout Indiana by the use of telecommunications technology; and
- (6) establish cooperative arrangements with private and public entities in order to effectively operate the academy.

## **IC 20-12-14.6**

### **Chapter 14.6. Indiana School for the Arts**

Sec. 1. Beginning in the 1998-1999 school year, Indiana University may establish the Indiana School for the Arts under IC 20-12-14.

Sec. 2. The school shall operate:

- (1) a public, residential school for high school students in Indiana; and
- (2) a program for public and nonpublic school educators.

Sec. 3. A student who applies for admission to the school must:

- (1) be eligible to attend a public school in Indiana;
- (2) demonstrate exceptional ability;
- (3) demonstrate a commitment to scholarship; and
- (4) demonstrate a commitment to the arts.

Sec. 4. The school shall:

- (1) establish an advisory committee that represents the education and the arts communities in Indiana;
- (2) determine the standards for admissions and the curricula and courses of study to be offered;
- (3) develop curriculum material for distribution and use throughout the public school system;
- (4) develop programs to encourage interaction with public and nonpublic school educators;
- (5) make curriculum material available to students in public schools throughout Indiana by the use of telecommunications technology; and
- (6) establish cooperative arrangements with private and public entities in order to effectively operate the school.

## **IC 20-36-4**

### **Chapter 4. Governor's Scholars Academy**

Sec. 1. As used in this chapter, "academy" refers to the governor's scholars academy established by section 3 of this chapter.

Sec. 2. As used in this chapter, "advisory board" refers to the advisory board for the governor's scholars academy established by section 5 of this chapter.

Sec. 3. The governor's scholars academy is established to administer and operate a public, residential, coeducational school to be held in the summer for high school students in Indiana who are high ability students as described in IC 20-36-1.

*As added by P.L.1-2005, SEC.20.*

Sec. 4. (a) The department shall operate the academy under guidelines that are established by the advisory board and in consideration of the recommendations that are made by the advisory board under section 6 of this chapter.

(b) The department shall:

- (1) employ personnel necessary to operate the academy;
- (2) select the students who will attend the academy;
- (3) hire the faculty for the academy;
- (4) enter into contracts with institutions of higher education or other similar entities for establishing the location or locations of the academy;
- (5) determine the courses that are to be offered at each academy site; and
- (6) take any other action necessary to operate the academy under this chapter.

Sec. 5. (a) An advisory board for the academy is established.

(b) Fifteen (15) members shall be appointed to the advisory board as follows:

- (1) The state superintendent as an ex officio member.
- (2) The chairman of the curriculum committee of the state board as an ex officio member.
- (3) The commissioner of the commission on higher education as an ex officio member.
- (4) Seven (7) members appointed by the state superintendent as follows:
  - (A) Two (2) members who are classroom teachers.
  - (B) Two (2) members who are public school administrators.
  - (C) One (1) member who represents the parents of public school students.

- (D) Two (2) members who are former students of the academy.
- (5) Five (5) members appointed by the governor as follows:
  - (A) Two (2) representatives from public institutions of higher education in Indiana.
  - (B) One (1) representative from a private institution of higher education in Indiana.
  - (C) Two (2) individuals representing business and industry.
- (c) At the expiration of the terms of the initial appointees, their successors shall be appointed to four (4) year terms beginning on July 1 in the year of their appointments. A member may be reappointed to the advisory board.
- (d) A vacancy in any appointive term under this section shall be filled for the unexpired part of the term by appointment of the officer who appointed the person creating the vacancy.
- (e) On July 1 of each year, the state superintendent shall designate a member to serve as chairperson. The advisory board shall elect other officers annually to serve terms from July 1 through June 30.
- (f) An advisory board member is not entitled to the minimum salary per diem as provided in IC 4-10-11-2.1(b) while performing the member's duties. A member is entitled to reimbursement for traveling expenses and other expenses actually incurred in connection with the member's duties, as provided in the state travel policies and procedures established by the Indiana department of administration and approved by the budget agency.
- (g) The chairperson shall call the meetings of the advisory board.
- (h) A majority of the advisory board constitutes a quorum for the purpose of doing business.

