Writing a defensible Personal Education Plan: rationale and design

Mary Kay Desenberg Johnson

University of Northern Iowa

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Writing a defensible Personal Education Plan: rationale and design

Abstract
Iowa requires documentation of qualitatively differentiated curriculum for identified talented and gifted students by schools using allowable growth funding. In response to this directive, a local special education Individual Education Plan (IEP) documentation format was modified to a Personal Education Plan (PEP) format for gifted learners.

Construction and refinement of the format continued over a seven year period. The use of the familiar IEP process seemed to afford credibility and was readily accepted by staff, parents, and administration. The PEP format held the program for gifted and talented to a high standard of accountability, and a six step model evolved from implementation. The importance of systematic diagnosis of needs and the prescription of defensible programming interventions was stressed. The model has proven to be a useful tool in writing effective PEPs and could be beneficial to other school districts.
WRITING A DEFENSIBLE PERSONAL EDUCATION PLAN:
RATIONALE AND DESIGN

A Publishable Article
Submitted to the
Department of Curriculum and Instruction
In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
UNIVERSITY OF NORTHERN IOWA

by
Mary Kay Desenberg Johnson
May 1997
Dear Dr. Robinson:

I would appreciate your consideration of the enclosed manuscript for publication. I have produced "Writing A Defensible Personal Education Plan: Design and Rationale" in partial fulfillment of the requirements for a Master of Arts in Education of the Gifted from the University of Northern Iowa. The Personal Education Plan (PEP) format and process developed out of my experiences working with gifted students in grades five through twelve during the past eight years. The accompanying article was written to explain the background of the PEP and serve as a model for custom designing a PEP in the local school district.

The manuscript is 4180 words (23 pages) long including the title page, abstract, text, references, and figures one through five. Wording on the figures are included in the word total. Throughout the manuscript, I have followed the Publication Manual of the American Psychological Association, Fourth Edition except in those cases where the manuscript formats and guidelines required by the Gifted Child Quarterly deviate from APA.

If you have any questions or concerns regarding this manuscript, you may contact me at the address above, by telephone (515-993-5154), or by E-mail (johnsonm@saydel.k12.ia.us).

Thank you for your attention to this manuscript.

Sincerely,

Mary Kay Desenberg Johnson
encl.
WRITING A DEFENSIBLE PERSONAL EDUCATION PLAN:

RATIONALE AND DESIGN

Mary Kay Desenberg Johnson

BS University of Iowa

MAE (in process) University of Northern Iowa

Gifted Education Specialist

Saydel Community School District

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Adel, Iowa 50003
(515) 993-5154

word count: 4180
Abstract

Iowa requires documentation of qualitatively differentiated curriculum for identified talented and gifted students by schools using allowable growth funding. In response to this directive, a local special education Individual Education Plan (IEP) documentation format was modified to a Personal Education Plan (PEP) format for gifted learners. Construction and refinement of the format developed over a seven year period. The use of the familiar IEP process seemed to afford credibility and was readily accepted by staff, parents, and administration. The PEP format held the program for gifted and talented to a high standard of accountability, and a six step model evolved from implementation. The importance of systematic diagnosis of needs and the prescription of defensible programming interventions was stressed. The model has proven to be a useful tool in writing effective PEPs and could be beneficial to other school districts.
Introduction

Teachers of the gifted and talented come from many diverse backgrounds. Each brings his or her own talent, strength, and perspective to the field. When I entered the field of gifted education, I had taught dance for 12 years in private business. I worked with special populations as both a dance instructor and volunteer. One undergraduate, semester-long, experience dealt with children having severe and profound disabilities. This adaptive dance/physical education course introduced me to the special education process for writing Individual Education Plans (IEPs).

I began working with gifted and talented students in grades 6 through 12 in 1989. It soon became apparent to me that the field of gifted and talented education was not, philosophically, very different from special education but lacked some of the documentation structure that special education found fundamental to program delivery. A documentation method existed, but I was in a quandary.

