

2023

Educator perceptions of giftedness in Florida

Casey Leone
n00163152@unf.edu

Follow this and additional works at: <https://digitalcommons.unf.edu/etd>

 Part of the [Gifted Education Commons](#)

Suggested Citation

Leone, Casey, "Educator perceptions of giftedness in Florida" (2023). *UNF Graduate Theses and Dissertations*. 1183.
<https://digitalcommons.unf.edu/etd/1183>

This Doctoral Dissertation is brought to you for free and open access by the Student Scholarship at UNF Digital Commons. It has been accepted for inclusion in UNF Graduate Theses and Dissertations by an authorized administrator of UNF Digital Commons. For more information, please contact [Digital Projects](#).
© 2023 All Rights Reserved

Educator Perceptions of Giftedness in Florida

by

Casey Leone

A Dissertation submitted to the Department of Teaching, Learning, and Curriculum

in partial fulfillment of the requirements for the degree of

Doctor of Education

UNIVERSITY OF NORTH FLORIDA

COLLEGE OF EDUCATION AND HUMAN SERVICES

March 21, 2023

Unpublished work © Casey Leone

DISSERTATION CERTIFICATE OF APPROVAL

This dissertation by Casey Leone, entitled *Teacher and Administrator Perceptions of Giftedness in Florida*, is approved

Dr. Hope Wilson, Committee Chair

Dr. David Hoppey, Committee Member 1

Dr. Amanda Kulp, Committee Member 2

Dr. Melanie Sanders, Committee Member 3

DEDICATION

*This dissertation is dedicated to my daughters, Emily and Harley, and to all children who
deserve to learn something new every day.*

ACKNOWLEDGMENTS

I would like to express my deepest appreciation to my committee members, including my Committee Chair, Dr. Hope Wilson. In our niche field of gifted education, it was incredible to have your expertise guiding me through this journey. I appreciate Dr. David Hoppey for continuing to motivate me throughout my entire experience in the doctoral program at UNF. Special thanks to Dr. Amanda Kulp for continuing to be the “Dissertation Whisperer,” guiding me through all the struggles with data analysis. Thanks to Dr. Melanie Sanders for being a great colleague and writing a model dissertation that guided me through the process.

Special thanks to my colleagues and cohort members of the Divine 29 for sharing this experience with me and being a powerful support system, even during a pandemic. Among my work colleagues is the best team with whom I have shared my struggles, fears, and laughs along the way. I am deeply thankful for the daily encouragement.

This endeavor would not be possible without my family—your consistent love and unwavering belief in me shaped this accomplishment. Emily and Harley, when watching me work toward this goal on weeknights and weekends as a near fixture of our schedule, I hope you see an example of an intelligent and successful woman. Although this is the end of my acknowledgements, it all started with a conversation with my husband who encouraged me to follow this dream. You consistently made space for me to work and helped me create boundaries along the way. I love you for many reasons and as it relates to this research, I love that you are proud of and respect my intellectual accomplishments. Thank you.

TABLE OF CONTENTS

	Page
Dedication	3
Acknowledgments.....	4
List of Tables and Figures	8
Abstract	9
Chapter 1: Introduction	10
Problem Statement.....	15
Purpose Statement.....	16
Research Questions.....	16
Overview of Theoretical Framework.....	17
Overview of Methodology.....	18
Significance of the Research.....	19
Organization of the Study	20
Chapter Summary	21
Chapter 2: Review of Literature	22
Defining Giftedness	22
Intelligence Testing.....	23
Current Conceptions	25
Gifted Policies.....	26
Identification	28
Underrepresentation and the Excellence Gap.....	30
Florida's Plan B	32
Teacher Perceptions of Giftedness	34
Gifted Endorsement in Florida.....	36
Theoretical Framework.....	38
Chapter Summary	39
Chapter 3: Methodology	41
Research Participants	41
Research Design	41

Research Questions	43
Instrumentation	43
Data Collection Procedures	45
Data Analysis	46
Chapter Summary	48
Chapter 4: Results	49
Sample Characteristics.....	49
Results for Research Question 1	53
Sentiment Variable.....	57
Gifted Endorsement	58
Sentiment Comments	60
Results for Research Question 2.....	61
The Future of Gifted in Florida.....	63
Results for Research Question 3	66
Overall Perceptions.....	68
Chapter Summary	70
Chapter 5: DISCUSSION	72
Summary of the Study	72
Discussion.....	73
Giftedness is multidimensional.....	73
Increased training and experience lead to greater support.....	74
White students have a perceived advantage.....	75
Implications	76
Redefine Giftedness.....	76
Educate Educators.....	77
Modify Policies.....	79
Limitations	80
Future Research	81
Conclusion	81
References	83
Appendix A	97

Appendix B	114
-------------------------	------------

LIST OF TABLES AND FIGURES

Table	Title of Table	Page Number
3.1	Overview of Statistical Analyses to Answer the Research Questions.....	47
4.1	Professional Characteristics of Participants.....	51
4.2	Participant Level of Gifted Qualifications.....	53
4.3	Average Educator Agreement with Florida Gifted Policy.....	59
4.7	Perceived Impact on Subgroups of Students.....	63
4.8	Future of Gifted Education.....	64
4.9	Awareness of Gifted Education Policies.....	66
4.10	Pearson’s Correlations of Perceptions.....	69

List of Figures

Figure	Title of Figure	Page Number
2.1	Determining Eligibility for Gifted Services.....	29
4.1	Factors Defining Giftedness.....	54
4.2	Definitions by Role.....	55
4.3	Definitions by Endorsement.....	56
4.4	Impact of Policy on Student Groups.....	60

ABSTRACT

Educators, including teachers and administrators, have a responsibility to increase knowledge and achievement for all students. Gifted students who demonstrate increased abilities and proficiencies are often given less attention as schools continue to increase their focus on the lower quartile of students. To address this need, gifted programs are implemented to foster excellence in identified students. However, educational policies pertaining to identification and qualifications for gifted programs can serve as gatekeepers denying students that could potentially benefit from rigorous and enriching programs. In this quantitative study, the perceptions of educators in Florida towards gifted policy were explored through a series of survey items relating to the sentiment, awareness, and perceived impacts of gifted education policy. The results show the support by educators to redefine giftedness and revisit policy. Results also show the importance of educator training on policies regarding gifted education. This research could be used to support the need for additional teacher training regarding gifted education as well as the need to revisit and revise existing conceptions of giftedness in state policy.

CHAPTER 1: INTRODUCTION

“We need to get away from irrational ideas and confront and call them for what they are, and to realize that the heart and soul of gifted education is recognizing individual differences, appreciating them, and then responding to them.”

Dr. Nicholas Colangelo (Assouline, et al., 2015)

Public schools exist to meet the needs of all students. Policies and systems in the United States and in the state of Florida exist that emphasize the needs of some students more than others. School grades are calculated in large part on achievement and learning gains for all students. However, there is a special emphasis on the needs of the lowest 25% of students (FLDOE, 2021). Because of these policies and systems of accountability, educators spend much of the time focusing on students in the lower quartile as well as students who are on the cusp of proficiency. This creates an inequality of teacher contact time between students who are identified in this range and those who are not. In a national survey conducted in 2008 as a result of the No Child Left Behind Act of 2001, 20 U.S.C. § 6319 (2008), teachers indicated that struggling students are their priority and get more attention, despite teacher beliefs that all students deserve equal attention (Farkas & Duckett, 2008). As a result, students who have already mastered 35-50% of the curriculum are neglected and working well below their capabilities (U.S. Department of Education, 1993).

U.S. Senator Chuck Grassley, a promoter of educational legislation such as the TALENT Act, said “America cannot afford to ignore the needs of the brightest students and, by doing so, squander their potential.” (Assouline, et. al, 2015). A frequently cited study in gifted education,

known as the “High Flyer” study, showed that as many as 30% to 50% of advanced students regress between grades 3rd to 8th (Xiang, et. al, 2011). The study suggests that students scoring in the 90th percentile on math and reading achievement tests would be more likely to have access to gifted or advanced programs in elementary and high school, yet it is likely that program offerings for these students, if there is access, may vary greatly. Despite students showing a high capacity for achievement, schools may not be doing enough to foster this excellence. Adelson et. al (2012) showed that the gifted programming offered to students in their study had no effect on the academic achievement of gifted children, showing that gifted programs are not providing rich environments for learning. In addition to this tendency to regress, “More localized studies found that gifted students are also at a greater risk for dropping out of high school or underachieving if their needs are not met, with 20% of high school dropouts identified as gifted and more than 30% underachieving (VanTassel-Baska, 2018, p.100).

Early identification of gifted students is becoming more prevalent as some states mandate universal screening in the elementary years (Rinn et al., 2021). The National Association for Gifted Children states “Early identification in school improves the likelihood that gifts will be developed into talents,” (NAGC, 2022, p. 1). Florida does not require universal screening, yet many districts use this practice to refer students for identification (Broward County Public Schools [BCPS], 2023; Clay County District Schools [CCDS], 2023). In Florida, students are determined gifted based on intelligence testing. The Florida statute which defines criteria for eligibility states students require “Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually

administered standardized test of intelligence,” (Special Instructional Programs for Students who are Gifted §§ 6A-6.03019). This means if a minimum score of two standard deviations above the mean, typically an Intelligence Quotient, or IQ, of 130, is obtained on an approved intelligence test, such as the Wechsler Intelligence Scales for Children (WISC), a student can be considered gifted. While Florida’s gifted policy does have criteria for districts to address underrepresented groups including learners who are limited English proficient or from a low socio-economic status family, an IQ score is still required. IQ is considered to be an inherited trait and is viewed as somewhat stable across the lifespan, regardless of other factors such as learning environment or motivation. Therefore, once a student is identified as gifted using an IQ score, this label carries with them throughout their entire PK-12 experience and is not generally revisited.

The use of a single measure of intelligence to identify students has systematically created barriers for students of diverse and low socioeconomic backgrounds, as most tests of intelligence assume similar circumstances for a normative group (Peters & Engerrand, 2016). Should we continue a practice that tracks students based on a single IQ score obtained during childhood? In a ruling of a case concerning gifted identification, a Florida Administrative Law Judge stated “no sole criterion for determining whether a student has an exceptionality or for determining an appropriate education program” is sufficient. (Henry & Karanxha, 2018, p. 201). This is also supported in the National Association for Gifted Children’s position statement concerning the role of assessments for identification stating, “identification of gifted and talented students should not be based on a single assessment,” (NAGC, 2008, p. 2).

Florida's reliance on a single measure of IQ is based on outdated definitions of giftedness and misconceptions. More widely accepted theories of giftedness recognize the idea that giftedness is multifaceted. Renzulli's Three Ring Conception of Giftedness describes how there is an interaction between factors including ability, creativity, and task commitment (Renzulli & Reis, 2021) and that giftedness is dependent on the interaction of these factors with the student and the learning environment. Gagne's Differentiated Model of Gifts and Talents (DMGT) also recognizes natural abilities over four main domains: Intellectual, Creative, Socioaffective, and Sensorimotor. Gagne's DMGT model supports the development of these gifts through environmental influences to develop them into talents (Gagne, 1998). NAGC describes "students with gifts and talents" in their definition of giftedness (NAGC, 2019). According to the most recent *State of the States in Gifted Education* and the 44 states who responded to the national survey, state definitions of giftedness include factors such as: advanced intellectual ability, creativity, academic ability, performing arts, leadership, visual arts, music, psychomotor ability, and task commitment (NAGC, 2019).

Florida's reliance on IQ as an identification measure creates a disconnect between the identified populations of students based on ability and the goals of many of the programs that exist. The Resource Guide for the Education of Gifted Students in Florida written by the Florida Department of Education advises that "Services for students should be provided through a defensible program that offers meaningful content, learning opportunities employing higher-level thinking skills and advanced skills to foster the intellectual growth of the student," (FLDOE, 2019, p. 19). It goes on to say, "As no single service delivery option meets the needs of all gifted

students, the district should offer multiple service delivery options (p.19).” While the FLDOE recognizes the need for multiple program options to service the needs of students, it relies on a single criterion of identification for all program types due to the restrictions of the policy.

Students who do not qualify for additional services and program options based on IQ are being denied access to programming that could enrich their educational experience.

Identification of gifted students in many states relies on teachers as a primary source of nominations (Carman, 2011). However, some educators hold many misconceptions and stereotypes regarding gifted education (Siegle, et al, 2010). These beliefs and biases influence student access to gifted programs if the referral process is reliant on teacher nomination. According to a study by Jae Yup Jung (2014), lack of experience can be a predictor that preservice educators believe gifted programs are elitist. Other studies show that both preservice and in-service teachers hold stereotypes about giftedness and the types of students that are identified as gifted (Carman, 2011). More experienced educators, especially those with direct experience in gifted education, support expanded definitions of giftedness and recognize that IQ is insufficient at identifying students from diverse backgrounds (Russell, 2018; Peters, et al, 2020).

Despite real issues surrounding educational policies for gifted education, identifying and providing high-quality services to students shows profound benefits. Students who have access to appropriate programs see a positive impact on student performance, motivation, self- efficacy, engagement, and self-concept (Crabtree, et. al, 2019). The opportunity to take advanced

coursework in high school leads to increased admission rates and college success. Many states cite Advanced Placement courses, dual enrollment, honors courses, or International Baccalaureate programs as delivery models through which gifted services are provided in high school (Rinn, et al, 2021). Gifted programming promotes critical thinking skills that are shown to have a positive impact on coursework and job placement in the future, especially in STEM fields (Crabtree, et. al, 2019). Many gifted programs promote social-emotional needs for students, with students feeling a greater sense of belonging among high-ability peers (Riley & White, 2016). Because many teachers have a lack of training and understanding of the needs of gifted students and believe stereotypes regarding giftedness (Siegle et al., 2012; Baudson & Preckel, 2016), the students in gifted programs receive services and instruction that they would not have access to in the general classroom.

As states continue to vary in their conceptions of giftedness, this study will continue to delve into the definition of what is considered “gifted” in research and in policy. Perceptions of gifted educators are investigated to determine the current climate around Florida’s definition and criteria for identifying gifted students.

Problem Statement

Policy in the state of Florida is written so that groups of students who have been recommended for gifted evaluation and often demonstrate characteristics that have been used to identify gifted are denied services based on outdated criteria that requires students to have a minimum IQ score. Section 2(b) of the Florida statute, also known as Plan B, was written as an attempt to expand eligibility requirements for under-represented groups with each district having

the authority to write their own plan for addressing underrepresentation. While some districts in Florida use broader measures such as portfolios of student work, achievement scores, or teacher recommendations, many districts still use IQ as a measure for underrepresented populations, lowering the qualifying score for these populations of students.

Given the controversies surrounding IQ testing, including an historical connection to racist practices, and the on-going discrepancies between students from diverse backgrounds (Valencia, 1997), caution is warranted in using these instruments as a required or primary identification measure. NAGC states, “Multiple pieces of psychometrically sound data obtained from a variety of sources result in a more comprehensive and thus, more accurate picture of the student on which to base selection.”

Purpose Statement

The purpose of this study was to identify how teachers and administrators in Florida define giftedness and determine their perceptions of Florida policy and the potential impacts it has on educational systems.

Research Questions

1. How do teachers and administrators in Florida define giftedness?
2. Among teachers and administrators of the gifted in Florida, what are the perceived impacts of Florida’s statute defining giftedness?
3. How do the perceptions of teachers and administrators toward gifted education compare?

Overview of Theoretical Framework

When it comes to educational policy, states and local governments are primarily in control of educational systems with the majority of funding coming from local funds (Mitra, 2018). In the 2020-21 school year, school districts received 48.74% of funding from local sources, 37.27% from the state, and 13.99% from federal sources (Florida Department of Education [FLDOE], 2023). With minimal federal control, states have control over licensure of personnel, funding, curriculum and testing, governance, standards and guidelines, and program definitions (Mitra, 2018). This includes special education programs such as gifted, resulting in discrepancies between provisions for gifted from state to state (Rinn, et al., 2021). In Florida, school boards in each district provide a structure that connects the districts to the Florida Department of Education. According to Elazar's (1972) categorization of political cultures in the U.S., Florida is considered traditionalistic, meaning its focus is "on maintaining status quo and to ward off change" with politics being reserved for elite participation (Mitra, 2018). This traditionalistic system of education in Florida can have negative rippling effects on populations, especially those being denied opportunities and access to educational programming.

