

What do teachers in denominational schools want to know about gifted students and gifted education?



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FOR GIFTED EDUCATION

Purpose of needs assessment



Document denominational educator knowledge and skills in identifying and developing talents in academically advanced learners in denominational schools in central Arkansas.

Methodology



Survey completed in Catholic and Episcopal schools

Needs Assessment: Denominational Schools Survey

10/22/2018 | 1

In the survey that follows please answer each question below by selecting an answer from the provided options. There are no right or wrong answers.

In the items below please select those items that apply to you professionally.

What describes your main professional responsibilities? (Select all that apply.)

- ☐ Classroom Teacher
- ☐ Gifted Education Specialist
- ☐ School Administrator
- ☐ School Counselor
- ☐ Licensed Psychologist (School, Clinical, Counseling)
- ☐ Special Education Teacher
- ☐ Parent
- ☐ School board member

What best describes the population of students with whom you work? (Select all that apply.)

- ☐ Prekindergarten
- ☐ Elementary (K-5)
- ☐ Middle School/Junior High (6-8)
- ☐ High School (9-12)
- ☐ All students (K-12)

Please indicate the licensures and/or endorsements you currently have: (Select all that apply.)

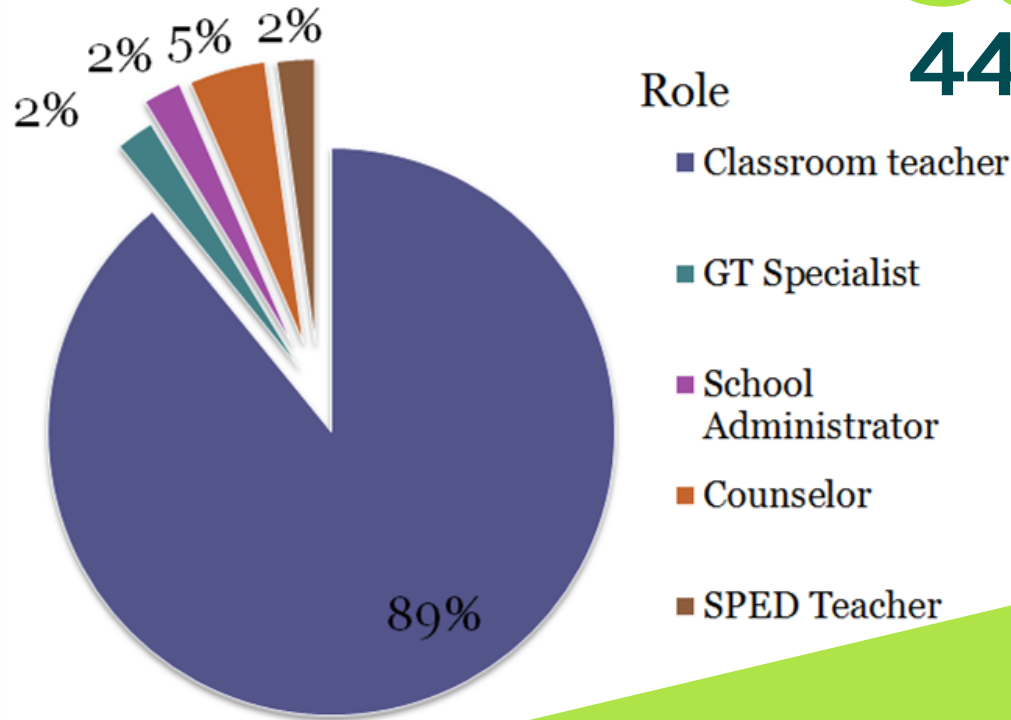
- ☐ Classroom Teacher
- ☐ Gifted Education Specialist
- ☐ School Administrator
- ☐ School Counselor
- ☐ Psychologist (School, Clinical, Counseling)
- ☐ Special Education Teacher
- ☐ Other Please specify: _____

PLEASE select the one response that best reflects your experience:

How would you describe your experience in working with gifted students?