Iowa law requires the development of Personalized Education Plans (PEPs); and, as I worked with the format, I discovered that I was having some difficulty making it work for the student. Previous records were listings of student activities, most often assessed by the student with a short sentence by the teacher. Comprehensive learning goals, interventions and student progress did not exist. I knew that this format did not match my definition for a Personalized Education Plan, but wondered if it satisfied the expectations of other professionals involved in gifted and talented education.
As a result of my concern, I began looking for a model that reflected best practice. Unfortunately, my search of the field of gifted and talented education yielded few, if any, models of what I consider to be an effective PEP. Therefore, I turned to the field of special education and experimented with an adaptation of a local IEP format familiar to teachers in my school district. Within this documentation format exists a clearly defined diagnosis of need, articulation of measurable and observable goals, and the educational strategies to be used to meet those goals. Progress is monitored and delineation of responsibilities for staff is defined. During the past seven years, a model has emerged for me that has proven to be very effective. It is the model that this article will present.

Rationale for a Diagnostic/Prescriptive Approach

The fundamental reasons for establishing a PEP are based upon legal and ethical accountability. Explicit legal rules define the responsibilities described in the Iowa Code (Gifted 59.4[442], 1988). However, gifted and talented programs vary in their interpretation of the law and amount of documentation. This lack of standardization results in communication gaps when working with individual teaching staffs. It also results in relatively weak transfer of information among the various school districts. The PEP, therefore, is intended to provide evidence of student need, specify accommodations and monitor student progress in a way that will provide some of the needed standardization of documentation.

Legal Explications

"Provisions for Gifted and Talented Students, 12.5(12)" is the mandated
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guide for Iowa educators planning for the educational needs of gifted and
talented learners (New Iowa Standards, 1988). The legal explications of the
Standards (1988) include three criteria. First, a systematic and valid
identification of learner needs determines appropriate programming. Second,
this programming is to be qualitatively different from that offered in the standard
classroom. Third, a process for evaluation must be established for program
improvement and effectiveness (Gifted 59.5[442]).

Funding for gifted and talented programs was created by the Allowable
Growth Formula, in order for Iowa schools to develop adequate programs
(Gifted 59.4[442], 1988). Guidelines for the schools using this formula also
require a PEP to be written for every identified student (Gifted 59.5[442]). The
documentation of the student's growth on a PEP is to provide the vehicle for
program defensibility, accountability, and evaluation (New Iowa Standards,
1988).

Many school districts have interpreted "qualitatively differentiated" to
mean anything that is different from the regular curriculum. However, the
intention of the law is to provide students with specific programming in
response to a diagnosed need. A gifted and talented student's educational
need is created by potential or ability (Borland, 1989) which exceeds the regular
curriculum. Therefore, it would appear that there should be a prescriptive
response to meeting this educational need. Such a response represents the
qualitative difference. Programming can be defended based upon
appropriateness; and documentation can provide the structure.
Documentation for Accountability

Teachers of gifted and talented programs have shared some of their PEP models in discussions at the local and state level. Some of these models reflect a format which they use without any training or understanding of the PEP process (M. Smith, Equity Audit Team, Department of Education, personal communication, November 8-10, 1994). Some of the documentation shared at an Area Education Association meeting consisted of nothing more than scraps of paper listing activities or events (P. Thompson, Heartland AEA Roundtable discussion, personal communication, 1993).

The AEA discussion participants also included examples of a mass produced one-size-fits-all set of goals to be checked off in pre-determined boxes. This really is not a Personal Education Plan because it is neither personal nor differentiated. If the regular classroom in which the same-for-everyone-mentality is inappropriate for gifted learners, then the gifted and talented program with the same mentality is equally inappropriate.