The theoretical approach used in this study is Critical Systems Theory. Critical Systems Theory combines the ideas of education from a systems point of view with the critical lens that seeks emancipation and social justice (Watson & Watson, 2011). Systems thinking stresses the idea that organizations can be viewed as a series of interconnected relationships as opposed to a linear chain (Senge, 2006). Using this approach in this study recognizes that education is a complex system that operates with many and diverse variables impacting each other. Gifted

policy, while designed to identify students who need additional programs and services, can deny access to rigorous programs for other students, especially members of traditionally underserved populations. The traditionalistic culture of Florida's political culture is resistant to change as the measure of giftedness, IQ, is based on outdated definitions dating back to the Marland report of 1972.

Overview of Methodology

For this study, educators in Florida were surveyed. Specifically, the population includes teachers, administrators, and those with other educator roles. The survey is based on a previous study investigating the perceptions of educators on changes in Texas policies for gifted education (Hodges, 2021). The survey used in that study determined perception based on three measures: sentiment, awareness, and immediacy. While sentiment related to the feelings of the participants, awareness is the general knowledge the participant has on the subject. Immediacy sought to find perceived consequences of the Texas policy. The survey adapted for this study includes awareness as it relates to the Florida policy for identifying students who are gifted, local policies, and local programs. Sentiment is based on participants' personal feelings defining giftedness and feelings toward policies. As the survey is examining current policy, Immediacy has been modified to Impact, where educators will indicate the perceived impacts of the policy as it relates to identified groups and the future of gifted education. The survey was sent out through Qualtrics, an online survey platform through the University of North Florida. Educators were contacted through social media, professional organizations, and professional contacts.

Significance of the Research

It is important to reflect on current educational practices that influence decision making in school systems. States have the power to define special programs for students such as gifted and special education (Mitra, 2018). “Too often services that would benefit many students are restricted to a few, not because others would not benefit, but simply because others are not *identified* as gifted,” (Peters, 2022). The Florida policy for gifted education defines who can be identified for gifted services in Florida and the criteria used to determine eligibility. Once a student is identified, the programs and services provided can vary greatly in each school district. According to the *Resource Guide for the Education of Gifted Students in Florida*, gifted services can include any of the following: gifted self-contained class, resource room or pull-out, advanced content class, cluster grouping, support facilitation, mentorship, dual enrollment, or consultation (Florida Department of Education, 2019). Gifted students and high-achieving students scoring in the 90th percentile are more likely to have access to these advanced programs (Xiang, et. al, 2011) including highly rated magnet schools, college preparation programs, and enriching intra- and extra-curricular activities.

The resource guide also states that “Gifted education should be based on the unique needs of the student, not the student's classification.” Program options should be designed to look at the individual strengths and needs of each student, yet the identification criteria do not view students in this unique way. Instead, all gifted students are identified by the same measure of intellectual capacity as measured by nonverbal and verbal domains.

Students in Florida require an intellectual evaluation with a minimum score. While Plan B attempts to broaden access to gifted programs for underrepresented populations, the intellectual evaluation of students serves as a barrier to those who may possess other gifts and a potential to be successful in these various programs that can be limited to gifted students. The NAGC defines giftedness in a more complex way recognizing that there are multiple domains of giftedness. “Students with gifts and talents perform - or have the capability to perform - at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential.” (NAGC, p. 1, 2019). This can include students who show advanced abilities or achievement in specific subject areas such as math or science or have creative talents in the fine arts yet may not meet the intellectual criteria for gifted set forth by state policy.

Organization of the Study

Chapter 2 consists of a review of literature regarding gifted education. In it, the definitions and history of giftedness will be reviewed. Current policies relating to gifted education in the state and country will be reviewed, including failed attempts at increasing diversity and accessibility. Finally, the idea of educator perceptions will be explored including how perceptions can impact student entrance into gifted programs.

Chapter 3 is a description of the methodology used in this study, which follows mixed methods using survey research. The methodology design, collection, and analysis are described in this chapter. Chapter 4 will discuss the results of the survey research as well as analyze trends

and patterns in the data. Chapter 5 will provide a summary of the findings as well as discussion and implications of the data.

Chapter Summary

In summary, this study seeks to critically question gifted policy in the state of Florida and the systematic impacts that result from such policy. As administrators and teachers are the educational practitioners and experts that interact with this policy the most, their perceptions will provide valuable insight as gifted advocates seek to move forward with what many consider to be necessary changes in the field.

CHAPTER 2: REVIEW OF LITERATURE

As this study challenges current definitions and perceptions of giftedness, it is essential that the construct of giftedness throughout history and research be explored. Seeking to identify who is gifted leads to the question of what *giftedness* is and why the need to identify gifted individuals exists. As this study challenges current gifted policies, a history and overview of such policies and their origins will provide context for the decisions made in this field. Finally, educator perceptions are complex, yet have profound implications when it comes to identification of gifted students.

Defining Giftedness

When we think of great minds and geniuses throughout history, we think of Einstein, Newton, Tesla, or Leonardo da Vinci. Our minds generally think of these men, white men, as their accomplishments were recognized and celebrated by history. In 1870, Francis Galton first wrote of ‘natural gifts’ that were inherited by ancestors which contributed to the successes of some individuals (Valencia, 1997). He recorded centuries worth of “eminent men” and noted they came from a small number of families, suggesting heredity had a hand in their genius (Tabery, 2015). While his studies were based on physical characteristics that he generalized into the idea of intelligence, his work inspired others to explore this concept and its meaning. His 1875 work *English Men of Science: Their Nature and Nurture* coined the phrase and sparked the classic “nature versus nurture” debate in psychology (Chitty, 2009, p. 32). Contributions to this debate continued with the eugenics movement and fueled toxic beliefs of racism; beliefs about intelligence under the lens of inheritance were later used to compare races. “We can see that

Negroes, American Indians, and Mexican Americans – the three prime targets of deficit thinking – were studied the most frequently in race psychology studies from 1925-1929, accounting for nearly half (46 percent) of all subjects tested,” (Valencia, 1997). Most of the data was showing a gap between these races and White people, which seemed at first to support the nature debate and promote racist thinking. However, closer analysis shows that many of these tests were culturally biased, and differences in performance can be attributed due to structural racism in society. For example, the tests given were entirely in English and presented a disadvantage to speakers of other languages. As early as 1928 the American Anthropological Association condemned discrimination based on racial inferiority, citing no scientific basis for it.

It was not until close to the 20th century that society began to change the definition of genius and intelligence away from the concept of significant contributions to society to a more developmental conception (George, 2003). In the *19th Yearbook of the National Society for the Study of Education* Yearbook, Henry wrote of differences in children in all grade levels. He described gifted children as compared to “normal” and “inferior” ability children, noting the abilities of gifted children equating those in higher grade levels. Not giving these children opportunities to achieve would be “a serious waste of human energy and opportunity,” (Henry, 1920). This was one of the earliest arguments in education for groups of students to be accelerated based on abilities, with a need to do so to build human capital as a benefit to society.

Intelligence Testing

While this early documentation of varying abilities noted distinct differences in children, the construct of intelligence had yet to be defined. The first measure of intelligence was

developed by Binet and Simon in 1905 and later modified by Lewis Terman. The test measured the differences in chronological age and compared it to intellectual abilities using a scale. While the test was not without its own bias, it paved the way for quantitative research on the construct of intelligence and what would become giftedness. Spearman was inspired to construct what he referred to as *g*, which transformed into *general intelligence*. Spearman identified *g* as a “universal thing possessed in varying amounts by all people that is responsible for individual differences in mental test scores and academic performance,” (Borland, 1997).

Recent academic research in the field of gifted shows IQ is still commonly referenced as valid and reliable measures of giftedness. This is not surprising as those who have studied IQ cite it as a strong predictor of academic success (Warne & Burton, 2020). While IQ remains to be a central measure of giftedness, it does not measure instances of remarkable creativity like the DaVinci’s of the world. Understanding that IQ does not measure the entirety of what makes a child gifted, Renzulli created what is known as the Three Ring Conception of Giftedness (Renzulli and Reis, 2021). Renzulli’s definition describes the interaction between ability, creativity, and task commitment. Based on his theoretical framework, people who achieve greatness often have a combination of the three attributes. Measuring giftedness early on in a child’s life with a single measure of IQ showing potential does not alone predict future success. Task commitment can be used synonymously with motivation as a defining characteristic of giftedness and is becoming more apparent in the literature. “In addition to cognitive ability, a list of attributes of high-achieving individuals would likely include creativity, vigor, emotional intelligence, charisma, self-confidence, emotional stability, physical attractiveness, and other

positive qualities,” (Duckworth et. al, 2007). While physical attractiveness is not something one may include in the definition for giftedness, Duckworth’s research on the importance of “grit” and the successes of individuals continues to emphasize that IQ cannot be a sole predictor of future achievement. Therefore, should we continue to measure the potential of achievement as giftedness or consider the actual attainment of achievements as those who possess gifts and talents?

Current Conceptions

The NAGC’s official position on the definition of giftedness recognizes the possibility of multiple domains stating, “Students with gifts and talents perform - or have the capability to perform - at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential.” This definition continues on to explain that gifted individuals can come from all backgrounds and require services and opportunities to meet their diverse needs. Although the NAGC provides an inclusive definition, it remains broad and open to interpretation by policies and educational institutions on identification and implementation procedures (Carman, 2013). To provide a more comprehensive and useful definition of giftedness, Subotnik of the American Psychological Association along with Olszewski-Kubilius and Worrell (2011), wrote a monograph proposing a new direction for gifted education based on psychological science, saying:

“Giftedness is the manifestation of performance or production that is clearly at the upper end of the distribution in a talent domain even relative to that of other high functioning

individuals in that domain. Further, giftedness can be viewed as developmental, in that in the beginning stages, potential is the key variable; in later stages, achievement is the measure of giftedness; and in fully developed talents, eminence is the basis on which this label is granted. Psychosocial variables play an essential role in the manifestation of giftedness at every developmental stage. Both cognitive and psychosocial variables are malleable and need to be deliberately cultivated.” (2011, p. 7)

The authors of this monograph recognize the complexities and controversies surrounding gifted education, as well as the internal and external variables that can influence giftedness. Dixon et al. (2020) propose rethinking gifted education by assessing the needs of all students in a local setting to determine student needs in order to maximize learning for all students in specific domains.

Gifted Policies

An important goal in U.S. education is to identify students who are most likely to make significant contributions to society (Mcclain & Pfeiffer, 2012). With controversial and conflicting definitions, the identification process is inconsistent. State policies continue to reference IQ as a primary measure of giftedness. The state of Florida defines gifted as “One who has superior intellectual development and is capable of high performance,” (Special Instructional Programs for Students who are Gifted §§ 6A-6.03019). The use of this definition informed the state criteria for identifying gifted students requiring an IQ score of two standard deviations above the mean (e.g., standard score of 130 or greater) and have a majority of gifted characteristics on a checklist (Special Instructional Programs for Students who are Gifted §§ 6A-

6.03019). This Florida policy is aligned with outdated conceptions of giftedness dating back to the Marland Report (1972) suggesting that when using IQ scores as a measurement, the top 3-5% of a population are gifted. This myth is consistently refuted in research, as the use of such rigid definitions is a cause for underrepresentation of lower-socioeconomic status children and those of minority backgrounds (Borland, 2009).

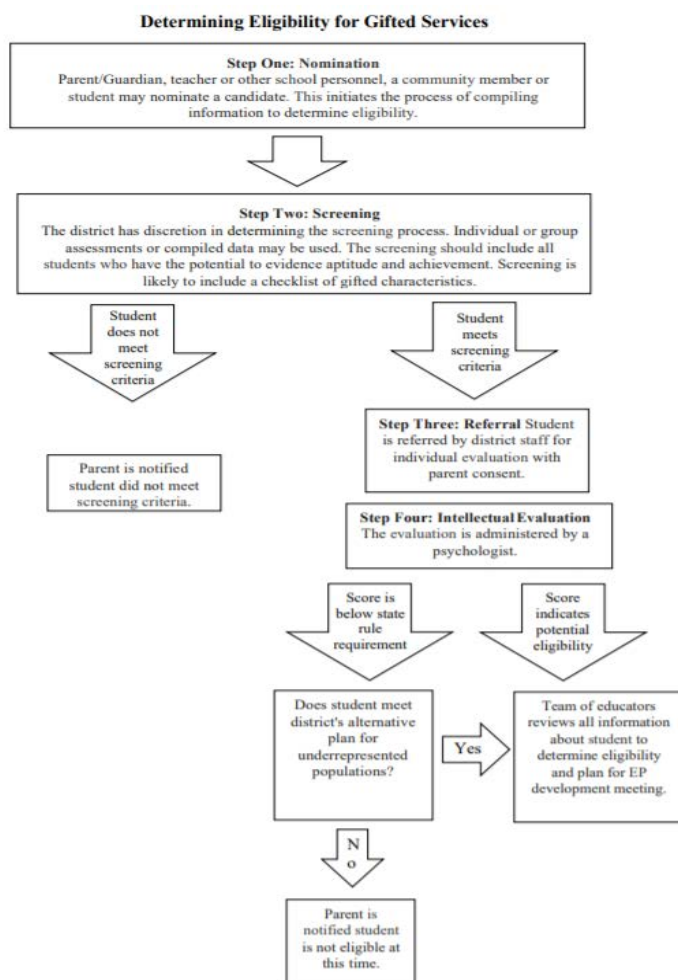
Individual state definitions vary largely due to the fact there is no federally mandated policy for identifying students (VanTassel-Baska, 2018; Rinn et al., 2021). The current federal definition for gifted individuals as defined in the Elementary and Secondary Education Act has expanded over time and describes those who are gifted as “Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities” (U.S. Department of Education, 1993). Many states are beginning to broaden their definitions of giftedness based on more current research (Rinn et al., 2021). When looking at current definitions of giftedness by state, there are seven categories of giftedness that are addressed including: intelligence, achievement/ability, specific area, creativity, leadership, performing arts, and motivation (Mcclain & Pfeiffer, 2012). Most states cite factors such as intelligence, achievement, and creativity, with few states, around 30%, have definitions that include leadership despite that being a part of the federal definition of giftedness. Despite the expansion of multiple factors of giftedness in many state definitions and the federal definition, Florida continues to define giftedness based on a singular measure of intelligence.

Identification

Identifying students who are gifted often begins in one of two ways: a referral or a universal screening tool. Teachers are a common source of referrals as they evaluate students and can compare them to others of similar age (Kornmann, et. al., 2015). As teachers lack knowledge of gifted students and hold misconceptions, not all students who are referred for gifted by teachers qualify (Siegle et al., 2010). The process of referrals can lead to bias in selection, as teachers are more likely to rely on mainstream cultural values and behaviors that are different from minorities (So Yoon Yoon & Gentry, 2009). Others argue that “the underrepresentation of diverse students in gifted education is primarily a function of educators holding a deficit perspective about diverse students,” (Ford & Grantham, 2003; Peters & Engerrand, 2016).

Universal screening tools are becoming more common as districts seek to increase identification numbers, especially for underrepresented populations. The process of universal screening can involve administering a version of an IQ or achievement test to entire groups of students, such as all students in 2nd grade. Screening tools are implemented in early years such as 1st or 2nd grade. While many districts rely on referrals to help identify potential gifted students, the use of universal screeners in addition to the referrals helps identify potential gifted students who

Figure 2.1 Determining Eligibility for Gifted Services



(Florida Department of Education, 2019)

may have not been referred by teachers or other adults. Universal screening also continues to identify students from underrepresented populations more than teacher nominations alone.

After the universal screening tool is administered, the resulting top scoring students are then referred for continued screening. This involves an individual intellectual evaluation administered by the school psychologist. This individual IQ testing is yet another source of potential bias, as “tests administered individually by psychologists or other specialists (in contrast to paper-and-pencil test administrations) are highly vulnerable to error sources beyond

content and time sampling,” (McDermott et al., 2014). The same study showed significant disparities between IQ tests administered by different psychologists. This supports yet again that a single test administered at a single point in time by one person should not be the determining factor for student accessibility to appropriate programming. Identification and testing conditions are just some of the barriers that continue to keep groups of students from accessing specialized programs that could potentially meet their needs.