Sec. 6. (a) The advisory board shall establish the following guidelines:

- (1) The criteria for admission to the academy.
- (2) The maximum number and grade levels of students to be admitted to the academy.
- (3) Rules for selecting students based upon county student populations with the goal of gathering a diverse student body representing as many high schools in the state as possible.
- (4) Criteria and procedures for evaluating the academy.
- (b) The advisory board may make recommendations to the department of education concerning the following:
  - (1) The curriculum to be offered at the academy.
  - (2) The location or locations for the operation of the academy.
  - (3) The length of time during the summer that the academy is to be operational.
  - (4) Any other matter that the advisory board determines to be pertinent to the operation of the academy.

Sec. 7. The academy shall provide free tuition, room, and board to students accepted to attend the academy.

*As added by P.L.1-2005, SEC.20.*

## INDIANA ADMINISTRATIVE RULES

**Rule 9.1. Waiver of Curriculum and Graduation Rules for Programs for High Ability Students**

**511 IAC 6-9.1-1 Definitions**

Authority: IC 20-19-2-8; IC 20-31-4-7

Affected: IC 20-31-4; IC 20-36-1

Sec. 1. (a) The definitions in this section apply throughout this rule.

(b) “Broad-based planning committee” means a diverse group with representation from:

- (1) educators;
- (2) parents;
- (3) students;
- (4) community members; and
- (5) other stakeholders;

organized for the purposes of planning and development of programs.

(c) “Differentiated” means providing tiered levels of services for all educational needs.

(d) “Domain” includes the following areas of aptitude and talent:

- (1) General intellectual.
- (2) General creative.
- (3) Specific academic.
- (4) Technical and practical arts.
- (5) Visual and performing arts.
- (6) Interpersonal.

(e) “General creative” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to activities, such as:

- (1) problem finding;
- (2) divergent thinking;
- (3) flexibility;
- (4) elaboration; and
- (5) originality.

(f) “General intellectual” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to a broad array of disciplines.

(g) “Governing body” means the township trustee and township board of a school township, the board of school commissioners, board of school trustees, or any other board charged by law with the responsibility of administering the affairs of a school corporation.

(h) “High ability student” means a student who:

- (1) performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one (1) domain when compared to other students of the same age, experience, or environment; and
- (2) is characterized by exceptional gifts, talents, motivation, or interests.

(i) “Interpersonal” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to areas, such as:

- (1) leadership;
- (2) mediation;
- (3) counseling; and

- (4) communication.
- (j) “Multifaceted assessment” means collecting and analyzing data to identify the educational needs of high ability students through the following:
  - (1) Performance-based assessment, which includes evaluating the performance of students involved in complex learning opportunities through the use of instruments, such as the following:
    - (A) Rating scales.
    - (B) Observation or interviews.
    - (C) Portfolios.
    - (D) Structured observations or interviews.
  - (2) Potential-based assessment, which includes evaluating the potential performance of high ability students through the use of instruments, such as the following:
    - (A) Standardized intelligence tests.
    - (B) Standardized achievement tests.
    - (C) Behavior rating scales.
  - (3) Other forms of assessment, which includes *[sic., include]* using procedures designed to reduce any assessment biases that may be inherent in other assessment methods used to evaluate the levels of services needed for high ability students.
- (k) “Program” means educational services differentiated in depth and breadth designed to meet the needs of one (1) or more high ability students through activities, such as:
  - (1) compacting;
  - (2) acceleration;
  - (3) enrichment;
  - (4) problem solving; and
  - (5) creative thinking.
- (l) “Specific academic” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to specific disciplines, such as:
  - (1) English language arts;
  - (2) social studies;
  - (3) foreign languages;
  - (4) mathematics; and
  - (5) sciences.
- (m) “Technical and practical arts” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to disciplines, such as:
  - (1) vocational-technical education;
  - (2) business technology education;
  - (3) family and consumer sciences; and
  - (4) technology education.
- (n) “Visual and performing arts” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to disciplines, such as:
  - (1) art;

- (2) dance;
- (3) music; and
- (4) theater arts.