Sadly, there are times when no documentation exists at all (M. Smith, Equity Audit Team, Department of Education, personal communication, November 8-10, 1994). Many programs suffer from frequent turn-over of unskilled teachers, unaware administrators, and underserved students. As a result, the program frequently may be reinvented to placate the law. In a sense, the district relies on the inability of an uninformed community and overloaded regulatory agency to overlook the situation (L. Wolf, Department of Education, ITAG discussion group, 1996). It becomes apparent from these discussions
that there exists a strong case for designing and using a standardized documentation procedure.

Overview of The Six Phases of A PEP Model

A comprehensive approach to developing a PEP involves much more than merely writing the plan. Analyzing the components affecting the PEP articulates the gifted and talented program within the educational system of the district (Borland, 1989).

Too, it must be pointed out that a program is defensible when essential information is represented in the documentation in a format that parents, staff and students can understand. I shall, therefore, present a brief overview of the six phases of my PEP model with an accompanying analysis for the purpose of explanation/clarity. I have used examples to guide the completion of forms as presented.

Phase 1: Need Assessment

The need assessment gathers relevant data defining the parameters of the student's abilities which will "fit" within the regular classroom. Relevant data consists of classroom curriculum, district demographics, available resources, expectations, and other related areas (Borland, 1989). A pool of students who demonstrate need that is beyond the regular classroom is identified. This phase also involves nomination of students by staff, parents, peers, and self. Need assessment should be completed each time a class enters a new building level, every three years, or in some other timely manner.

The teacher of the gifted and talented must fully understand the regular
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program before he/she can assess need that go beyond what is offered. Although no form for this evaluation is offered in the presented model, this phase is necessary in order that the needs of gifted and talented students be met.

Phase 2: Data Collection and Identification

Additional need assessment methods are used to determine the extent of student need and eligibility for services during the second phase of PEP development. The identification procedures need to be designed so that they match the definition of the population they are serving. Parents may need to be contacted for their consent to test (see Figure 1) or to provide a portfolio if further information is warranted. All findings are presented in a written report to an advisory committee. Assessments should include multiple criteria and not be culturally or racially discriminatory (Gifted 59.5[442]).

Phase 3: Placement for Gifted and Talented Services

In the third phase, students are identified based upon a preponderance of need that goes beyond what the regular classroom can provide. After placement, a comprehensive individual assessment is made and documented by the teacher of the gifted program. Background information should include a statement of the present level of educational performance (Whitmore, 1985).

Student information is a vital part of the PEP. A well designed interview will, for example, give insights into the personality, interests, and characteristics of the student. If interest and learning style inventories are used appropriately, a student profile emerges. Out-of-level testing or other instruments can give additional insight into student ability. A prescriptive
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program serves the whole student, not merely a talent area.

Parents/guardians are notified of their rights, and their consent is needed to deliver services. Preliminary information (e.g., Heartland, 1996) about the nature of the PEP is given to staff, parents, and the student.

Phase 4: Staffing and Writing the PEP

During Phase 4, staff, parents, and the student give input in the design of the PEP. The guiding question is: What will both hinder or help this student in reaching his/her potential? [italics added] The parents and student, together with involved staff, attend an PEP staffing to analyze the assessment information and define educational needs and concerns. Strength areas in specific academic areas may be addressed by compactions or acceleration in the regular classroom. Teachers choose appropriate curriculum and give consideration to the learner's interests and thinking styles. Affective, as well as cognitive, needs are considered.

Affective needs include monitoring and interventions for areas such as underachievement, perfectionism, stress management, understanding giftedness, and social skills. These social and emotional areas are not a "by-product" of the student's ability, but rather an integral part (Delisle, 1995). With this additional information considered, the PEP reflects the uniqueness of the whole student in the current setting.

Statements of the instructional goals are then developed (see Figure 2). Long term instructional goals include statements of terminal behaviors. Goals are global and a beginning point from which more specific objectives are derived. The goals are intended to reflect growth in skills or knowledge that will
take place during the entire academic year. These goals should encourage the student to surpass stated expectations.

Next, the Instructional Objectives are defined (see Figure 3). Instructional objectives specify student behaviors that are observable and measurable. Included are three elements: (a) descriptive—what will the student do; (b) conditional—under what conditions will the student perform; (c) evaluative—what will indicate success?