Underrepresentation and the Excellence Gap

The early misuse of IQ tests to compare races fueled racist beliefs throughout the 20th century. By the 1950s and 60s, Behavioral Geneticists began understanding the influence of the environment on intelligence. The gaps in intelligence between Black and White Americans were explained by environmental, rather than genetic, factors. “One of the groups was systematically exposed to things like slavery and poor schooling for several hundred years, while the other was not,” (Tabery, 2015). Irving Gottesman, a professor of psychology, was called before the U.S. Senate in 1972 in front of the Committee on Equal Educational Opportunity and argued that the impoverished educational environments of Black people was a better explanation of the differences in IQ (Tabery, 2015). Indeed, continued efforts of forced segregation and denial of resources for minority groups continues to impact the opportunity for minority groups to learn.

There is more research to support that IQ is influenced by income and opportunity rather than race. For example, families who have the means generally spend more money on their children which can provide access to higher quality childcare in early years. Programs like Head Start have attempted to narrow these gaps, but inequities in education, including disciplinary

measures and access to resources, still persist. Underrepresentation of these students, specifically Black, Hispanic, and Native American students, in gifted education are a result of larger societal inequalities (Peters & Engerrand, 2016). Policies surrounding gifted program identification that consider these differences in income inequalities show to have a greater representation of minorities in their programs. However, a large cause of underrepresentation in gifted programs continues to be from systemic racism and societal structures that promote inequalities (Peters, 2021a).

As a part of its definition of giftedness, the NAGC specifically states that “Students with gifts and talents come from all racial, ethnic, and cultural populations, as well as all economic strata,” (NAGC, 2019). The NAGC supports the research that multiple measures of assessment are used when identifying giftedness. The majority school districts use test scores to determine placement which continues to promote White and middle-class demographics. Referrals for testing come primarily from teachers. “When teacher referral is the first (or only) recruitment step, gifted minority students are likely to be underrepresented,” (Ford and Grantham, 2003). Relying on testing or referrals alone would continue to underrepresent populations of students. Instead, using multiple measures from a variety of sources to identify students minimizes bias and increases diversity in gifted programs.

Peters and Engerrand (2016) offer two different arguments to increase diversity in gifted education- “use tests differently” and “use different tests.” With the “use tests differently” argument, they suggest programs use local norms instead of nationalized norms to measure student abilities. In schools where a majority of students are from minorities or low-

socioeconomic backgrounds, few or no students are identified when using national norms. Using local norms such as state level assessments or school data would identify students performing at high levels within their given environment as opposed to tests comparing students nationally (Peters & Engerrand, 2016). This would also compare students to a population and demographic that most closely relates to those students.

With the “use different test” argument, identifying students should include using tests that are as culturally unbiased as possible (Peters & Engerrand, 2016). The likelihood of an IQ test having zero cultural bias is near impossible. Using IQ measures in combination with local measures can contribute to a more diverse gifted population. In addition, using IQ when comparing students who have had similar opportunities to learn prior to testing can be useful as a standardized measure as opposed to using measures such as classroom grades that can be subject to biased teacher grading practices.

Florida’s Plan B

Florida’s state statute 6A-6.03019 Special Instructional Programs for Students who are Gifted took effect July 1st, 1977. The statute clearly defines a gifted student as “One who has superior intellectual development and is capable of high performance.” In an attempt to narrow the gap between underrepresented groups and White students, Florida modified its definition of giftedness in 2002 to incorporate a plan to address the inequities in gifted education for the state of Florida. Section B of the state statute, known by many as “Plan B,” identifies underrepresented groups as those that are limited English proficient or from a low socioeconomic status family. Students who qualify for free or reduced lunch or qualify for ELL

services would be included under Plan B. According to the plan, districts in the state can develop their own criteria for these groups. To be approved by the state Department of Education, their plans must include the following:

- a. A district goal to increase the percent of students from under-represented groups in programs for the gifted and the current status of the district in regard to that goal;*
- b. Screening and referral procedures which will be used to increase the number of these students referred for evaluation;*
- c. Criteria for determining eligibility based on the student's demonstrated ability or potential in specific areas of leadership, motivation, academic performance, and creativity;*
- d. Student evaluation procedures, including the identification of the measurement instruments to be used;*
- e. Instructional program modifications or adaptations to ensure successful and continued participation of students from under-represented groups in the existing instructional program for gifted students; and,*
- f. An evaluation design which addresses evaluation of progress toward the district's goal for increasing participation by students from under-represented groups.*

(Special Instructional Programs for Students who are Gifted §§ 6A-6.03019)

Districts can develop these plans for increasing participation from underrepresented groups, yet they are not required to do so. "Districts choosing to develop Plan B criteria may set their own IQ cutoff for these two groups of learners, and may include additional elements such

as creativity and leadership that are not given separate consideration in the criteria used to identify mainstream gifted learners,” (Matthews, 2007, p.12). In a study which evaluated Plan B implementation in Florida districts, in 2010, 46 out of 69 districts had plans (Matthews & Shaunessy, 2010). The study also found that district plans may use multiple assessment methods, the plans “still denied students a gifted program placement based on a single score” (p.162).

Many districts in Florida have implemented portions of this statute through universal screening procedures. Using non-verbal tests of intelligence such as the Naglieri Non-Verbal Ability Test in primary grade levels is a simple way for districts to begin promoting more inclusive identification practices and referring students that may not have been otherwise referred, if left to teacher or parent recommendation. These universal screeners are considered to have less bias and are more likely to identify students from diverse linguistic and cultural backgrounds (Ford and Grantham, 2003). However, these screeners often test only non-verbal abilities. Students who sit for a comprehensive IQ test with a school psychologist will still have to score the minimum score requirement as set by the state policy, which include verbal and quantitative sections. Despite universal methods to identify more diverse students, the barrier to program access continues to ultimately be intelligence testing.

Teacher Perceptions of Giftedness

There is a need for educators and leaders to have more training about the needs of high ability learners, as little pre-service or in-service teacher education focuses on gifted education. Teacher beliefs and dispositions have a strong effect on successful practices for gifted students at the classroom level (Stephens, 2019). Teachers are the primary source of referrals for the gifted

nomination process in many states (Carman, 2011). These nominations are likely based on subjective conceptions of giftedness as a majority of teachers lack knowledge and preparation about giftedness (Baudson & Preckel, 2016; Siegle et al, 2010). Reliance on teacher referrals is a source for diversity gaps in both gifted programs and advanced courses (Peters & Engerrand, 2016). Results from a 2007 study by Speirs Neumesiter et al. show that teachers hold “narrow conceptions of giftedness” and are not aware of cultural factors influencing giftedness (p.479). Studies show that teachers hold negative beliefs towards gifted students, believing stereotypes that they are “arrogant” or “overconfident,” (Geake & Gross, 2008). Teachers often focus on academic skills when referring students for gifted programs and less on other conceptions such as creativity or leadership (Siegle, 2001).

As principals often begin as educators in the classroom, some principals may not have adequate training on the needs of gifted learners. This lack of knowledge and experience could hamper their ability to recognize improper differentiation practices and provide specific feedback for teachers (Handa, 2019). “There is still a culture in the majority of our Colleges of Education that does not fully promote the integration of gifted and talented programs into teacher training,” says Dr. Susan Assouline. “Until that happens, gifted education won’t be fully integrated into our schools,” (Assouline et al., 2015). Principal preparation programs also include little information about special education programs including gifted education (McHatton et al., 2010).

Administrators have been shown to believe misconceptions that gifted programs are elitist and that “all children are gifted,” (Lewis et al., 2007; Treffinger, 2009).

In Schroth and Helfer's study (2009), of the population of educators studied, including administrators, teachers, and gifted education specialists, 90.3% were in agreement that giftedness includes "A combination of above-average ability, creativity, and task commitment," aligning with Renzulli's conception of giftedness. A more multidimensional definition appears to be more popular among educators in this group. The same group in the study had 75.4% agreement that standardized test scores at the 98th percentile define giftedness. While teachers in this study seem to agree on using multiple factors for giftedness, the majority still agree on the use of test scores to define giftedness. In these studies, the experience levels of the teachers was a factor in whether or not a teacher may support broader multi-factor definitions of giftedness (Russell, 2019).

Gifted Endorsement in Florida

Training and education on gifted learners and policies is not required of teachers, counselors, special education professionals, or of administrators. There is a state rule requiring that teachers of gifted learners in certain settings are required to have a gifted endorsement, such as settings with only gifted students. Examples of these program types include self-contained gifted programs or pull out resource programs that service students separately from non identified students. However, general education settings which may contain identified gifted students do not require an endorsed teacher. Examples of these would include honors, advanced, or AP classes that allow for high achieving students to take the course without being identified as gifted. The requirements of a gifted endorsement in Florida from statute 6A-4.01791 Specialization Requirements for the Gifted Endorsement – Academic Class include:

(1) A bachelor's or higher degree with certification in an academic class coverage; and,
(2) Fifteen (15) semester hours in gifted education to include three (3) semester hours in each area specified below:

(a) Nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; and history and current research;

(b) Curriculum and instructional strategies for teaching gifted students to include modification of curriculum content, instructional process, student products, and learning environment;

(c) Guidance and counseling of gifted students to include motivation, self-image, interpersonal skills, and career options for gifted students;

(d) Educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations;

(e) Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.

Teachers having training through endorsement courses can minimize misconceptions and clarify best practices when it comes to identification and servicing the needs of students. While systems in place may serve as a gatekeeper for access to gifted programs, gifted endorsed educators in Florida are responsible for the implementation of a large portion of gifted programming. Once students are identified, it is the educators responsibility to meet the needs of the gifted students.

Theoretical Framework

To design and approach this study, the theoretical framework used is Critical Systems Theory. Critical Systems Theory combines the ideas of education from a systems point of view with the critical lens that seeks emancipation and social justice (Watson & Watson, 2011). Systems thinking stresses the idea that organizations can be viewed as a series of interconnected relationships as opposed to a linear chain (Senge, 2006). Systems thinking is commonly seen in natural sciences with ecosystems or computer systems being a series of connected variables. Within education, the system is more complex but it operates similarly with several variables influencing the successes and failures of other areas. For example, the historical and systematic discrimination that has occurred over the course of hundreds of years has led to gaps in excellence between students of color and their White counterparts. One example of these discriminatory practices is tracking students. Tracking involves grouping students by ability and placing them into courses, usually grouped by high, medium, or low system (Futrell & Gomez, 2008). Tracking has historically disadvantaged students of minority backgrounds (Tomlinson & Jarvis, 2014) and continues deficit thinking regarding the abilities of minority students.

However, efforts to create equity in education have pushed for the removal of programs that group students by ability. This is a response in the system to the feedback that the practices were discriminatory. However, as education is a system and not linear, the practice of removing programs for high ability learners has negatively impacted students, including students of color, at the top of the achievement and ability range. With a systems view of this issue, the responses to diversity issues would not be so linear. Instead, educators and educational leaders would seek

to determine how all elements of the system are impacted when one element is removed. A recent example of this is occurring in New York, with systematic efforts being made to remove barriers and expand access to gifted programs for more students.

With a critical lens to systems thinking, there is a focus on those oppressed by power. (Watson & Watson, 2011). In this case, those in power are the educational professionals and policy makers that guide state policy and definitions of giftedness. Teachers and administrators at the school level and district personnel also have power to regulate program options. The decisions made by these leaders are based on biases and misconceptions surrounding gifted and advanced programs as well as other implicit biases of individuals. The group that is left at a disadvantage are the high ability learners that are unidentified or do not qualify based on outdated definitions, particularly those high-ability students who are from populations that are typically underserved by gifted programs. They are then denied access to high quality and rigorous programs. In addition, high-ability learners that are limited by their program options show little growth, or in some cases, decline in achievement over time (Adelson et al., 2012). These groups tend to be largely minority and economically disadvantaged students.

Chapter Summary

The evolution of gifted programming in the United States from troubled origins has brought us to another turning point as we move towards the future. Many experts in the field recognize and advocate for change in how we view giftedness and gifted education (Dixson et al., 2020; Subotnik et al., 2011; Renzulli, 2012; Renzulli & Reis, 2020; Peters, 2021b). Lack of federal policies for gifted and political cultures within states are some of the barriers preventing

reform. The limited education and awareness of policies and nature and needs of gifted learners among educators perpetuates misconceptions and does little to move the field forward. This absence of reform has systematic implications on groups of students and education as a whole.

CHAPTER 3: METHODOLOGY

The primary purpose of this study was to determine how educators in Florida define giftedness and the perceived impacts of policy defining gifted education. To investigate this question, a survey method was used. This survey included quantitative items that measure on a scale providing data and open-ended items that provided more nuanced information.

Research Participants

Participants consisted of public or private school educators in the state of Florida. Educators are defined as teachers, administrators, or other personnel working in an instructional or administrative capacity for a school district. According to the most recent Florida Department of Education Survey in December 2021, there were 204,449 instructional personnel and 14,183 school or district administrators in public schools across the state (Florida Department of Education [FLDOE], 2021b). The Annual Private School Report for 2020-21 by the FLDOE indicated that there is a total of 43,553 instructional and administrative personnel in Florida private schools across the state (Florida Department of Education [FLDOE], 2021a, p. 8). Contact information for teachers was obtained through distribution lists from professional organizations, professional networking contacts, and through social media.

Research Design

This is a quantitative study based on descriptive survey research. Creswell & Creswell (2018) describe survey research as a way of providing information about the trends, attitudes, and opinions of a population. This method was chosen to assess the knowledge and dispositions of teachers relating to gifted policy in Florida. Survey research also allows for gathering

information from a larger number of participants in order to draw conclusions from a wider data set. This survey sought to determine educator perceptions about giftedness in the state of Florida, with three subscales. This included investigating the awareness of participants of the current policy in Florida identifying those who are gifted, sentiment towards the policy and the state definition, as well as the perceived impacts of the policy. As Florida's definition of giftedness remains primarily based on intelligence, educator perceptions about other aspects of giftedness were investigated. This includes factors present in other state definitions in the U.S., including academic achievement, creativity, motivation, leadership, and performing arts (Rinn et al., 2021). This study followed a quantitative survey design which involved a collection of quantitative data as well as open ended responses. Survey data also allows for the opportunity to study relationships between variables such as participant demographics including race and gender and their perceptions. Variables such as position in education, years of experience in education, experience with gifted education, and gifted certification status were measured. Providing open-ended questions allowed participants an opportunity to elaborate on their perceptions while giving explanations for responses.

This study used an online survey to investigate the research questions. As the participants are located throughout the state of Florida, an online survey provides a platform to collect data from a potentially larger and more diverse set of participants as opposed to individual interviews. The survey was cross-sectional as it was collected once during a defined range of time. Emails with a description of the study and link to the survey were sent to participants through their professional emails obtained through contacts of professional organizations and through social

media. While online surveys are convenient and efficient, there is a risk of decreased participation of educators completing the survey with the increasing responsibilities placed on educators in the state. There is also a risk for non-random samples as educators share within their own networks and self-select participants.

The quantitative approach to this part of the study provided a comprehensive view of the problem and increased the credibility of the data. Quantitative research allows for the examination of relationships between variables (Creswell & Creswell, 2018). Being able to see micro- and macro- levels of information in this study is important to seeing relationships within the systems that are in place, specifically, the relationships between macro-level policy decisions and micro-level implementation and impact on educators and students. In this case, the micro-level consists of the local education systems for participants and the policies that are made. The macro-level view considers state level policies and implementation practices.

Research Questions

1. How do teachers and administrators in Florida define giftedness?
2. Among teachers and administrators of the gifted in Florida, what are the perceived impacts of Florida's statute defining giftedness?
3. How do the perceptions of teachers and administrators toward gifted education compare?

Instrumentation

A survey was constructed with permission based on a previous study investigating the perceptions of educators on changes to policies for gifted education in Texas (Hodges et. al,

2021). The survey used in that study determined perception based on three measures: sentiment, awareness, and immediacy. This survey was developed after research on the passage of the No Child Left Behind Act of 2001, 20 U.S.C. § 6319 (2008), showed educator perceptions were affected by these three variables. While sentiment is related to the feelings of the participants, awareness is the general knowledge the participant has on the subject. Immediacy sought to find perceived consequences of the policy. The survey developed for Texas educators was examined for robustness and involved internal consistency analysis (Hodges et. al, 2021).