Extensive experience	Moderate experience	Some experience	No experience
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

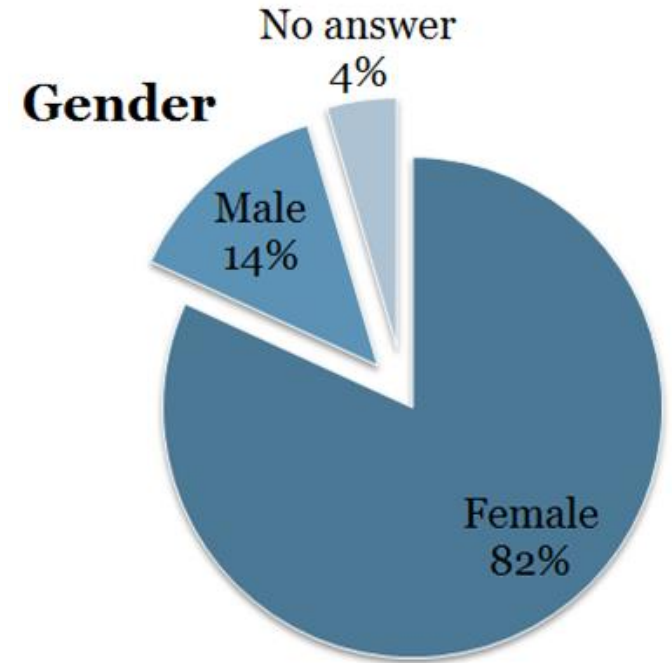
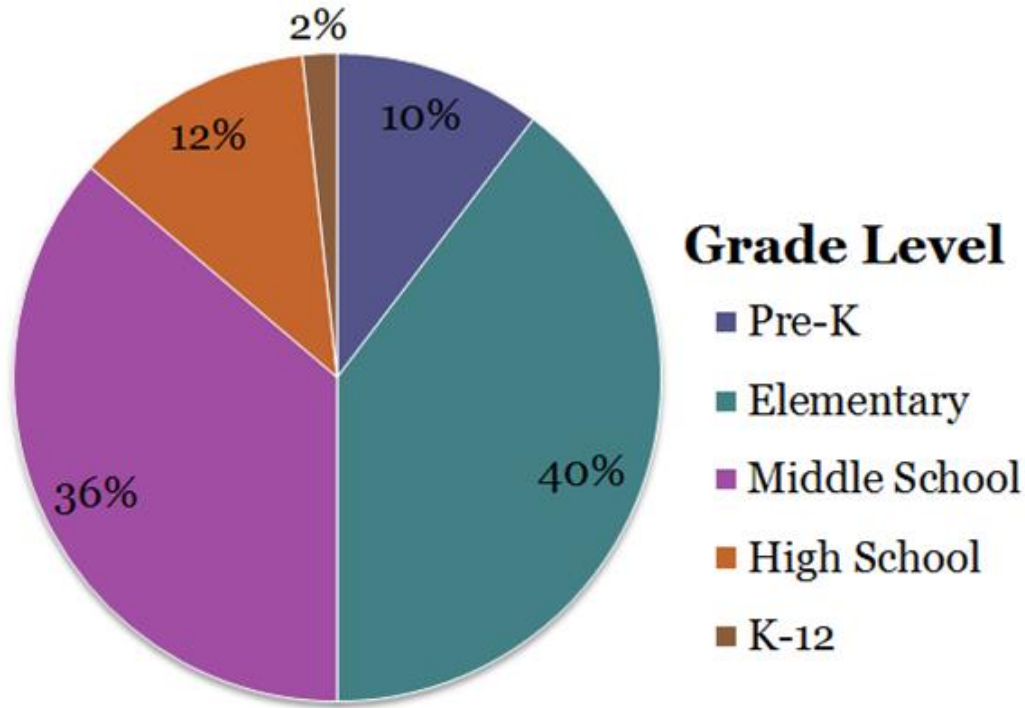
Sample 44 Educators



Median (Mdn) Years Teaching = 13
Minimum = 1 Maximum = 36

Sample

44 Educators





RESULTS

Most participants understood the following gifted characteristics



100%

“Gifted students are NOT a homogeneous group.”

“Gifted students experience asynchronous development.”

86%

“Gifted students have a wide range of interests”

76.7%

“Gifted students show initiative and originality in intellectual work”

Recurring Misconceptions



62.5%

“Gifted students should have the same benchmarks as the general students.”

14%

“Gifted students can accomplish anything. All they have to do is apply themselves.”

4.7%

“Gifted students do not need help...they can manage on their own.”

“Gifted students are easy to raise...”