Sec. 2. (a) To qualify as a program for high ability students under this rule, each school corporation shall meet all of the criteria in this section.

(b) The school corporation shall develop and periodically update a level of services program to provide educational opportunities to encourage high ability students to reach the highest possible level at every stage of development.

(c) The differentiated program for high ability students must include the following:

(1) A multifaceted student assessment plan, including the following:

- (A) Performance-based assessment.
- (B) Potential-based assessment.
- (C) Other forms of assessment.

(2) A curriculum and instructional strategies plan.

(3) A counseling and guidance plan.

(4) A systematic program assessment plan.

(5) A professional development plan.

(d) Educational experiences offered outside the school day may be used to supplement, but not to supplant, the levels of services provided for high ability students offered during the school day.

(e) The governing body shall create a broad-based planning committee to design and monitor the continuous development and implementation of the levels of services program for high ability students.

(f) The program must be approved by the governing body.

(g) The plans described in subsection (c) must be available for public inspection and filed with the department. (*Indiana State Board of Education; 511 IAC 6-9.1-2; filed Nov 1, 1999, 2:40 p.m.: 23 IR 565; readopted filed Jun 10, 2005, 3:00 p.m.: 28 IR 3052*)

Sec. 3. (a) Upon proper submission of the appropriate forms by a school corporation, the department may waive, for programs for high ability students, any of the following curriculum or graduation rules:

(1) 511 IAC 6-7-1(d), 511 IAC 6.1-1-2(d), and, for summer school, 511 IAC 12-2-6(a) to allow gifted and talented students to earn credit through performance assessment without completing the required amount of instructional time.

(2) 511 IAC 12-2-6(b) to allow school corporations to be reimbursed for the cost of instruction for more than two (2) credits in summer school for high ability students.

(3) 511 IAC 6.1-6-1(a) to allow school corporations to utilize adults who have the demonstrated expertise in an area, but not the prerequisite teacher certification, to deliver nonstandard education programs for high ability students, such as:

- (A) internships;
- (B) mentorships; or
- (C) clinical experiences.

(b) The school corporation may appeal a denial of a waiver to the state board. (*Indiana State Board of Education; 511 IAC 6-9.1-3; filed Nov 1, 1999, 2:40 p.m.: 23 IR 565; readopted filed Jun 10, 2005, 3:00 p.m.: 28 IR 3052*)

# **Rule 10. Postsecondary Enrollment Program**

Sec. 1. "Eligible institution" means an accredited public or private college or university located in Indiana that grants a baccalaureate or associate degree.

"Program" refers to the postsecondary enrollment program established under IC 20-30-11.

"Secondary credit" means credit toward graduation requirements granted by a student's school corporation upon the successful completion of a course taken under the program.

Sec. 2. (a) A student may, upon approval of that student's school corporation, enroll in courses offered by an eligible institution under the program on a full-time or part-time basis during grade 11, grade 12, or both. A student who participates in the program shall be considered a student enrolled in the school corporation in computing average daily membership as defined in IC 21-3-1.6-1.1(d).

(b) If a course has been approved for secondary credit by the school corporation, a student is entitled to credit toward graduation requirements for each course the student successfully completes at that institution. The student's school records must indicate that the credits were earned at an eligible institution.

(c) Before February 1 each year, the school corporation shall provide each student in grades 10 and 11 with information concerning the program.

(d) Each student who intends to enroll in an eligible institution under the program shall notify the principal of the school in which the student is enrolled. A representative of the school corporation shall meet with each student who intends to participate in the program and discuss the following:

- (1) The student's eligibility to participate in the program.
- (2) The courses in which the student is authorized to enroll.
- (3) The secondary and postsecondary credit the student earns upon successful completion of a course.
- (4) The consequences of a student's failure to successfully complete a course.
- (5) The student's schedule.
- (6) The financial obligations of the student and the school under the program.
- (7) The responsibilities of the student, the student's parent or guardian, and the school under the program.
- (8) Other matters concerning the program.