The survey from Hodges et. al (2021) has been adapted for this study with Florida educators. First, the survey gathers demographic information on participants including: type of school and grade levels, position within the school district, years of experience, and demographic information such as race and gender. Previous studies have shown that years of experience, especially in gifted education, can influence an educator's perception of giftedness (Russell, 2018). Awareness was measured through questions relating to program information, processes, and policies. These areas of awareness are important as there is lack of training for educators on gifted education across the U.S. (Assouline et al., 2015) which causes frustration among all educators (Russell, 2018). The survey addressed the sentiment towards the Florida policy for gifted by asking participants about their feelings towards each section of the statute, Section 1, 2A, and 2B, using 5-point Likert scale questions. Finally, instead of immediacy as a third measure, this survey looked at Impact as this policy is not new and has had substantial time to potentially impact students. Impact of the current policy focused on specific groups of students and was rated as either positive, negative, no impact. Impact can also be determined by how the

educators perceive the future of gifted education in their district and the state, as measured by the researcher-adapted survey (see Appendix A).

Data Collection Procedures

The survey, Educator Perceptions of Giftedness in Florida, was created and administered through Qualtrics, a web-based survey tool accessed through the University of North Florida student tools. It provides a platform to build, publish, and analyze surveys. The survey was distributed to educators through multiple methods. First, contacts made with educational organizations such as the Florida Association for the Gifted and the Florida Gifted Network were made. These organizations can distribute the survey to members and professional contacts through their listservs and social media accounts. Emails were also sent to professional contacts within educational organizations. In addition, the survey was shared through various social media websites, such as Twitter, Facebook educator groups and public pages. The target audience is educators in Florida including teachers, administrators, and district personnel. However, public access on social media increases accessibility to those who do not meet the criteria. Any responses from individuals that indicate they are not a current educator in the state of Florida were filtered out of the data analyses.

As surveys take time to complete, there is a risk of a limited number of participants completing the survey. Distributing the survey to large numbers increases the possibility of completion and casts a wider net to add to the diversity of participants for a more valid result.

Data Analysis

The analysis of the quantitative data was done through JASP, an open-source statistics program supported by the University of Amsterdam. As this study seeks to identify and compare perceptions of educators toward policy with perception including awareness, sentiment, and perceived impact, these three variables were examined and constructed in the survey. A reliability analysis between items determines internal consistency within each subscale. This helps determine if specific questions should be grouped together for analysis, matching the approach that was taken by Hodges (2021). The variable awareness included questions regarding familiarity with state and district policies for gifted as well as additional qualifications of gifted endorsements or degrees in Gifted Education. Questions regarding sentiment included those that ask participants to indicate feelings or agreement. Finally, impact was determined through one item that asks for feelings about potential impacts on specific groups of students (Q10). These constructed variables along with demographic information such as gender, race, school type, experience, and role were analyzed using descriptive statistics, bivariate correlations, chi-squared tests of association, and one-way ANOVAs.

The qualitative data resulting from open-end response questions was analyzed in addition to the quantitative data. Each comment was looked at individually to see what salient features could be determined. These “additional comments” items are found in the survey after the agreement items which ask specifically about the state policy defining and identifying students. While those items provide a 5-point Likert-scale response to quantify agreement, the additional comments analyzed to look for common themes. There is a final open-ended response

Table 3.1

<i>Overview of Statistical Analyses to Answer the Research Questions</i>		
Research Question	Variables	Statistical Analysis
1. How do teachers and administrators in Florida define giftedness?	Teachers Administrators Sentiment Factors defining giftedness Endorsement	<ul style="list-style-type: none"> • Descriptive statistics • Reliability Analysis to construct the sentiment variable • Independent samples t-tests
2. Among teachers and administrators of the gifted in Florida, what are the perceived impacts of Florida's statute defining giftedness?	Teachers Administrators Impact Subgroups Endorsement	<ul style="list-style-type: none"> • Descriptive statistics • Independent samples t-tests
3. How do the perceptions of teachers and administrators toward gifted education compare?	Teachers Administrators Awareness Endorsement	<ul style="list-style-type: none"> • Descriptive statistics • Independent samples t-tests • Pearson's correlations

at the end of the survey which asked for comments, questions, or concerns regarding gifted education in Florida. The qualitative data obtained from these items sought to understand and explain (Merriam & Tisdell, 2015) the perceptions of teachers and administrators. The two sets of data, the quantitative from the survey and the qualitative from open-ended responses, were interpreted together to look for any patterns.

Chapter Summary

The design of this study provides depth to the results obtained through the survey. Using survey data is an efficient and effective way to gather information from a large population of educators across the state. The variety of data types and number of variables gives the opportunity to look at multiple factors of teacher and administrator perceptions. Participants may also potentially have increased awareness of policy in Florida after having completed this survey- a needed variable for future momentum in gifted education.

CHAPTER 4: RESULTS

The purpose of this quantitative survey research was to determine the perceptions of Florida educators, including teachers and administrators, towards policy defining giftedness. Using the framework set forth by Hodges et. al. (2021), perception was measured based on sentiment, awareness, and perceived impact of the policy. This chapter will first include a detailed description of the participants. Each research question will be addressed separately and analyzed based on teacher and administrator perceptions.

Sample Characteristics

The survey was distributed primarily through networking channels such as social media. Local networks such as the Florida Gifted Network and the Florida Association for Gifted were contacted directly through email and social media. Members of these organizations agreed to distribute and share the information through their contacts and social media. Public links were also shared on Facebook encouraging all Florida educators, including teachers and administrators, to complete the survey. The survey remained open for 34 days and closed once participation rates diminished.

After being filtered for specific criteria, such as being an educator in Florida and level of completion of the survey, the official sample size is 80 participants. The beginning of the survey asked participants to share demographic data regarding their professional role as an educator as well as personal demographic information such as gender and race. Question 3 asked participants to indicate their relationship with their school district selecting all that apply. In some cases, participants indicated more than one role. The results show that most participants are classroom

teachers ($n=35$), followed by teachers of gifted or advanced students ($n=25$). Administrators consisted of Gifted Coordinators/Directors ($n=2$) and Other Campus or District Administration ($n=9$). The remainder of participants indicated their role as Other ($n=20$), with roles consisting of instructional roles such as coaches or special instructional programs.

For the purposes of answering the research questions of this study which compare teachers and administrators, a recoded value for Primary Role was added in which campus or district administrators and gifted coordinators and directors were grouped as administrators as well as any in the Other category that described their role as administrative in nature ($n=16$). Other instructional positions including classroom teachers, teachers of advanced and gifted, and instructional coaches were grouped as teachers ($n=55$). Those with no clear indication for teacher or administrator were marked as other ($n=9$).

Question 4 asked participants to indicate their primary place of work. This was to determine the school level, either elementary, middle, or high school. An option for district administrative offices was also included. Based on this information, a majority of participants are educators at the elementary level ($n=43$), with equal numbers of educators at the middle ($n=13$) and high school level ($n=13$). The remainder of participants indicated working at district administrative offices ($n=11$).

Nearly all participants work in a public setting, with a majority of participants working in a public neighborhood school system ($n=79$). The participants are also considered to be experienced educators, with 78.8% having over 10 years of experience in education.

Table 4.1*Professional Characteristics of Participants*

	<i>n</i>	<i>%</i>
Primary Role		
Teacher	55	68.8
Administrator	16	20.0
Other	9	11.3
Educator Relationship		
Other Campus or District Administrator	9	11.3
Classroom Teacher	35	43.8
Gifted Coordinator/Director	2	2.5
Teacher of Gifted or Advanced	24	31.3
Other	20	25.0
School Level		
Elem PK/5/6	43	53.8
Middle School 6/7-8/9	13	16.2
High School 9-12	13	16.2
District Administrative Offices	11	13.8
Educational System		

Public- Neighborhood	70	87.5
Public- Magnet	6	7.5
Public- Charter	2	2.5
Private	1	1.3
Not Indicated	1	1.3
Experience		
0-4 years	2	2.5
5-9 years	13	16.3
10-14 years	8	10.0
15-19 years	25	31.3
20-24 years	17	21.3
25-29 years	9	22.3
30+ years	6	7.5

Demographic information also included experience specifically with gifted programs and policies. Participants were asked whether they hold a gifted degree or gifted endorsement. Out of the 80 participants, 30% are gifted endorsed and 5% have a degree in gifted education. Teachers who have a gifted endorsement in Florida have completed at least 15 semester hours of training consisting of five identified courses. Having an endorsement would show that the participants

Table 4.2*Participant Level of Gifted Qualifications*

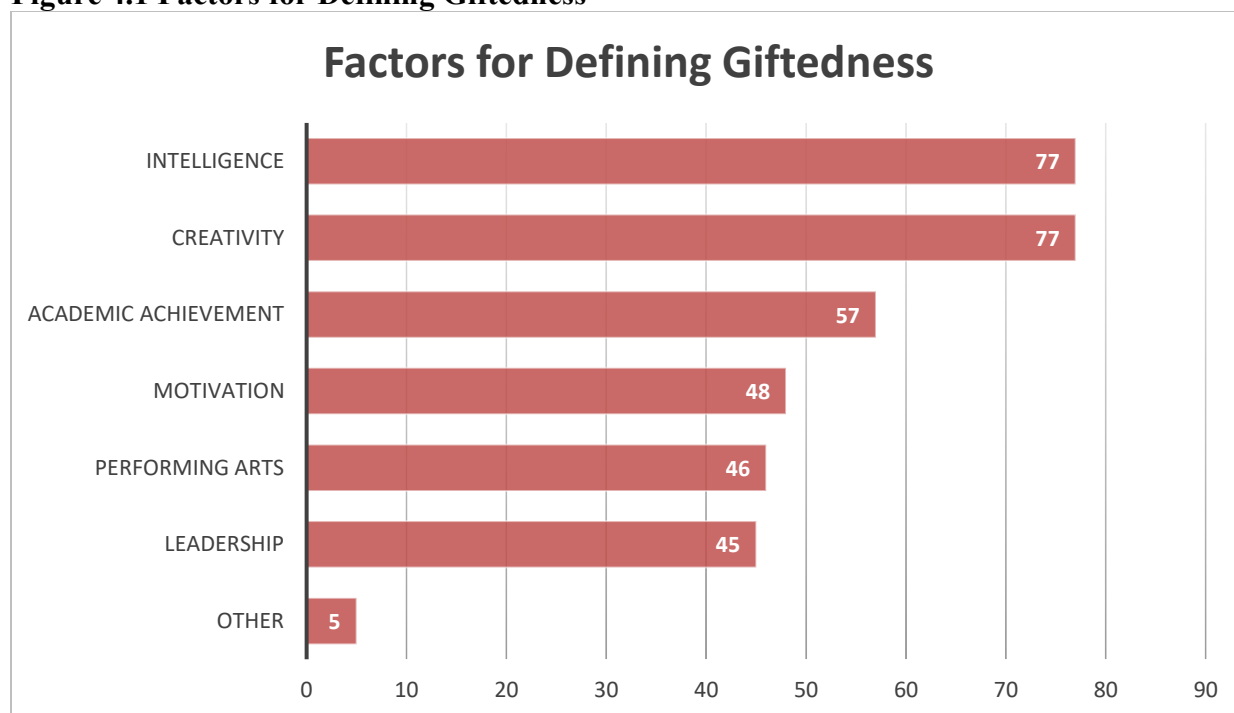
	yes		no	
	n	%	n	%
Gifted Degree	4	5	76	95
Gifted Endorsement	24	30	56	70

have been through a program in which they were trained on the nature and needs of the gifted learners as well as policies related to gifted learners.

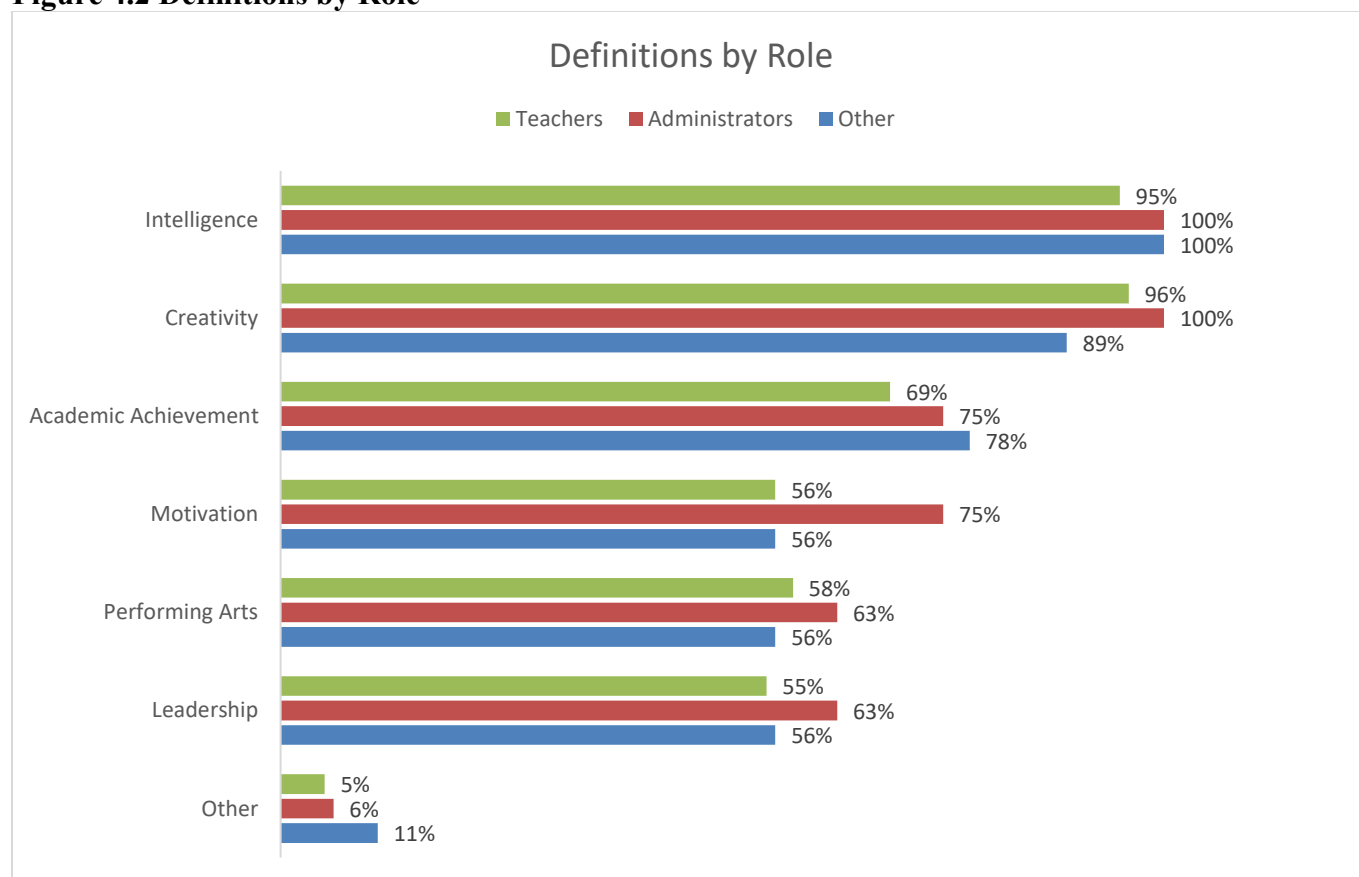
Personal demographic information was also obtained through the survey to include gender and race. A majority of participants identified as female at 95%, and 5% male. Most identified as white, 86.3%, and 12.5% identifying with minorities.

Results for Research Question 1

The first research question sought to identify the perceptions of teachers and administrators in Florida and how they define giftedness. Florida's definition of giftedness continues to be based on a single domain of intelligence for a majority of the population. While Florida's Plan B portion of the statute does allow for consideration of other factors such as leadership, motivation, academic performance, and creativity, this only applies to English Language Learners or students from low socio-economic backgrounds (i.e., those students that qualify for Free or Reduced Lunch).