In theory,

Most participants stated that they felt prepared to work with GT students (60.5%)

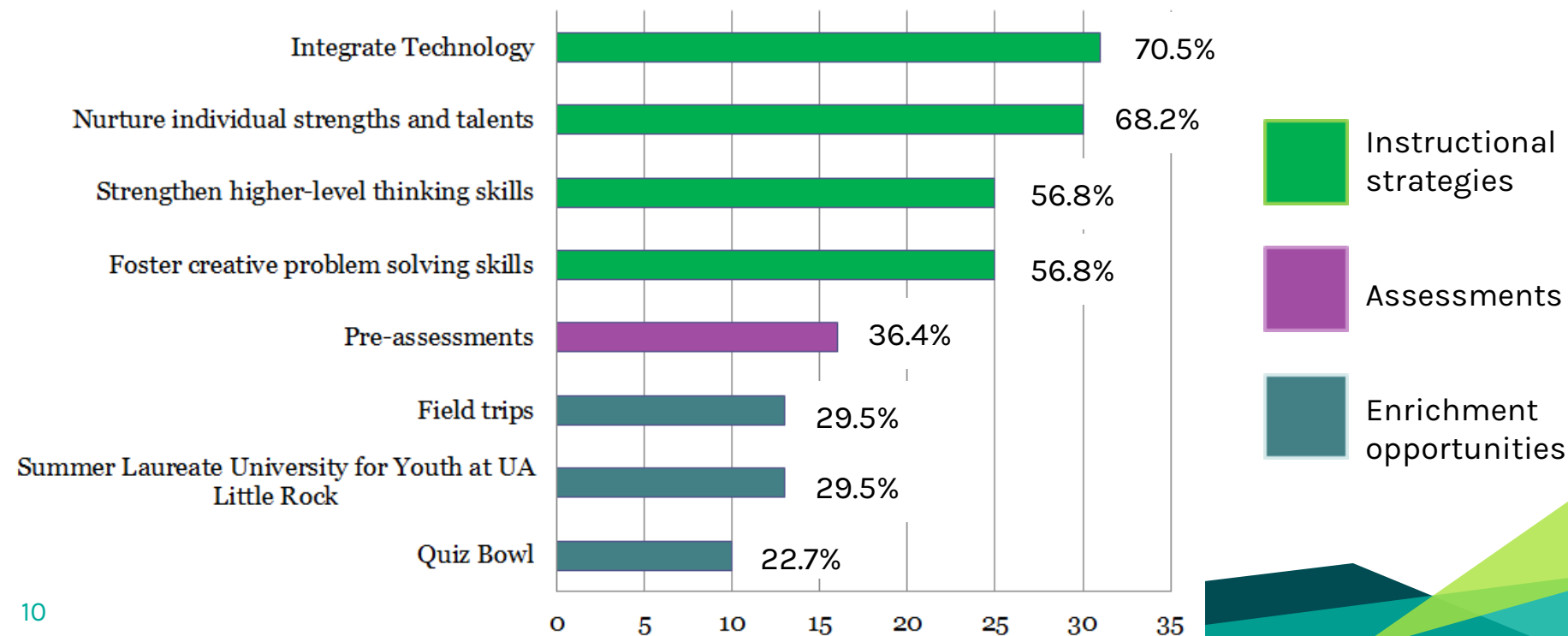


In practice,

Participants had only implemented or accessed an average of:

- 6 instructional strategies out of 14
- 1 assessment out of 3
- 1 enrichment opportunity out of 14

Most common evidence-based practices used by participants



Most participants perceive that their institution **does not** offer opportunities to learn how to teach gifted students (63.4%).

Most participants selected either **likely** (34.1%) or **very likely** (40.9%) to attend additional professional development on gifted students.

That's a
total of
75%

Participants addressed interest in learning:

- ◆ independent learning contracts (47.7%)
- ◆ advanced cross-curricular challenges (45.5%)
- ◆ creative problem solving skills (43.2%)
- ◆ higher-level thinking skills (40.9%)
- ◆ integrate technology (40.9%)
- ◆ differentiated learning centers (31.8%)
- ◆ student metacognition (34.1%)
- ◆ nurture individual strengths and talents (31.8%)



Participants acknowledged an interest in learning:

- ◆ How to use complex assessments (29.5%)
- ◆ How to access the following enrichment opportunities:
 - > State-sponsored (36.4%) and local university (31.8%) summer enrichment programs
 - > Destination ImagiNation (27.3%)
 - > Field trips (27.3%)
 - > Future Problem Solving (27.3%)
 - > Mentorships (27.3%)
 - > Odyssey of the Mind (20.5%)

Future Directions

- ⇒ Build US sample
- ⇒ Build a comparative international sample
- ⇒ Add interviews or focus groups of respondents to incorporate qualitative data
- ⇒ When power is sufficient, analyze with the independent variable of level of reported preparedness



Thank you!

Any questions?

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