(e) The representative of the school corporation shall make a recommendation to the principal concerning the student's participation in the program.

(f) The principal shall make a determination, based on the recommendation received under subsection (e) of this section and the policy adopted under 511 IAC 6-10-4, concerning:

- (1) the student's eligibility to participate in the program; and
- (2) the courses approved for secondary credit.

(g) The principal shall notify the student and the superintendent of the school corporation, in writing, of the determination under subsection (f) of this section. If the principal determines that:

- (1) the student is not eligible to participate in the program; or
  - (2) a course in which the student intends to enroll is not approved for secondary credit;
- the principal must state, in writing, the reasons for that determination.

Sec. 3. (a) If a student disputes a determination made by the principal under 511 IAC 6-10-2(f), the student may appeal the determination to the governing body by submitting to the governing body, in writing, the reasons the student objects to the determination. The governing body shall review a determination made under 511 IAC 6-10-2(f) and render a decision concerning that determination. The governing body shall notify the student and the principal, in writing, of its decision.

(b) If the student or the principal disputes the decision of the governing body under subsection (a) of this section, that individual may appeal to the state board of education. The decision of the state board of education is final.

Sec. 4. (a) The governing body of each school corporation shall adopt policies to implement the program, based on 511 IAC 6-10 and guidelines established by the department of education. The policy shall include:

(1) The criteria for determining eligibility to participate in the program, which may include:

(A) A provision that a student is ineligible to participate if participation would delay the student's progress toward high school graduation.

(B) A provision that a student is ineligible to participate in the program if the request is for enrollment in a course offered by the student's school and participation would result in cancellation of the course due to low enrollment.

(2) The criteria for determining the courses approved for secondary credit, which may include a provision that a course in which the student intends to enroll is not approved for secondary credit if the course is so unlike any of the approved courses listed in 511 IAC 6-2-5(d) [*511 IAC 6-2-5 was repealed filed Nov 8, 1990, 3:05 p.m.: 14 IR 663.*] that appropriate secondary credit cannot be given.

(b) The adopted policy may not prohibit a student from enrolling in or attending an education program when the student is not required to be in attendance at the student's school corporation.

(c) In addition to adopting a policy to implement the program, the governing body of a school corporation may:

(1) establish a supplemental postsecondary education program for students of the school corporation;

(2) establish procedures to permit students, including students in grades below grade 11, to enroll in and attend courses at eligible institutions during the regular school day or regular school year; and

(3) establish procedures to award secondary credit for courses completed by students at eligible institutions.

Sec. 5. (a) For each of its students enrolled in the program, a school corporation shall make and maintain records of the following:

(1) The courses and credit hours in which the student enrolls.

(2) The courses that the student successfully completes and fails to complete.

(3) The secondary credit granted to the student.

(4) Other information requested by the department of education.

(b) At the end of each school year, each school corporation shall submit to the department of education the following:



- (1) A list of students in the school corporation who are enrolled in the program.
- (2) A list of the courses successfully completed by each student who is enrolled in the program.

*(Indiana State Board of Education; 511 IAC 6-10-5; filed Mar 10, 1988, 4:16 pm: 11 IR 2624; readopted filed Oct 12, 2001, 12:55p.m.: 25 IR 937)*

## **REQUIREMENTS FOR G/T LICENSE**

### **515 IAC 1-1-24 Gifted and talented all grade endorsement (12 semester hours)**

Authority: IC 20-28-2-6

Affected: IC 9-24-8; IC 20-19-2; IC 20-30; IC 20-35

Sec. 24. (a) Course work shall include:

- (1) The psychology and education of gifted and talented children.
  - (A) This area shall develop a philosophy toward education of the gifted and talented and provide an understanding of the characteristics and problems associated with types of giftedness. These types of giftedness should include, but may not be limited to, the following: (a) intellectual, (b) academic, (c) creative, (d) artistic and (e) leadership.
  - (B) Identification and selection strategies including both formal and informal methods shall be stressed. Guidance activities directed at the gifted and talented students shall be included.
- (2) Program and curriculum development, management, and evaluation. This area shall examine various models and include procedures for:
  - administration of gifted programs
  - curriculum development
  - evaluation of programs and student progress
  - dissemination of information to teachers, administrators, and community
  - orientation of teachers in gifted and talented programs
- (3) Instructional materials, methods, and processes. This area shall include strategies to enhance the evaluation and selection of curriculum experiences, materials, and resources for teaching the various types of gifted and talented students. Processes, techniques, and methods appropriate for enhancing educational experiences for gifted and talented students shall be emphasized.
- (4) Practicum in gifted and talented education.
  - (b) Coverage: The holder of the gifted and talented all grade endorsement is eligible to teach in gifted and talented programs in all grades.
  - (c) Professionalization: This endorsement will be professionalized when the candidate has completed three (3) semester hours of graduate coursework in gifted and talented education and has met the professionalization requirements for the basic preparation level of the standard license. The gifted and talented endorsement is not required for teaching classes in gifted and talented in Indiana. Individuals who plan to teach in gifted and talented programs are, however, strongly encouraged to complete requirements for this endorsement. *(Advisory*

*Board of the Division of Professional Standards; 515 IAC 1-1-24; filed Jun 12, 1984, 3:10 p.m.: 7 IR 1840; readopted filed Sep 25, 2001, 9:43 a.m.: 25 IR 529) NOTE: Transferred from the Commission on Teacher Training and Licensing (530 IAC 2-1-25) to the Indiana State Board of Education (511 IAC 10-1-21) by P.L.20-1984, SECTION 206, effective July 1, 1984. NOTE:*

*Transferred from the Indiana State Board of Education (511 IAC 10-1-21) to the Professional Standards Board (515 IAC 1-1-24) by P.L.46-1992, SECTION 19, effective July 1, 1992.*

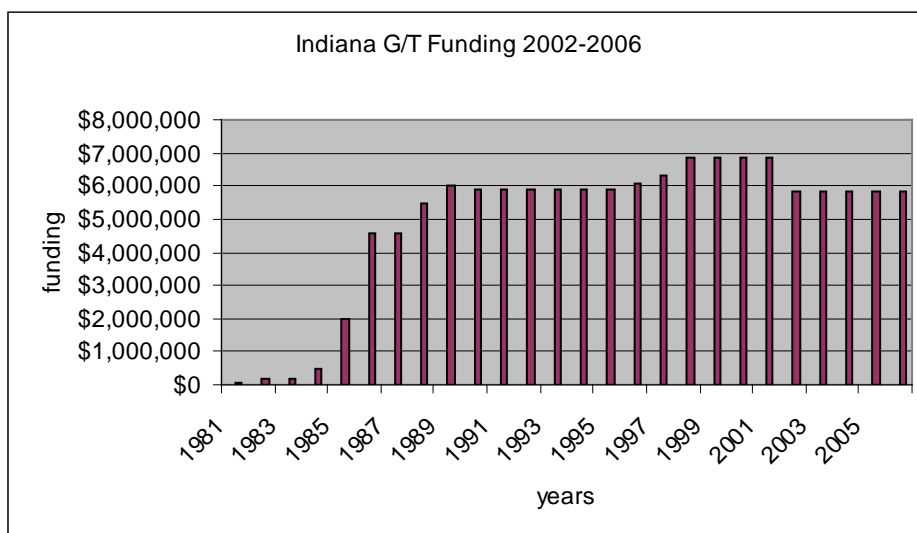


Figure 1. Funding for Gifted and Talented from 1981 – 2006 (A. Marschand, personal communication, December 1, 2006).