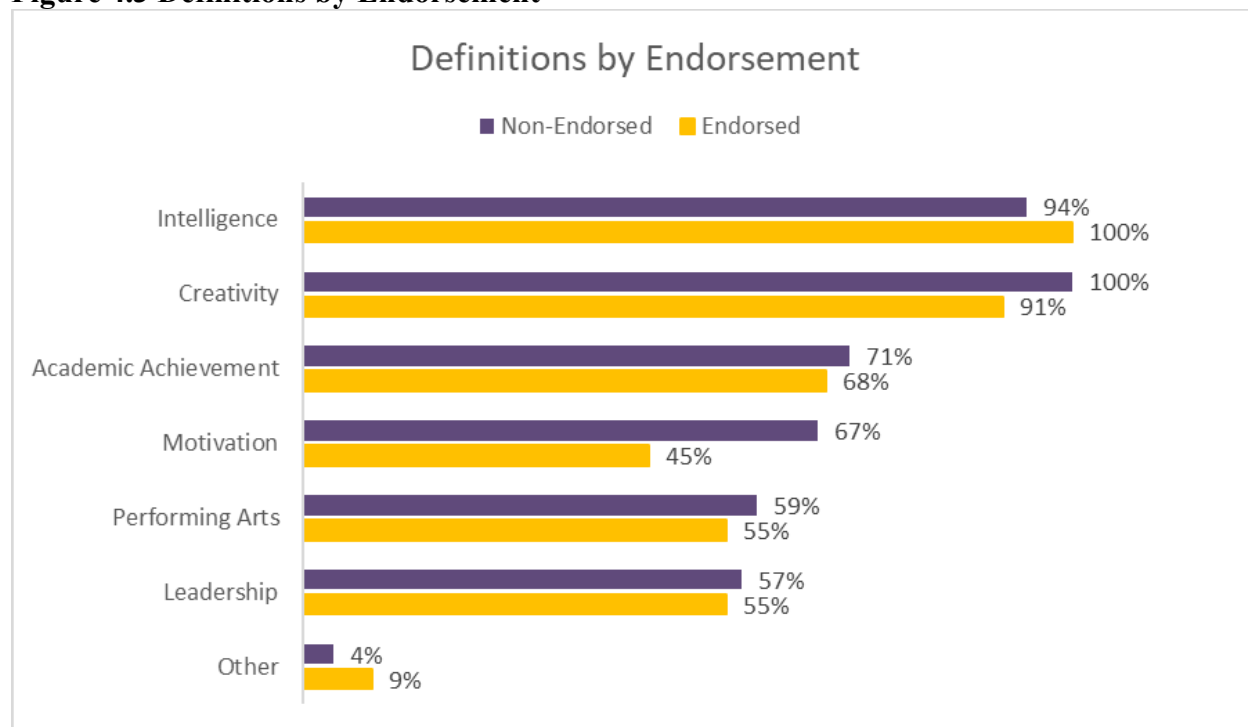
Figure 4.1 Factors for Defining Giftedness

Gauging the perceptions of experienced educators can provide valuable insight into any future modifications of definitions. Question 14 asked participants to consider 6 factors of giftedness that are commonly found in literature and other state definitions: intelligence, creativity, motivation, leadership, academic achievement, and performing arts. More than one factor could be selected for each participant. When analyzing the data for this question, it is first important to look at the frequency each definition of giftedness is chosen. The most frequently chosen factors, as shown in Figure 4.1, were intelligence and creativity with 77 participants, 96%, selecting each of those factors. This suggests that Florida educators would be supportive of a modification of policy to include creativity along with intelligence. Figure 2 breaks down the definitions of giftedness based on educator role. The percentage shown is based on the number

Figure 4.2 Definitions by Role

of educators that responded for each role, including 55 teachers, 16 administrators, and 9 with other roles. A higher percentage of administrators chose most of the definitions when compared to teachers. Yet the overall trends for each group remain mostly aligned, with intelligence and creativity having the most selections followed by academic achievement. This same analysis was conducted when comparing endorsed and non-endorsed educators. The overall trends for each of these groups remained mostly aligned. However, definitions other than intelligence had a higher frequency for non-endorsed educators.

The results of Question 14 also reveal another dimension of Florida educators' perceptions of giftedness. The definition in the state policy includes a singular definition of

Figure 4.3 Definitions by Endorsement

giftedness relying solely on intelligence. Analyzing the number of choices participants select shows whether educators support a singular definition or a multidimensional view of giftedness. The results show that 77 of the 80 participants selected two or more factors when considering giftedness, with an average of 4.4 factors selected. While the factor selected the least was leadership, 45 participants selected this for consideration when defining giftedness. Each of the 5 participants who selected *Other* provided descriptive text to elaborate on their choice. The additional factors described included social and emotional characteristics of children and considering the characteristics of the individual child.

When comparing the number of factors chosen based on educator role, the average scores for each group were not significantly different from each other with teachers ($M = 4.33$) choosing slightly less factors on average than administrators ($M = 4.81$), and other roles ($M =$

4.33) choosing the smallest number of factors to define giftedness. An independent samples t -test was conducted to compare the number of factors chosen for administrators and teachers, excluding other roles. There was no significant difference in the number of factors chosen for teachers ($M = 4.33$, $SD = 1.38$) and administrators ($M = 4.81$, $SD = 1.68$; $t(71) = 1.18$, $p = 0.24$). As previous research suggested a relationship between years of experience and conceptions of giftedness, a chi-squared test for independence was conducted to see if there was an association between years of experience and the number of factors chosen. The chi-squared test for independence indicated no significant association between experience and number of factors chosen when defining giftedness, $\chi^2(36, n = 80) = .53$, $p = 0.67$, $\phi = .26$.

Sentiment Variable

Another variable considered when analyzing how teachers and administrators define giftedness is the sentiment variable. To construct this variable, the feelings participants held towards the state policy defining giftedness were looked at. There were 3 questions that contained a Likert-scale response for participants to rate their level of agreement with the policy defining giftedness in Florida, separated by Section 1 which defines giftedness and Sections 2A and 2B which set criteria for determining giftedness. The sentiment variables were all continuous, and a Reliability Analysis was constructed to determine how closely these items related to each other. When grouping these variables together as one construct Sentiment, there is an acceptable level of internal consistency with a Cronbach's alpha of 0.82 (Nunnally, 1967). This indicates that these questions are consistent with one another as one construct.

An independent samples t-test on each of the individual questions did show significant differences in agreement with Section 1 (definition of giftedness) and Section 2A (identifying giftedness). An independent samples t-test was conducted to compare level of agreement for administrators and teachers, excluding other roles. There was a significant difference in agreement with Section 1 for teachers ($M = 3.81$, $SD = 0.83$) and administrators ($M = 3.06$, $SD = 1.44$; $t(71) = -2.62$, $p = 0.01$). Another t-test was conducted to look at Section 2A. There was a significant difference in agreement with Section 2A for teachers ($M = 3.89$, $SD = 0.82$) and administrators ($M = 3.31$, $SD = 0.95$; $t(71) = -2.36$, $p = 0.02$). There was no significant difference in agreement with Section 2B for teachers ($M = 3.32$, $SD = 1.05$) and administrators ($M = 3.06$, $SD = 1.06$; $t(71) = -0.86$, $p = 0.39$). Administrators consistently had a lower level of agreement with the policy than teachers in this survey. With more teachers in this study having a gifted endorsement at 34.5% compared to administrators at 23.5%, increased training on gifted education may result in increased positive sentiment regarding gifted policy regarding definitions and identifications.

Gifted Endorsement

Considering whether a participant holds a gifted endorsement as a new variable to group the data instead of by an educator's role, another contingency table was produced. The independent samples t-test on each of the individual questions did show a significant relationship between the gifted endorsed participants and their level of agreement with Section 2A (identification of giftedness for general population) and 2B (provisions for identifications of special populations) of the Florida policy defining giftedness. There was a significant difference

Table 4.3*Average Educator Agreement with Florida Gifted Policy*

	<i>Section 1</i>	<i>Section 2A</i>	<i>Section 2B</i>
Primary Role			
Teacher	3.81	3.89	3.32
Administrator	3.06	3.31	3.06
Other	3.50	3.38	3.75
Endorsement			
Yes	3.92	4.33	4.00
No	3.49	3.43	3.00
Average	3.62	3.71	3.30

in agreement with Section 2A for endorsed educators ($M = 4.33$, $SD = 0.57$) and non-endorsed educators ($M = 3.43$, $SD = 0.91$; $t(77) = -4.46$, $p < .001$). Endorsed educators showed greater agreement with this section of the policy.

When looking at the number of factors a participant uses to define giftedness, another t-test was conducted to consider gifted endorsement as a variable. There was no significant difference in the number of factors chosen for endorsed educators ($M = 4.37$, $SD = 1.56$) and non-endorsed educators ($M = 4.45$, $SD = 1.49$; $t(77) = 0.19$, $p = 0.72$). This shows that holding an endorsement

is not associated with whether a participant thinks that multiple factors should be considered or not when defining giftedness. Overall, educators in Florida are in slight agreement with the Florida Policy defining giftedness, with average ratings for each section between 3, the “Neutral” choice, and 4 indicating “Agree.”

Sentiment Comments

Participants had the option to provide additional comments regarding their agreement with Sections 1, 2A, and 2B. The comments for each section are listed in Appendix B. Many of the comments in Section 1 elaborate on the theme for multiple definitions of giftedness as well as the lack of specificity in the definition of giftedness. Examples in the comments of this theme include phrases such as “Gifted is not only intellectual” and “There are various types of giftedness, besides IQ.” There were 3 comments that showed support for Section 1. One such comment referred to the development of a state plan for gifted education involving Dr. Joyce VanTassel-Baska, a leading expert in gifted education, in 2009 and stated that her involvement in the development lends support for the definition. While Dr. VanTassel-Baska’s research contributed to the development of a state plan for gifted education in Florida (Florida Department of Education, 2017), the statute’s last revision is listed as July 14, 2002 which defined underrepresented populations (§§ 6A-6.03019), before her contributions to the state plan.

In the comments for Section 2A which describe criteria for giftedness, 5 out of 9 comments referred to intelligence or IQ, with some elaborating on the need to expand the criteria beyond IQ. There were comments in all sections referring to the social emotional needs and characteristics of gifted students. Comments for Section 2B, also known as Plan B, to address

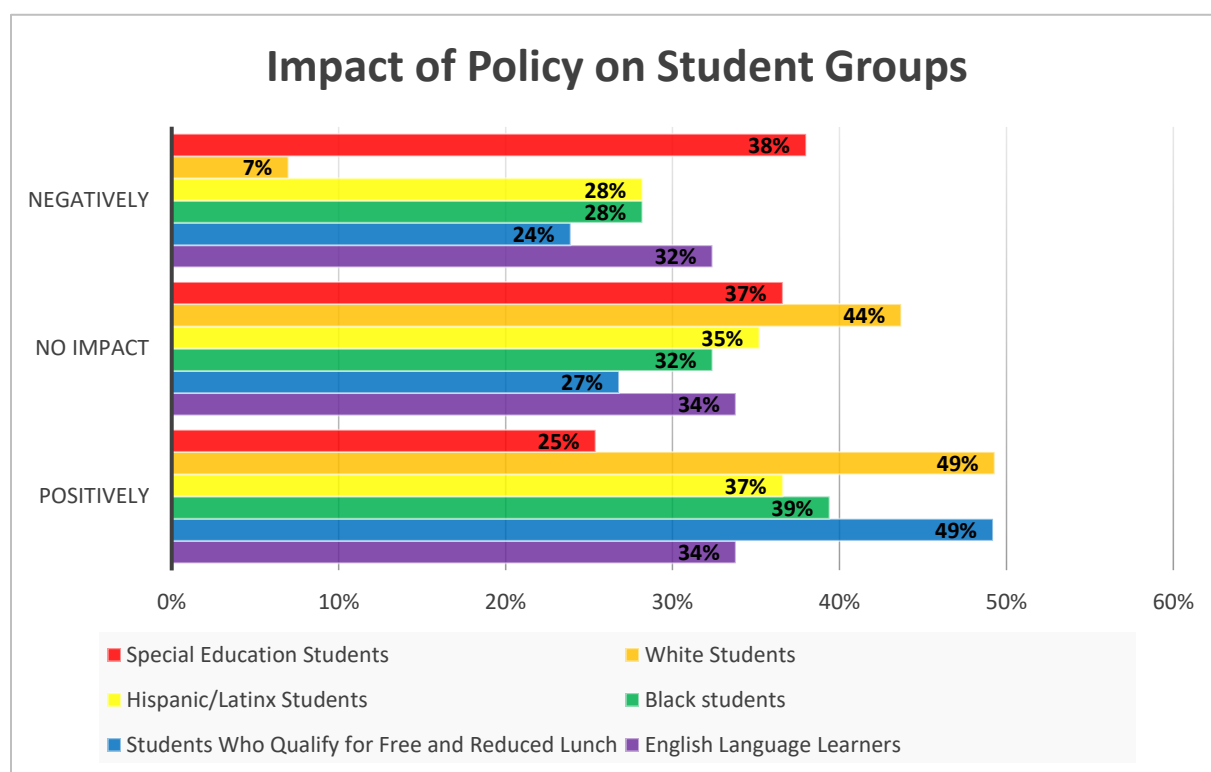
underrepresented groups showed suggestions for changes such as including race or other underrepresented groups and updating the criteria.

The overall sentiment of educators in Florida who participated in this survey shows the support for multiple definitions of giftedness. More teachers agree with the definition of giftedness as stated in Section 1 of the Florida statute, which defines giftedness as “one who has superior intellectual ability.” This led to the connection between more teachers holding a gifted endorsement and having greater training regarding gifted education than administrators. Focusing on gifted endorsements in educators shows that those who are endorsed have a more positive sentiment towards policy which identifies gifted students.

Results for Research Question 2

The second research question sought to gauge the perceived impacts of the Florida policy identifying giftedness. Question 19 asked participants to rate their perceived impact on specific populations of students including English Language Learners, students who qualify for free and reduced lunch, Black students, Hispanic/Latinx students, White students, and Special Education students. Out of the 80 participants analyzed for previous questions, 71 chose to answer this question completely. When analyzing the overall perceived impact of the policy on these subgroups, the group with the highest perceived negative impact is special education students. The groups with the highest perceived positive impact are students who qualify for free and reduced lunch and white students. This is most likely due to Section 2B of the Florida statute, which identifies underrepresented groups as those that are limited English proficient or from a low socio-economic status family. Districts are required to create their own plan to address these

Figure 4.4 Impact of Policy on Student Groups



populations of students. While the survey shows a positive perceived impact on students from low socio-economic backgrounds, there is not as much of a perceived positive impact for English Language Learners, as participants feel they are the second highest group to be negatively impacted by the policy.

For each of the Impact questions, participants were given a choice of negatively, no impact, and positively. Each of these options were recoded to 1, 2, and 3 respectively. When looking at the averages for each of the subgroups in Table 8, an average above 2 would be considered more positively and an average of below 2 would be considered more negatively. Calculating averages considers all three choices as one. The averages in this case show that White students have the most positive perceived impact, slightly above students who qualify for

Table 4.7*Perceived Impact on Subgroups of Students*

	Mean	Teachers	Administrators	Endorsed	Non-endorsed
White Students	2.42	2.37	2.60	2.48	2.40
Students Who Qualify for Free and Reduced Lunch	2.25	2.36	2.00	2.32	2.24
Black Students	2.11	2.18	1.87	2.05	2.14
Hispanic/Latinx Students	2.09	2.14	1.87	2.10	2.08
English Language Learners	2.01	2.04	2.06	2.14	1.94
Special Education Students	1.87	1.82	2.07	1.82	1.88

free and reduced lunch. The averages are also broken down by teachers and administrators and endorsed and non-endorsed educators. Independent samples t-tests showed no significance in any of the impact comparisons between groups. However, the largest differences in averages can be seen between teachers and administrators when looking at the impact of white students and those who qualify for free and reduced lunch. Administrators also seem to perceive larger gaps in ethnicity compared to other groups.