Additional factors affecting relevance and clarity can be addressed in specific questions: Is the objective relevant to the student's chronological age? Does it reflect specific abilities and identified needs? Would the objective transfer to future success in a functional environment? Are there available resources to implement the objective? Is the objective properly sequenced, grammatically correct, and easily understood? Does the objective result in a comparable interpretation by all who read it? Instructional objectives should reflect performance criteria and the method of measurement.

Anticipated time lines for meeting the criteria and the amount of time the student will receive services should also be stated (see Figure 4). Interventions, methods, and materials used should also be listed. The responsibilities of educational staff are outlined, along with the names of the individuals attending the staffing. The parents/guardians and student verify the PEP with their signatures.

Phase 5 Implementation, Progress Monitoring, & Revision

Once the PEP is written, on-going communication and assessment are vital. Review dates must be frequent, and progress on instructional objectives
must be recorded (see Figure 4). Revisions or modifications of strategies/materials should be made when appropriate (Whitmore, 1985).

Phase 6 Evaluation

Review of the PEP should be made annually in relation to individual growth and ongoing demonstration of need. Evaluation should also reflect program effectiveness. Reevaluation to establish needs for additional or continued services should occur prior to entering a new building level or every three years. Written notification should be made if there is a change in services. (see Figure 5). Parents/guardians have the right to examine all information concerning identification, placement, and evaluation of their child.

Conclusion

Advantages of the PEP described in this article include the familiarity of the local district with the special education format, the legality and specificity of the documentation, and the place of gifted/talented on the continuum of special needs due to ability. I have found this model to be effective with staff, parents and students. The gifted and talented program merges with the total school program and the charges of "elitism" disappear when services are viewed as a need instead of a privilege.

Disadvantages include the time spent on paperwork, teachers lacking education on writing effective PEPs, and, finally, the possibility of inappropriate strategies for students with disabilities being applied to gifted and talented students (Dettmer, 1994).

The greater amount of time spent on the paperwork may seem an inconvenience to teachers who have precious little time to spare. However, the
defensibility of a well-designed education plan ensures the quality of programming. The IEP has been, and continues to be, a functional component of the special education program. In the end, the time invested in the PEP may allow teachers to work smarter, not harder.

Teachers who lack the skills to write a tenable PEP need to learn the skills. Teacher effectiveness is often directly related to the professional preparation and educational background appropriate to the field of gifted and talented education (Borland, 1989). Ongoing inservice education for the use of PEPs should be provided.

Students can be educated during the interview or as part of class time. Meetings with staff can be one on one, in team groups, or during a scheduled briefing. Parents can be informed by correspondence, brochures, an open house, and/or a special orientation night. A brief explanation of the process and forms during the PEP staffing is also helpful.

The use of inappropriate special education strategies applied to gifted and talented students can be avoided with clarification of terminology and procedures (Dettmer, 1994). This has never been a problem for me, and I have not found any of the disadvantages to be significant in practice. I believe the advantages outweigh disadvantages, once teachers become proficient in the use of student PEPs.
References


Gifted and Talented Programs of 1988, Iowa Code. 281-59.4(442) et seq.


PART II

TYPE OF STAFFING

___ Original ___ A Restaffing
___ Three-year ___ An Addendum

PUPIL: (Last) Johnson (First) Eric (Mid) —— Gender: M F Grade: 11

Legal Parent(s) Tim & Mary Johnson Address: 219 N. 8th, Adel, IA Ph: (H) 993-5154 Ph: (W) 993-4514

Guardian/ Parent(s) Address: ____________ ____________ Ph: (H) ____________ Ph: (W) ____________

District/Building Student Attends: High School Special Services Currently Receiving: Advocacy, Special Opportunities/ Seminar

Parent Notification of Staffing: yes Date: 10 / 25 / 92 By: phone/MKD Date of Staffing: 11 / 2 / 92 Teacher(s): Wilden, Desenberg, Bolluyt, Phillips, Heitz, Smith, Baumberger