The Future of Gifted in Florida

Perceived impacts of educators can also be determined by looking at their assumptions about the future of gifted education. 70 of the 80 participants chose to answer the item about feelings towards the future of gifted education in Florida, and 71 participants chose to answer

Table 4.8*Perceived Future of Gifted Education*

	<i>Future in Florida</i>	<i>Future in District</i>
Primary Role		
Teacher	3.08	3.15
Administrator	2.73	3.00
Other	3.17	2.88
Endorsement		
Yes	3.12	3.40
No	2.97	2.93
Average	3.02	3.08

about the future of gifted education in their local school district. Participants had the option of choosing not sure, *negative*, *neutral*, or *positive*. The results were coded as 1, 2, 3, and 4 respectively. However, when analyzing as ordinal, the option of *not sure* was filtered out, thus the range of scores was 2 through 4. descriptive statistics of the averages are shown in Table 4.8 and broken down into groups. An average of 3 is neutral, with less than 3 being more negative and greater than 3 being more positive. The averages show that teachers have slightly more positive perceptions of the future of gifted than administrators. An independent samples t-test

was conducted to compare teachers and administrators on their perceptions of the future and showed no significant differences between groups.

The differences between the perceived future of gifted endorsed educators and non-endorsed educators is more significant. An independent samples t-test was conducted to compare the perceptions of endorsed and non-endorsed educators on the future of gifted. There was a significant difference in perception in the future of the participant's district for endorsed educators ($M = 3.40$, $SD = 0.75$) and non-endorsed educators ($M = 2.93$, $SD = 0.68$; $t(60) = -2.47$, $p = 0.016$). There was no significant difference in perception in the future of gifted in Florida for endorsed educators ($M = 3.12$, $SD = 0.78$) and non-endorsed educators ($M = 2.97$, $SD = 0.64$; $t(53) = -0.72$, $p = 0.47$). Most likely it is the gifted endorsed educators in a local district who are making the most impact and a positive future forecast would relate to a person's self-efficacy as an educator, but this does not result in an overall effect in perceptions for the state level impact.

The most notable finding for the research question was that gifted endorsed individuals are more optimistic about the impact of the policy on the future of gifted education in their local districts with an effect size of 0.67. Other important considerations include that there are still various perceptions when it comes to subgroups of students. Overall, White students are still perceived to have a positive advantage over other groups, despite policy efforts to diversify with Plan B. Students from low socio-economic backgrounds also appear to also be benefiting from gifted policies, while special education students appear to have a disadvantage.

Table 4.9*Awareness of Gifted Education Policies*

	<i>Local Policies</i>	<i>State Policies</i>
Primary Role		
Teacher	3.28	3.04
Administrator	2.93	2.56
Other	3.33	2.75
Endorsement		
Yes	3.83	4.33
No	2.94	2.29
Average	3.21	2.91

Results for Research Question 3

The third research question sought to investigate the overall perceptions of educators in Florida toward gifted policy including their general awareness of gifted policies and programs. Two questions from the survey were used to analyze awareness. Question 12 asked participants about their awareness of processes for identifying gifted students in their own districts. A question on the survey asked participants of their awareness of the Florida statute for identifying students who are gifted. The awareness variables were all continuous, and a

Reliability Analysis was constructed to determine how closely these items related to each other. When grouping these variables together as one construct Awareness, there was an acceptable level of internal consistency with a Cronbach's alpha of 0.77 (Nunnally, 1967). This indicates that these questions are consistent with one another as one construct. Question 12 asked about awareness of local policies for identifying giftedness. Participants were given the choices of *very unsure*, *somewhat unsure*, *somewhat aware*, and *very aware* and these choices were coded as 1-4 respectively. An average closer to 4 indicates an increased awareness while closer to 1 shows uncertainty. Question 15 asked participants about their familiarity with the state policy for identifying gifted students in Florida. They were given the choices of *not familiar at all*, *slightly familiar*, *moderately familiar*, *very familiar*, and *extremely familiar* and these choices were coded as 1-5 respectively. An average closer to 5 in this case shows strong familiarity where an answer closer to 1 shows weak familiarity.

An independent samples t-test was conducted to compare the awareness of endorsed and non-endorsed educators of gifted policy at the local and state level. There was a significant difference in awareness of local policy for endorsed educators ($M = 3.83$, $SD = 0.39$) and non-endorsed educators ($M = 2.94$, $SD = 0.78$; $t(75) = -5.16$, $p < 0.001$). There was also a significant difference in awareness of state policy for endorsed educators ($M = 4.33$, $SD = 0.76$) and non-endorsed educators ($M = 2.29$, $SD = 1.13$; $t(79) = -8.06$, $p < 0.001$). These significant findings verify that those with an endorsement have been through training programs that result in an increased awareness of gifted policies at the local and state level. The mean scores in Table 10 show that educators in Florida are more aware of local policies than state policies.

An independent samples t-test was conducted to compare the awareness of teachers and administrators of gifted policy at the local and state level. There was not a significant difference in awareness of local policy for teachers ($M = 3.28$, $SD = 0.75$) and administrators ($M = 2.93$, $SD = 0.96$; $t(66) = -1.45$, $p = 0.152$). There was a significant difference in awareness of state policy for teachers ($M = 3.04$, $SD = 1.35$) and administrators ($M = 2.56$, $SD = 1.50$; $t(71) = -7.17$, $p < 0.001$). This shows that administrators are more unfamiliar with state policies regarding gifted education.

Overall Perceptions

The final analysis sought to find correlations between the variables used to construct sentiment, awareness, and perceived impacts. As seen in Table 4.10, Pearson's correlations were determined using JASP between each of the 3 main variables: sentiment, awareness, and impact, making sure to use appropriate filters with each variable to match previous analyses. The p-values show a significant relationship between multiple variables including the sentiment variables and the impact variables. There was also a significant relationship between awareness of Florida policy and all sentiment variables. Most notable is the correlation between the awareness of district policies and the sentiment towards the Florida policy. Educators who are more aware of district policies are more likely to support Florida policies identifying criteria and eligibility for gifted programs. In addition, educators who are more aware of Florida policies show increased sentiment towards all sections of the policy, including section 1 which defines giftedness. Feelings towards the future of gifted education in local districts also had a significant relationship to sentiment toward section 2A of Florida's policy. These significant relationships

Table 4.10

Pearson's Correlations of Perceptions

Variable		Sentiment Sect 1	Sentiment Sect 2A	Sentiment Sect 2B	Awareness District	Awareness Florida	Impact Future Florida	Impact Future District
Sentiment	Pearson's r	--						
Sect 1	p-value	--						
Sentiment	Pearson's r	0.591***	--					
Sect 2A	p-value	< .001	--					
Sentiment	Pearson's r	0.256*	0.398***	--				
Sect 2B	p-value	0.025	< .001	--				
Awareness	Pearson's r	0.141	0.358**	0.309*	--			
District	p-value	0.237	0.002	0.008	--			
Awareness	Pearson's r	0.358**	0.570***	0.392***	0.714***	--		
Florida	p-value	0.001	< .001	< .001	< .001	--		
Impact	Pearson's r	0.258	0.365**	0.293*	0.150	0.243	--	
Future Florida	p-value	0.057	0.006	0.030	0.294	0.074	--	
Impact	Pearson's r	0.181	0.438***	0.303*	0.149	0.302*	0.773***	--
Future District	p-value	0.158	< .001	0.017	0.232	0.017	< .001	--

* p < .05, ** p < .01, *** p < .001

further support the idea of using the variables Sentiment, Awareness, and Impact to measure the perceptions of educators toward giftedness in Florida.

The final comments from the survey were analyzed to contribute towards the perceptions of educators regarding gifted education. These comments are also listed in Appendix B. Four of the final comments addressed education or training for teachers as well as providing resources. An administrator's comment suggested that the gifted endorsement should be included as a part of the teacher certification process. This came from an administrator that is gifted endorsed. Other themes in the comments include a need to reevaluate programs, identification procedures, and question the implementation of policies. The end comments were varied, yet most comments from educators pointed out issues with programs or policies with overall tones of dissatisfaction of current practices. These comments for change came from teachers and administrators with and without a gifted endorsement.

Chapter Summary

The methods described in Chapter 4 provide detailed support of educator perceptions of gifted policy in Florida as it relates to the survey questions. Analysis of policy perception requires consideration of the sentiment, awareness, and perceived impacts of policy. The perceptions of experienced educators from across the state can provide valuable input for policy modifications moving forward. The findings show that educators in Florida have multidimensional conceptions of giftedness. There is also a difference in perceptions of giftedness when looking at the training and experience of educators. Finally, educators perceive

that there are differences in how groups of students are impacted by educational policies defining giftedness.

CHAPTER 5: DISCUSSION

Gifted Education continues to evolve in both the research and the implementation of policies and programs. This chapter will summarize and discuss the major findings of this study. Despite its limitations, the data from this study helps support the case for redefining giftedness in Florida, providing training opportunities for educators, and modifying outdated policies.

Summary of the Study

The purpose of this study was to determine how educators in Florida define giftedness and what the perceived impacts are of policy defining gifted education. While the field of gifted education continues to debate the definition of giftedness, states continue to have policies with varied definitions and criteria for determining who makes up the gifted population.

This quantitative survey research method allowed for distribution over the entire state of Florida and responses from multiple types of educators. The survey sought to discover the perceptions of educators from across Florida, including their sentiment, awareness, and perceived impact, of the Florida statute defining gifted education. The results of each of the following research questions will be discussed in this Chapter:

1. How do teachers and administrators in Florida define giftedness?
2. Among teachers and administrators of the gifted in Florida, what are the perceived impacts of Florida's statute defining giftedness?
3. How do the perceptions of teachers and administrators toward gifted education compare?

Discussion

The results of this study have three major findings. The first is the consensus in how educators define giftedness. The second finding is educators with increased awareness have more positive perceptions of gifted policy. This is especially true for teachers as more teachers have a gifted endorsement than administrators. The third finding is that policies regarding gifted education have varied perceptions on the impact of gifted policy on specific populations of students, yet there is still a perceived advantage for white students.

Giftedness is multidimensional.

The results of this study show that when educators in Florida are asked to consider factors that define giftedness, a majority agree that multiple criteria should be used. This aligns with NAGC recommendations as well as other state definitions. In the most current version of the State of the States in Gifted Education report, there are 9 areas included in state definitions of gifted (Rinn et. al, 2022). The most frequently included factors are advanced intellectual ability, academic ability/performance, and creativity or creative thinking. Educators in this study also ranked these three factors as the most important to consider when defining giftedness. Other definitions across the country include various forms of the arts, leadership, psychomotor abilities, and task commitment/motivation. While other studies have shown that teachers have narrow conceptions of giftedness (Neumeister, et. al, 2007), or focus less on other conceptions of giftedness when referring students (Siegle, 2001), the educators in this study which include teachers and administrators with various levels of experience and training agree that giftedness is broader than intelligence alone.

A notable finding was that gifted endorsed educators in Florida were more likely to support IQ as a definition than non-endorsed educators. The non-endorsed educators chose more multidimensional definitions of gifted than the endorsed educators in this study. Considering that more modern definitions of gifted include multiple definitions, the content of the endorsement classes comes into question. Are gifted education courses in Florida preparing educators to identify and instruct students based on conceptions defined in Florida policy or modern conceptions recognized by researchers and policies in other states? Florida requires educators to participate in a course on creativity yet does not recognize this as an accepted criteria for identifying students.

Increased training and experience lead to greater support.

The educators in this study held different roles and levels of experience across the state of Florida. The survey results showed that those who have been through a gifted training program and obtained a gifted endorsement had more positive feelings toward legislation for gifted education. Teachers in this study were more likely to have positive feelings towards gifted policy than administrators, yet there were a greater number of teachers trained in gifted education than administrators. The awareness of educational policy for Florida gifted students, likely gained through training and education, positively correlated with increased sentiment. Those with an increased awareness of state policy are more likely to support policy at the local and state level, showing how macro level policies can impact microlevel implementation.

Past studies have indicated that greater knowledge of gifted students correlates positively with positive attitudes towards gifted students (Morris, 1987). However, there is still limited

research on the perception of educators regarding educational policy pertaining to gifted education (Hodges et. al., 2021). As teachers and administrators are the ones who are ensuring that educational policies are implemented at the school, classroom, and student level, the support of educators is vital to the implementation of educational policy. Administrators often play a more important role in implementation as they have more authority to determine the types of services and programs offered. Knowledge of educational programs and policies for gifted education increases an educator's capacity to lead and implement such programs. Including the perceptions of all educators who impact students is important when continuing to research educational policy.

White students have a perceived advantage.

The educators in this study had varied perceptions regarding the impact of the policy on specific groups of students. While 49% of educators indicated a positive advantage for both white and black students, only 7% of educators who answered indicated the policy had negative impacts on white students while 24% indicated negative impacts on black students. On average, educators and especially administrators see white students as having a greater advantage when it comes to gifted identification and criteria. Florida's Plan B sought to narrow the gaps between groups, specifically those of low-socioeconomic households and English Language Learners. Educators still perceive a positive impact on these groups of students overall. Yet the excellent gaps continue to exist in Florida's gifted programs.

While Florida did not submit data for the two most recent State of the States in Gifted Education, data from the Florida Plan for K-12 Gifted Education (2017) shows just over 9% of

gifted students in Florida are black, where just over 22% of students in Florida public schools are Black. Hispanic students are also underrepresented in gifted programs in Florida. From 2013-2016, the percentage of ELL and Free and Reduced Lunch students decreased slightly despite the rule change to include these groups in 2002. Current policies and implementation practices are not doing enough to increase the diversity of students admitted to these programs.

Implications

Redefine Giftedness.

Since the Marland Report was first published in 1972, the definition of giftedness has evolved in research and policy. The U.S. Department of Education has since published a different definition in their report *National Excellence: A Case for Developing America's Talent* (U.S. Department of Education, 1993). It describes gifted and talented youth “who exhibit high performance capability in intellectual, creative, and/or artistic areas, possess unusual leadership capacity, or excel in specific academic fields,” (p.26). The report calls for school systems to consider a variety of disciplines and use multiple assessment measures rather than relying on IQ alone. States around the country have responded to this need for reform by creating more inclusive definitions that recognize the gifts and talents of many. Florida has a responsibility to modify its definition beyond just superior intellectual development, creating the opportunity for more students across the state to have their gifts and talents recognized and nurtured. Once we clearly identify the population of students we wish to serve in gifted education, we can create more effective program options designed to meet the needs of our students.

Educate Educators.

A gifted endorsement is not required for teachers, counselors, special education professionals, or administrators. There is also no requirement for gifted training to be a part of teacher preparation programs in Florida. While an endorsement is required for teachers of the gifted, most classroom situations in which gifted students are included with other students do not require training or endorsement about gifted students. Most teachers are not trained in the policies and educational needs related to gifted learners. This lack of training for educators also leads to a lack of support for gifted policies and programs. Teachers would therefore be less likely to support student placement in gifted education programs with which they do not agree.

To obtain a gifted endorsement in Florida, the state requires 15 semester hours of coursework broken into 5 areas. In the first area, the nature and needs of gifted students is covered along with foundational research on identification of gifted students. Participants also have a course in developing curriculum and differentiated instruction for gifted students. Courses also cover the social and emotional education of gifted students and special populations of gifted students. One of the five courses is devoted entirely to creativity, despite this not being included in the state definition of giftedness. With the amount of hours required for a gifted endorsement for educators in addition to the coursework being optional, most educators in Florida do not hold a gifted endorsement. However, the content requirements for the gifted endorsement would be beneficial to all educators in order to build capacity to respond to the needs of students.

To increase educator training of giftedness for Florida educators, the content and amount of coursework should be revisited. The time and financial commitment to enroll in gifted

endorsement courses often deters educators from participating in this course work. Non-gifted teachers in general education environments are often confronted with the challenge of meeting student needs for students who have already mastered given coursework. Differentiation and enrichment strategies are necessary in all classrooms. Florida should consider breaking up the endorsement program into smaller and more manageable courses for all educators. An example of a shortened gifted certification is in Texas. The state of Texas requires 30 hours of foundational training followed up by an additional 6 hours annually (Texas Education Agency [TEA], 2022). Florida does not require additional hours of gifted specific professional development to renew a gifted endorsement. Educators in Florida are required to take 20 in-service hours of exceptional student education courses with a focus on students with disabilities to renew their certificate every 5 years. Just as Florida should look critically at how it defines giftedness, the state should also consider how educators are trained on gifted education and rethink the systems that are in place for educators to obtain their endorsement.