EVALUATIONS CONDUCTED

<table>
<thead>
<tr>
<th>EVALUATIONS CONDUCTED</th>
<th>BY</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CoGAT Ver-145, Quan-134, Vis-140</td>
<td>Middle S.</td>
<td>4/89</td>
</tr>
<tr>
<td>ITED (10th grade, IA norms)</td>
<td>High S.</td>
<td>11/91</td>
</tr>
<tr>
<td>Voc- 98, Rdg T- 97, Lang T- 99</td>
<td>Drake</td>
<td>12/90</td>
</tr>
<tr>
<td>Exp- 97, Math- 95, Core- 98, Comp- 99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT (9th grade, through ISU)</td>
<td>Drake</td>
<td>12/90</td>
</tr>
</tbody>
</table>

Parent Consent: ____________________________ Date of Parent Consent: 10 / 26 / 92 Starting Date: 10 / 27 / 92

PROGRAM RECOMMENDATIONS:

Compaction of composition class, acceleration of Spanish IV, test out of appropriate courses. Align required courses for early graduation.

JUSTIFICATION FOR RECOMMENDATIONS: (Short term sequence will be with the provider, if not in the student file.)

Student motivation, interest and abilities are commensurate with this recommendation. Parents and teachers support the suggested modifications.

Persons present at meeting: Eric Johnson Tim & Mary Johnson Mary K Desenberg Misti Baumberger

Linda Bolluyt Eric Heitz Penny Wilden Pat Phillips Jake Smith

Distribution: (1) Student file (white) (2) Teacher (yellow) (3) Parent (pink)

7-021828
Figure 2. The Program Review/PEP, part III (1 of 2), sheet details concerns and links diagnosis of need in conjunction with the need assessment with appropriate instructional goals.
PUPIL: Johnson (Last) Eric (First) D (MI) Gender: M F
District/Building Student Attends: High School Grade: 11 Date of Meeting: 11/2/92
Teachers: Wilden, Desenberg, Bolluyt, Phillips, Heitz, Smith, Baumberger

STRENGTHS: Verbal Language, Language Arts, Performing Arts
INTERESTS: Reading, Writing, Foreign Language, Art, Music, Theater

PRESENT LEVELS OF EDUCATIONAL PERFORMANCE: (Which describe the student's educational needs/behaviors of concern and describe the student's academic and nonacademic strengths/weaknesses. State goal behavior.)

<table>
<thead>
<tr>
<th>CONCERNS</th>
<th>ANNUAL GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish - wishes to go deeper &amp; harder, faster pace</td>
<td>Add AP level work, accelerate through work for extra time to explore foreign exchange opportunities, cultural studies and prepare for the AP test.</td>
</tr>
<tr>
<td>French I - below ability level, low interest</td>
<td>Drop class 2nd quarter to free time for test-out preparation.</td>
</tr>
<tr>
<td>Composition - underchallenged, repetitive</td>
<td>Compact material, substituting harder work and freeing time to test out of subjects.</td>
</tr>
<tr>
<td>Early graduation for early college or foreign exchange experience</td>
<td>Schedule required courses for the remainder of the year. Schedule test-out for 1-3 courses (American History, Government, Economics) in order to continue high interest electives and lessen course load of second semester.</td>
</tr>
</tbody>
</table>
Figure 3. The Attachment to PEP describes an instructional goal (long term) and the instructional objectives (short term) for reaching the goal. Evaluative information is recorded on this form.
**NEED:** Modification in Language Arts

The staffing team has considered the following areas for acceleration and school success, and recommends this Action Plan. ACCELERATION/COMPACITION in regular curriculum

**ACTION PLAN:**

<table>
<thead>
<tr>
<th>TRANSITION SERVICES/SUPPORT</th>
<th>ACTION TO BE TAKEN</th>
<th>PROGRESS UPDATE</th>
<th>PERSON RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>Teacher will assign only essential assignments to demonstrate student competency, at a level commensurate with the student's abilities. Student will check with the teacher at the beginning of class and have the option of involvement in special events or activities. The student will work independently in the library. The student will use the teacher as a resource and the teacher will grade the student work. The student will be able to use additional time to study for testing out of other course work. The student will continue writing in his journal as part of the assigned work.</td>
<td>Mon., 3rd hr. 12/2/92</td>
<td>Wilden</td>
</tr>
</tbody>
</table>
Figure 4. The Program Review/PEP, part III (2 of 2), outlines the procedure of monitoring progress and delineates responsibilities. Verification of the PEP is signed by the parent/guardian and student.
### EXTENT OF PARTICIPATION IN:

<table>
<thead>
<tr>
<th>Subject/Activity</th>
<th>Req. Ed</th>
<th>Mod.</th>
<th>TAG</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td></td>
<td>X</td>
<td></td>
<td>2nd quarter</td>
</tr>
<tr>
<td>Spanish IV</td>
<td></td>
<td>X</td>
<td></td>
<td>2nd quarter</td>
</tr>
<tr>
<td>French I</td>
<td></td>
<td>X</td>
<td></td>
<td>Drop 2nd qu</td>
</tr>
</tbody>
</table>

### RELATED/SUPPORT SERVICE:

<table>
<thead>
<tr>
<th>Service</th>
<th>Estimated Time</th>
<th>Schedule*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress monitor</td>
<td>30 min.</td>
<td>Mon., 3rd hour</td>
</tr>
</tbody>
</table>

### Describe modifications for Regular Education Participation:

(Include those collaboratively planned)

Composition class for the remainder of the semester will be compacted on a unit by unit basis with the student reporting to class for attendance and to receive information. The student will work independently in the library on class assignments, finishing the assignments and then working on material that will enable the student to test out of subjects the following semester. If a special event or activity is occurring in the classroom, the student will remain. The student has the option to choose to participate in some assignments (such as writing a children's book). In Spanish IV, the student will accelerate on a unit by unit basis, adding A level work and cultural explorations with the additional time. The student will receive a pass/fail grade and the classroom teacher will assess the student's progress.

### PRIMARY NEEDS: LANGUAGE MODIFICATION

### ESTIMATED DURATION OF THIS PLAN

From: 11/2/92 To: 1/17/93

### Verification of PEP

<table>
<thead>
<tr>
<th>Parent</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Signature)</td>
<td>11/2/92</td>
</tr>
<tr>
<td>(Signature)</td>
<td>11/2/92</td>
</tr>
<tr>
<td>(Signature)</td>
<td>11/2/92</td>
</tr>
</tbody>
</table>

Distribution: (1) Student file (white) (2) Teacher (yellow) (3) Parent (pink)
Figure 5. The Parent Notice of Change In Services... may be warranted based upon evaluation and/or demonstrated need.
DEAR PARENT(S)/GUARDIAN: Beginning this school year the school is planning to make the change(s) described below in the GATE services being provided for your child. They will become part of your child's current PEP. Please review this information.

TYPE OF CHANGES RECOMMENDED: (X)

- Pull In
- Resource Room
- Compacting of Regular Curriculum
- Classroom Extension
- Acceleration
- Advocacy
- Special Opportunities (Competitions/Seminar...)

Termination of Services:

1. No further service is needed at this time; reassigned to the regular school program on a full-time basis.
2. No further support in the area of ________________ is needed.
3. No further services are required. This student will graduate from this school.
4. Will this student continue to receive services? ___ NO ___ YES; if so, in what area? ________________

DESCRIPTION OF CHANGES: RE: State Mandate 12.5 (12)

(a) Give a description of the action proposed or refused by the district.

Eric will be accelerated in Spanish IV through the rest of the year in order to free up time for AP level work. He will drop French I, and compact English Composition. With the additional time, Eric will work on testing out of 1-2 subjects. The goal is to make him eligible for early graduation.