Principal preparation programs are also lacking in appropriate training for administrators to lead schools effectively for all student groups. In a 2010 study on Principals' perceptions on their own self-efficacy regarding gifted and special education, principals felt the lowest self-efficacy when it came to legal issues and funding compared to the nature and needs of the learners (Alvarez McHatton et al., 2010). As administrators have the additional pressures and responsibilities of leading all learners, it is important that administrators are trained on all aspects of educational policies. An administrator in this study commented and agreed that "Just as the reading endorsement and ELL endorsement is a requirement, the gifted endorsement should also

be included in certification programs.” There is no requirement for Florida administrators to have additional training on gifted programs, despite programs existing at most schools throughout the state. Florida should also consider developing a course for administrators with an emphasis on leading gifted teachers and students and ensuring that gifted courses and programs are being implemented based on best practices.

Modify Policies.

Plan B gives permission to districts to create an alternative plan to identify ELL students and students from low socio-economic backgrounds, yet not all districts have a plan in place. Matthews and Shaunessy (2010) found in their analysis of Florida’s Plan B that despite a district plan, students were still denied placement based on a single score. “We believe this suggests that permissive legislation alone may be necessary yet not sufficient to promote effective identification practices for gifted learners from traditionally underrepresented groups,” (Matthews & Shaunessy, 2010, p.164). When looking at this policy through a critical systems lens, the policy alone is doing little to increase diversity and representation in gifted groups. Students are being denied access to rigorous and enriching programming based on a singular measure of IQ. Peters (2002) argues that “increasing equity within gifted and talented programs should start with reframing what it means to be gifted and then screening all students who might benefit from advanced learning opportunities (p. 89).” Reframing the policy which defines giftedness to include multidimensional views of giftedness is a start at creating systemic change. Other researchers also call for the need to have representation and voice from these

systematically denied populations as we move forward with our efforts to increase diversity (Wilson, 2022).

A rule development workshop was scheduled by the State Board of Education in Florida for February 12, 2016. The purpose of this workshop was to “revise eligibility requirements for students in need of gifted education support services.” The notice goes on to state, “The effect will allow districts to use multiple criteria rather than limiting access to gifted services with an IQ score threshold.” This workshop was canceled before being held, and no further updates have been made to the current policy. With increased availability of research and evidence of successes from other states, it is time to revisit conceptions of giftedness in Florida and redefine what it means to be gifted. Stakeholders and constituents should reconvene to address and update current policies. Otherwise, outdated Florida policies will continue to have systemic effects on students who are denied access to programs based on outdated criteria.

Limitations

A limitation to this study is the sample size and distribution. With over 200,000 teachers and over 14,000 administrators in Florida, this survey reached a small sample of the population. Due to networking connections with local districts and the university, a larger number of participants were from the northeast Florida region of the state. There needs to be greater input from educators across Florida to truly understand the perceptions of all educators regarding policies.

Future Research

More research is needed in gifted policy and its implications at the state and local levels. “This research is vital to enact positive systematic change to better serve students in gifted education,” (Hodges et. al, 2021, p. 1). Identified gifted students in Florida represent only 6% of all public-school students in the state. While it may seem that gifted researchers are advocating for a small population of students, there are several more of our best and brightest in Florida that have yet to be identified and who could benefit from advanced academic programming.

There is also a need to revisit program options for gifted students. Many of the program options offered are based on high academic achievement rather than intelligence. If conceptions of giftedness in policy change to include factors such as creativity, leadership, or performing arts, program options will need to increase. This will also create a need for more funding in order to provide these services to students.

Conclusion

Through this investigation, I sought to discover the perceptions all levels of educators have when it comes to the construct of giftedness. I also sought to challenge educational policies and systems that are impacting our students. The results of this study show that educators of all levels and experiences understand that the construct of giftedness needs to be redeveloped in Florida. The results also show the impacts, both positive and negative, that educational policies can have on groups of students. While the data is limited to a small number of educators, there is a strong need for additional research in gifted policy as research continues to be limited in this area.

Gifted education is about recognizing individual differences in students and these differences extend beyond IQ. Experienced educators understand that students are unique and multidimensional. Accountability in school systems too often focuses on deficiencies in student learning. We can no longer continue to ignore their strengths and waste the potential of students in Florida. It is time to revisit and redefine what it means to be “gifted.”

REFERENCES

- Adelson, J. L., McCoach, D. B., & Gavin, M. K. (2012). Examining the effects of gifted programming in mathematics and reading using the ECLS-K. *Gifted Child Quarterly*, 56(1), 25-39.
- Alvarez McHatton, P., Boyer, N. R., Shaunessy, E., Terry, P. M., & Farmer, J. L. (2010). Principals' perceptions of preparation and practice in gifted and special education content: Are we doing enough? *Journal of Research on Leadership Education*, 5(1), 1–22.
<https://doi.org/10.1177/194277511000500101>
- Apple, M. W. (2018). Critical education, critical theory, and the critical scholar/activist. *Educational Policy*, 33(7), 1171–1179. <https://doi.org/10.1177/0895904818810529>
- Assouline, S. G., Colangelo, N., & VanTassel-Baska, J. (2015, April). *A nation empowered: evidence trumps the excuses holding back America's brightest students* [PDF]. Acceleration Institute. Retrieved July 12, 2022, from
http://www.accelerationinstitute.org/nation_empowered/Order/NationEmpowered_Vol1.pdf
- Baudson, T., & Preckel, F. (2016). Teachers' conceptions of gifted and average-ability students on achievement-relevant dimensions. *Gifted Child Quarterly*, 60(3), 212–225.
<https://doi.org/10.1177/0016986216647115>
- Borland, J. (1997). The construct of giftedness. *Peabody Journal of Education*, 72(3), 6–20.
https://doi.org/10.1207/s15327930pje7203&4_1

- Broward County Public Schools. (2023). Gifted & talented / overview. Broward county public schools. Retrieved February 26, 2023, from <https://www.browardschools.com/gifted>
- Brown, E. F., & Abernethy, S. H. (2009). Policy implications at the state and district level with rti for gifted students. *Gifted Child Today*, 32(3), 52–57.
<https://doi.org/10.1177/107621750903200311>
- Carman, C. A. (2011). Stereotypes of giftedness in current and future educators. *Journal for the Education of the Gifted*, 34(5), 790–812. <https://doi.org/10.1177/0162353211417340>
- Carman, C. A. (2013). Comparing apples and oranges. *Journal of Advanced Academics*, 24(1), 52–70. <https://doi.org/10.1177/1932202x12472602>
- Chandra Handa, M. (2019). Leading differentiated learning for the gifted. *Roeper Review*, 41(2), 102–118. <https://doi.org/10.1080/02783193.2019.1585213>
- Chitty, C. (2009). Eugenics, race and intelligence in education (1st ed.). Continuum.
- Clay County District Schools. (2021). *Exceptional Student Education and Student Services: Admissions and placement manual* (Revised 11/2021) [Internal document].
- Clay County District Schools. (2023). Clay county district schools, florida - resource guide for parent rights. Clay county district schools. Retrieved February 26, 2023, from <https://www.myoneclay.net/family/resource-guide-for-parent-rights>
- Colangelo, N., Assouline, S. G., & Gross, M. U. (2004, October). *A nation deceived: How schools hold back America's brightest students* [PDF]. Retrieved July 12, 2022, from https://www.accelerationinstitute.org/nation_deceived/nd_v1.pdf

- Cordero, R., Mascareño, A., & Chernilo, D. (2016). On the reflexivity of crises. *European Journal of Social Theory*, 20(4), 511–530. <https://doi.org/10.1177/1368431016668869>
- Crabtree, L. M., Richardson, S. C., & Lewis, C. W. (2019). The gifted gap, stem education, and economic immobility. *Journal of Advanced Academics*, 30(2), 203–231. <https://doi.org/10.1177/1932202x19829749>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- DeNisco, A. (2015). Maximizing gifted talent: how districts can deliver the more rigorous instruction advanced students need to reach full potential. *District administration*, 51(6), 38.
- Dixson, D. D., Peters, S. J., Makel, M. C., Jolly, J. L., Matthews, M. S., Miller, E. M., Rambo-Hernandez, K. E., Rinn, A. N., Robins, J. H., & Wilson, H. E. (2020). A call to reframe gifted education as maximizing learning. *Phi Delta Kappan*, 102(4), 22–25. <https://doi.org/10.1177/0031721720978057>
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101. <https://doi.org/10.1037/0022-3514.92.6.1087>
- Elhoweris, H. (2008). Teacher Judgment in Identifying Gifted/Talented Students. *Multicultural Education*, 15(3), 35–38.

- Feldhusen, J. F. (2003). Beyond general giftedness: new ways to identify and educate gifted, talented, and precocious youth. In J. H. Borland (Ed.), *Rethinking gifted education* (education and psychology of the gifted series) (1st ed.). Teachers College Press.
- Florida Department of Education. (2017). *Florida plan for k-12 gifted education* [PDF]. fldoe.org. <https://www.fldoe.org/core/fileparse.php/7567/urlt/FPK12GE.pdf>
- Florida Department of Education. (2021a). *Florida's private schools 2020-21 school year annual report* [PDF]. fldoe.org. Retrieved July 12, 2022, from <https://www.fldoe.org/core/fileparse.php/7562/urlt/PS-AnnualReport2021.pdf>
- Florida Department of Education. (2021b, July). *2020-21 guide to calculating school grades and district grades* [PDF]. fldoe.org. Retrieved July 10, 2022, from <https://www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGradesCalcGuide21.pdf>
- Florida Department of Education. (2021c, December). *Staff*. fldoe.org. Retrieved July 12, 2022, from <https://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/staff.shtml>
- Florida Department of Education. (2023). *2022-23 Funding for Florida School Districts* [PDF]. <https://www.fldoe.org/core/fileparse.php/7507/urlt/fefpdist.pdf>
- Ford, D. Y., & Grantham, T. C. (2003). Providing access for culturally diverse gifted students: From deficit to dynamic thinking. *Theory Into Practice*, 42(3), 217–225. https://doi.org/10.1207/s15430421tip4203_8
- Futrell, M. H., & , J. G. (2008). How tracking creates a poverty of learning. *Educational Leadership*, 65(8), 74–78.

- Gagné, F. (2004). Transforming gifts into talents: The dmgt as a developmental theory1. *High Ability Studies*, 15(2), 119–147. <https://doi.org/10.1080/1359813042000314682>
- Geake, J. G., & Gross, M. M. (2008). Teachers' negative affect toward academically gifted students. *Gifted Child Quarterly*, 52(3), 217–231. <https://doi.org/10.1177/0016986208319704>
- Haggis, T. (2009). ‘knowledge must be contextual’: Some possible implications of complexity and dynamic systems theories for educational research. In *Complexity theory and the philosophy of education* (pp. 150–168). Wiley-Blackwell. <https://doi.org/10.1002/9781444307351.ch11>
- Henry, M., & Karanxha, Z. (2018). Constructing giftedness in a due process hearing: Deconstructing an administrative law judge’s decision. *Roeper Review*, 40(3), 197–203. <https://doi.org/10.1080/02783193.2018.1466842>
- Henry, T. S. (1920). Nineteenth yearbook of the national society for the study of education, part II, "Classroom problems in the education of Gifted Children". *The Elementary School Journal*, 20(8), 629–629. <https://doi.org/10.1086/454819>
- Hodges, J., Mun, R., & Rinn, A. (2022). Disentangling inequity in gifted education: The need for nuance in racial/ethnic categories, socioeconomic status, and geography. *Gifted Child Quarterly*, 66(2), 154–156. <https://doi.org/10.1177/00169862211040533>
- Hodges, J., Mun, R. U., Jones Roberson, J., & Flemister, C. (2021). Educator perceptions following changes in gifted education policy: Implications for serving gifted students. *Gifted Child Quarterly*, 65(4), 338–353. <https://doi.org/10.1177/00169862211023796>

- Jarosewich, T., Pfeiffer, S. I., & Morris, J. (2002). Identifying gifted students using teacher rating scales: A review of existing instruments. *Journal of Psychoeducational Assessment*, 20(4), 322–336. <https://doi.org/10.1177/0734282902000401>
- Jung, J. (2014). Predictors of attitudes to gifted programs/provisions. *Gifted Child Quarterly*, 58(4), 247–258. <https://doi.org/10.1177/0016986214547636>
- Kornmann, J., Zettler, I., Kammerer, Y., Gerjets, P., & Trautwein, U. (2015). What characterizes children nominated as gifted by teachers? a closer consideration of working memory and intelligence. *High Ability Studies*, 26(1), 75–92.
<https://doi.org/10.1080/13598139.2015.1033513>
- Laine, S., Kuusisto, E., & Tirri, K. (2016). Finnish teachers' conceptions of giftedness. *Journal for the Education of the Gifted*, 39(2), 151–167.
<https://doi.org/10.1177/0162353216640936>
- Lamb, K. N., Jolly, J. L., & Lakin, J. M. (2022). Asset-based decision making to address inequity in gifted education services. *Gifted Child Quarterly*, 66(2), 113–115.
<https://doi.org/10.1177/00169862211042910>
- Lewis, J. D., Cruzeiro, P. A., & Hall, C. A. (2007). Impact of two elementary school principals' leadership on gifted educational in their buildings. *Gifted Child Today*, 30(2), 56–62.
<https://doi.org/10.4219/gct-2007-35>
- Loveless, T., Farkas, S., & Duffett, A. (2008). *High-achieving students in the era of NCLB* [Report]. Thomas B. Fordham Institute.

- Marland, S. P., Jr. (1971, August). *Ed056243.tif.pdf* [PDF]. Education of the Gifted and Talented Volume 1: Report to the Congress of the United States by the U.S. Commissioner of Education. Retrieved June 26, 2021, from <https://files.eric.ed.gov/fulltext/ED056243.pdf>
- Matthews, Michael S. (2007) Assessing the Impact of a Proposed Rule Change on the Identification of Gifted English Language Learners. *Gifted Children*, 2(1), 12-13. <http://docs.lib.purdue.edu/giftedchildren/vol2/iss1/5>
- Matthews, M. S., & Shaunessy, E. (2010). Putting standards into practice: Evaluating the utility of the nagec pre-k—grade 12 gifted program standards. *Gifted Child Quarterly*, 54(3), 159–167. <https://doi.org/10.1177/0016986209356708>
- Mcclain, M.-C., & Pfeiffer, S. (2012). Identification of gifted students in the united states today: A look at state definitions, policies, and practices. *Journal of Applied School Psychology*, 28(1), 59–88. <https://doi.org/10.1080/15377903.2012.643757>
- McCoach, D. (2022). Achieving equity within public education. *Gifted Child Quarterly*, 66(2), 103–104. <https://doi.org/10.1177/00169862211037956>
- McDermott, P. A., Watkins, M. W., & Rhoad, A. M. (2014). Whose iq is it?—assessor bias variance in high-stakes psychological assessment. *Psychological Assessment*, 26(1), 207–214. <https://doi.org/10.1037/a0034832>
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation* (4th ed.). John Wiley & Sons.
- Morelock, M. J. (1996). On the nature of giftedness and talent: *imposing order on chaos*. *Roeper Review*, 19(1), 4–12. <https://doi.org/10.1080/02783199609553774>

Morris, S. K. (1987). Student teachers' attitudes toward gifted students. *Creative Child and Adult Quarterly*, 12, 112–114.