(b) Give an explanation of why the district proposed or refused to take the action.

Eric is currently underchallenged in the three areas mentioned above. He wishes to start college early or to have the option to do college level work. He is also currently exploring the option of involvement in a foreign exchange experience. In order to meet these goals, he needs to finish his requirements for graduation next semester.

Attach additional information page(s) if more space is needed. If you have any questions, please contact me as soon as possible.

Attach Educational Staffing Report/Personal Education Plan that document the change(s) in services.

Date: 11/2/92 Phone: 993-5555 Delivered to parents via: Mail

Distribution: (1) Student file (white) (2) Teacher (yellow) (3) Parent (pink)
Biography

Mary Kay Desenberg Johnson received a BS in Dance and Physical Education from the University of Iowa and an Masters of Arts in Education of the Gifted from the University of Northern Iowa. She has taught in the area of gifted and talented at the secondary level for eight years, currently teaching at Woodside Middle School, Saydel School District, in Des Moines, Iowa.
Appendix
STATEMENT OF PURPOSE
Gifted Child Quarterly

Gifted Child Quarterly publishes manuscripts which offer new or creative insights about giftedness and talent development in the context of the school, the home and the wider society.

Gifted Child Quarterly publishes original scholarly reviews of the literature and quantitative or qualitative research studies. The journal also publishes manuscripts which explore policy and policy implications and has established a special section for such policy manuscripts, "In the Public Interest." Manuscripts that are intended as program descriptions or practical guides without research documentation are inappropriate for the Gifted Child Quarterly.

Gifted Child Quarterly reviews selected books relevant to the field with an emphasis on scholarly texts or texts with policy implications Gifted Child Quarterly publishes reviews, essay reviews and critiques.

As an academic journal, the Gifted Child Quarterly serves an archival function for the National Association for Gifted Children. It publishes the position papers, other official documents of the Association and scholarly notices.

INSTRUCTIONS TO AUTHORS

The Gifted Child Quarterly publishes manuscripts which offer new or creative insights about giftedness and talent development. Quality and technical competence are important criteria in the peer review process. In addition, the contribution of the manuscript to the advancement of the knowledge base is also considered. Manuscripts should be of interest and accessible to researchers, practitioners, policy makers and parents.

Prepare for Peer Review

All articles appearing in the Gifted Child Quarterly are peer reviewed. Authors are requested to prepare for blind review by submitting manuscripts accompanied by a cover sheet that lists the title of the manuscript, the names of the authors, the authors' institutional affiliations, the mailing address, and the date the manuscript is submitted. The first page of the manuscript should contain the title, but should omit the authors' names and any other identifying information.

Determine the Appropriateness of Submission

By submitting to the Gifted Child Quarterly the authors are confirming that the manuscripts have not been published previously and are not under consideration for publication elsewhere. The Gifted Child Quarterly publishes scholarly reviews of the literature and quantitative or qualitative research studies. The journal occasionally publishes manuscripts which explore policy and policy implications. Authors interested in the policy format are requested to contact the editor prior to submission. Articles that are intended as program descriptions or practical guides without research documentation are inappropriate for the Gifted Child Quarterly.

Follow APA Style

Authors should follow the Publication Manual of the American Psychological Association, 4th Edition (1994). All manuscripts should be accompanied by an abstract of 100 to 150 words. Manuscript pages, including reference lists, should be submitted double spaced. Figures should be camera ready. Tables and figures should be used to present information which is also discussed in text.

Adhere to Copyright Laws and Professional Acknowledgments

Authors are responsible for obtaining and providing written permission for copyright material. Authors are also responsible for publication clearance if the article reports research presented at a professional meeting or developed through a project financed by a funding agency.

Submit Four Copies

Submit four copies of your manuscript to: Ann Robinson, Editor, Gifted Child Quarterly, Gifted Programs Office, University of Arkansas at Little Rock, 2801 South University, Little Rock, AR 72204.