Mun, R. U., Ezzani, M. D., & Lee, L. (2020). Culturally relevant leadership in gifted education: A systematic literature review. *Journal for the Education of the Gifted*, 43(2), 108–142.
<https://doi.org/10.1177/0162353220912009>

National Association for Gifted Children. (2008, October). *The role of assessments in the identification of gifted students* [PDF]. National association for gifted children.
<http://www.nagc.org/sites/default/files/Position%20Statement/Assessment%20Position%20Statement.pdf>

National Association for Gifted Children. (2011, November 2). *Identifying and serving culturally and linguistically diverse gifted students* [PDF].
<http://www.nagc.org/sites/default/files/Position%20Statement/Identifying%20and%20Serving%20Culturally%20and%20Linguistically.pdf>

National Association for Gifted Children. (2013, September). *Mandated services for gifted and talented students* [PDF].
<http://www.nagc.org/sites/default/files/Position%20Statement/Mandated%20Services%20for%20Gifted%20and%20Talented%20Students.pdf>

National Association for Gifted Children. (2019, July 11). *Definition of giftedness (2019)* [PDF]. National association for gifted children. Retrieved July 10, 2022, from
<https://www.nagc.org/sites/default/files/Position%20Statement/Definition%20of%20Giftedness%20%282019%29.pdf>

- National Association for Gifted Children. (2022). *Identification*. Retrieved July 14, 2022, from <https://www.nagc.org/resources-publications/gifted-education-practices/identification>
- National Association for Gifted Education. (2015, March 21). *Addressing excellence gaps in K-12 education* [PDF]. National association for gifted education. <http://www.nagc.org/sites/default/files/Position%20Statement/Excellence%20Gaps%20Position%20Statement.pdf>
- Neumeister, K., Adams, C. M., Pierce, R. L., Cassady, J. C., & Dixon, F. A. (2007). Fourth-grade teachers' perceptions of giftedness: Implications for identifying and serving diverse gifted students. *Journal for the Education of the Gifted*, 30(4), 479–499. <https://doi.org/10.4219/jeg-2007-503>
- No Child Left Behind Act of 2001, U.S.C. § 6319 (2008).
- Nunnally, J. C. (1967). *Psychometric theory*. New York, NY: McGraw-Hill.
- Olszewski-Kubilius, P., & Thomson, D. (2015). Talent development as a framework for gifted education. *Gifted Child Today*, 38(1), 49–59. <https://doi.org/10.1177/1076217514556531>
- Papadopoulos, D. (2021). Parenting the exceptional social-emotional needs of gifted and talented children: What do we know? *Children*, 8(11), 953. <https://doi.org/10.3390/children8110953>
- Parekh, G., Brown, R. S., & Robson, K. (2018). The social construction of giftedness. *Canadian Journal of Disability Studies*, 7(2), 1–32. <https://doi.org/10.15353/cjds.v7i2.421>
- Peters, S. J., Carter, J., & Plucker, J. A. (2020). Rethinking how we identify “gifted” students. *Phi Delta Kappan*, 102(4), 8-13.

- Peters, S. J. (2021a). The challenges of achieving equity within public school gifted and talented programs. *Gifted Child Quarterly*, 66(2), 82–94.
<https://doi.org/10.1177/00169862211002535>
- Peters, S. J. (2021b). Where does gifted education go from here: Chaos or community? *Gifted Child Quarterly*, 66(2), 163–168. <https://doi.org/10.1177/00169862211066947>
- Peters, S. J., & Engerrand, K. G. (2016). Equity and excellence. *Gifted Child Quarterly*, 60(3), 159–171. <https://doi.org/10.1177/0016986216643165>
- Pfeiffer, S. I., & Jarosewich, T. (2007). The gifted rating scales-school form. *Gifted Child Quarterly*, 51(1), 39–50. <https://doi.org/10.1177/0016986206296658>
- Renzulli, J. S. (2012). Reexamining the role of gifted education and talent development for the 21st century. *Gifted Child Quarterly*, 56(3), 150–159.
<https://doi.org/10.1177/0016986212444901>
- Renzulli, J. S., & Reis, S. M. (2020). The three ring conception of giftedness: A change in direction from being gifted to the development of gifted behaviors. In *Conceptions of giftedness and talent* (pp. 335–355). Springer International Publishing.
https://doi.org/10.1007/978-3-030-56869-6_19
- Riley, T., & White, V. (2016). Developing a sense of belonging through engagement with like-minded peers: A matter of equity. *New Zealand Journal of Educational Studies*, 51(2), 211–225. <https://doi.org/10.1007/s40841-016-0065-9>
- Rinn, A. N., Mun, R. U., & Hodges, J. (2021). *2018-2019 State of the States in Gifted Education* [PDF]. National Association for Gifted Children and the Council of State Directors of

Programs for the Gifted.

https://www.nagc.org/sites/default/files/Revised%20NAGC_CSDPG_2018-2019%20State%20of%20the%20States%20in%20Gifted%20Education%20Report-FINAL.pdf

Rinn, A. N., Mun, R. U., & Hodges, J. (2022). 2020-2021 State of the states in gifted education.

National Association for Gifted Children and the Council of State Directors of Programs for the Gifted. <https://nagc.org/sites/default/files/2020-21%20State%20of%20the%20States%20in%20Gifted%20Education%20Final.pdf>

Russell, J. L. (2018). High school teachers' perceptions of giftedness, gifted education, and talent development. *Journal of Advanced Academics*, 29(4), 275–303.

<https://doi.org/10.1177/1932202x18775658>

Schroth, S. T., & Helfer, J. A. (2009). Practitioners' conceptions of academic talent and

giftedness: Essential factors in deciding classroom and school composition. *Journal of Advanced Academics*, 20(3), 384–403. <https://doi.org/10.1177/1932202x0902000302>

Siegle, D. (2001, April). *Teacher bias in identifying gifted and talented students* [Paper presented at the annual meeting of the Council for Exceptional Children, Kansas City, MO].

Siegle, D., Moore, M., Mann, R. L., & Wilson, H. E. (2010). Factors that influence in-service and preservice teachers' nominations of students for gifted and talented programs.

Journal for the Education of the Gifted, 33(3), 337–360.

<https://doi.org/10.1177/016235321003300303>

- So Yoon Yoon, & Gentry, M. (2009). Racial and ethnic representation in gifted programs. *Gifted Child Quarterly*, 53(2), 121–136. <https://doi.org/10.1177/0016986208330564>
- Special Instructional Programs for Students who are Gifted* (§§ 6A-6.03019) [Florida Administrative Code]. (2002).
- Stephens, K. R. (2019). Teacher dispositions and their impact on implementation practices for the gifted. *Gifted Child Today*, 42(4), 187–195.
<https://doi.org/10.1177/1076217519862330>
- Subhi, T. (1997). Who is gifted? a computerised identification procedure. *High Ability Studies*, 8(2), 189–211. <https://doi.org/10.1080/1359813970080205>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2011). Rethinking giftedness and gifted education. *Psychological Science in the Public Interest*, 12(1), 3–54.
<https://doi.org/10.1177/1529100611418056>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2012). A proposed direction forward for gifted education based on psychological science. *Gifted Child Quarterly*, 56(4), 176–188. <https://doi.org/10.1177/0016986212456079>
- Tabery, J. (2015). Why is studying the genetics of intelligence so controversial? *Hastings Center Report*, 45(S1), S9–S14. <https://doi.org/10.1002/hast.492>
- Texas Education Agency. (2022). *Gifted talented education*.
<https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education>
- Tomlinson, C., & Jarvis, J. M. (2014). Case studies of success. *Journal for the Education of the Gifted*, 37(3), 191–219. <https://doi.org/10.1177/0162353214540826>

Treffinger, D. J. (2009). Guest editorial. *Gifted Child Quarterly*, 53(4), 229–232.

<https://doi.org/10.1177/0016986209346950>

U.S. Department of Education. (1993). *National excellence: A case for developing america's talent*. Office of Educational Research and Improvement, U.S. Dept. of Education.

United States Congress. (1986, August 7). *H.R.3263 - 99th congress (1985-1986): Gifted and talented children and youth education act of 1986*. Congress.gov. Retrieved June 26, 2021, from <https://www.congress.gov/bill/99th-congress/house-bill/3263>

VanTassel-Baska, J. (2018). American policy in gifted education. *Gifted Child Today*, 41(2), 98–103. <https://doi.org/10.1177/1076217517753020>

VanTassel-Baska, J. (2019). The role of evaluation in gifted program development: Coordinators' portraits of progress. *Gifted Child Today*, 42(4), 240–248.

<https://doi.org/10.1177/1076217519862323>

Warne, R. T., & Burton, J. Z. (2020). Beliefs about human intelligence in a sample of teachers and nonteachers. *Journal for the Education of the Gifted*, 43(2), 143–166.

<https://doi.org/10.1177/0162353220912010>

Watson, S., & Watson, W. R. (2011). Critical, emancipatory, and pluralistic research for education: A review of critical systems theory. *Journal of Thought*, 46(3-4), 63.

<https://doi.org/10.2307/jthought.46.3-4.63>

Wilson, H. E. (2022). Resolving the conflict in gifted education: The missing piece in discussions of inequity of identification, service, and achievement for advanced learners. *Gifted Child Quarterly*, 66(2), 134–135. <https://doi.org/10.1177/00169862211037954>

Worrell, F. C. (2009). Myth 4: A single test score or indicator tells us all we need to know about giftedness. *Gifted Child Quarterly*, 53(4), 242–244.

<https://doi.org/10.1177/0016986209346828>

Xiang, Y., Dahlin, M., Cronin, J., Theaker, R., & Durant, S. (2011). *Do High Flyers Maintain Their Altitude? Performance Trends of Top Students* [Report]. Thomas B. Fordham Institute.

APPENDIX A

Educator Perceptions of Giftedness

Start of Block: Default Question Block

T1 TITLE OF RESEARCH STUDY:

RESEARCH TEAM: Casey Leone, Doctoral Candidate, University of North Florida You are being asked to participate in a research study. Taking part in this study is voluntary. It is your choice whether or not you take part in this study. If you agree to participate and then choose to withdraw from the study, that is your right. You are being asked to take part in a research study about Florida policy which defines and identifies those who are gifted in the state. Your participation in this research study involves participating in a questionnaire about your gifted education practices in your school or district, your awareness of policy, the perceived impact of the policy, and your personal feelings toward Florida policy regarding gifted education. You may choose to participate in this research study if you are a educator or administrator in the state of Florida.

TIME COMMITMENT: The survey portion of this study is expected to take 10 to 15 minutes.

T2 POSSIBLE BENEFITS: You may benefit from this study through participating in a wider effort to document gifted education in the state. **POSSIBLE RISKS/DISCOMFORTS:** The primary risk in this study is a potential loss of privacy. As such, you might experience a loss of privacy during this research study. Your answers will be stored securely and anonymously. Further, overall results may be published, but nothing that could identify any individual will be included in any published result. **COMPENSATION:** There is no compensation for participation in this survey.

CONFIDENTIALITY: Efforts will be made by the research team to keep your personal information private and disclosure will be limited to people who have a need to review this information.

CONTACT INFORMATION FOR QUESTIONS ABOUT THE STUDY: If you have any questions about the study you may contact Casey Leone at N00163152@unf.edu, Dr. Hope Wilson at hope.e.wilson@unf.edu., or the UNF IRB at irb@unf.edu.

Q1 Educator Are you currently an educator (i.e. teacher, administrator, district personnel, etc.)?

☐ Yes

☐ No

Q2 Location Where do you currently teach?

☐ Florida

☐ Other US State

☐ Outside the US

Q3 Relationship Which of the following describes your relationship with your school district?
Please select all that apply.

☐

Gifted Coordinator/Director (primary role as administration not teaching)

☐

Other Campus or District Administrator

☐

Teacher of Gifted Students or Advanced Courses

☐

Classroom Teacher (primary role as general education teacher)

☐

Other _____

Q4 Level Where is your primary place of work? (select the most applicable)

- ☐ Elementary School PK-5/6
 - ☐ Middle School 5/6-8/9
 - ☐ High School 9-12
 - ☐ District Administrative Offices
-

Q5 System What type of school or school system is your primary place of work?

- ☐ Public- Neighborhood
 - ☐ Public- Magnet
 - ☐ Public- Charter
 - ☐ Private
-

Q6 Experience How many years of experience do you have in education?

- ☐ 0-4 years
 - ☐ 5-9 years
 - ☐ 10-14 years
 - ☐ 15-19 years
 - ☐ 20-24 years
 - ☐ 25-29 years
 - ☐ 30+ years
-

Q7 Gender What gender do you identify with?

- ☐ female
 - ☐ male
 - ☐ other
 - ☐ prefer not to answer
-

Q8 Race What is your identified race?

- ☐ White
 - ☐ Black or African-American
 - ☐ Hispanic/Latinx
 - ☐ Asian
 - ☐ American Indian or Alaska Native
 - ☐ Native Hawaiian or Other Pacific Islander
 - ☐ Two or More Races
 - ☐ Prefer not to answer
-

Q9 Endorsement Do you have a Gifted Endorsement?

- ☐ Yes
 - ☐ No
-

Q10 Gifted Degree Do you have a degree (B.A., M.Ed., etc.) in Gifted Education?

- ☐ Yes
- ☐ No

Q11 Programming If known, please indicate at the appropriate grade level the gifted programming offered by your school or district.

	Elementary School	Middle School	High School
Self-Contained Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part Time Grouping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced Subject Placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced Grade Placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent Study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular Class with Differentiated Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AP/IB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cluster Grouping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentorships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dual Credit Courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unknown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

*If known, please indicate at the appropriate grade level the gifted programming offered by your s... [Other]
(Recode) Is Not Empty*

Q11B Other What other programs does your district offer?

Q12 Aw How aware are you of your district processes to identify students who are gifted?

- ☐ Very aware
- ☐ Somewhat aware
- ☐ Somewhat unsure
- ☐ Very unsure
-

Q13 US Does your district use universal screening? Universal screening is where all students in a school or grade level participate in the gifted education identification process.

- ☐ Yes
- ☐ No
- ☐ Unsure

Display This Question:

If Does your district use universal screening? Universal screening is where all students in a school... = Yes



Q13B US Age At what grade level do you screen?

- ☐ K
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12
- ☐ Unsure

Q14 Def G What factors do you think should be considered when defining giftedness?

- ☐ Intelligence
- ☐ Academic Achievement
- ☐ Creativity
- ☐ Motivation
- ☐ Leadership
- ☐ Performing Arts
- ☐ Other _____

Display This Question:

If What factors do you think should be considered when defining giftedness? = Other

Q14B Other You stated that other factors should be included in the definition of giftedness. Can you explain?

Page Break

P Stat 6A-6.03019 Special Instructional Programs for Students who are Gifted is the Florida State Statute identifying students who are gifted and eligibility requirements.

Q15 Aw Pol How familiar are you with the Florida Statute for Students who are Gifted (Identification)?

- ☐ Extremely familiar
 - ☐ Very familiar
 - ☐ Moderately familiar
 - ☐ Slightly familiar
 - ☐ Not familiar at all
-

Page Break

P2 1 Def Section 1 of the Florida Statute for Students who are Gifted (Identification), states: (1) Gifted. One who has superior intellectual development and is capable of high performance.

Q16 Ag Sect 1 To what extent do you agree that Section 1 of the statute accurately defines students who are gifted?

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
-

Q16B Ad Com Sect 1 Additional comments

P3 Sect 2A Section 2 and 2(a) of the Florida Statute for Students who are Gifted (Identification), states:

(2) Criteria for eligibility. A student is eligible for special instructional programs for the gifted if the student meets the criteria under paragraph (2)(a) or (b) of this rule.

(a) The student demonstrates:

1. Need for a special program.
 2. A majority of characteristics of gifted students according to a standard scale or checklist; and,
 3. Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.
-

Q17 Ag Sect 2A To what extent do you agree with section 2(a), the first section of criteria and eligibility?

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
-

Q17B Ad Com Sect 2A Additional comments

P4 Sect 2B Section 2 and 2(b) of the Florida Statute for Students who are Gifted (Identification), states:

(2) Criteria for eligibility. A student is eligible for special instructional programs for the gifted if the student meets the criteria under paragraph (2)(a) or (b) of this rule.

(b) The student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students.

1. For the purpose of this rule, under-represented groups are defined as groups:

- a. Who are limited English proficient, or
- b. Who are from a low socio-economic status family.

Q18 Ag Sect 2A To what extent do you agree with section 2(b), the second section of criteria and eligibility?

- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neutral
 - ☐ Disagree
 - ☐ Strongly Disagree
-

Q18B Ad Com Sect 2B Additional comments

Q19 Impact How do you feel the Florida Statute for Students who are Gifted (Identification) has impacted certain groups?

	Negatively	No Impact	Positively
English Language Learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with Free and Reduced Lunch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hispanic/Latinx Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special Education Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19B Impact Other Are there other groups that may be impacted by this policy?

Q20 Fut FL How do you feel about the future of gifted education in Florida?

- ☐ Positively
 - ☐ Neutral
 - ☐ Negatively
 - ☐ Not sure
-

Q21 Fut Dis How do you feel about the future of gifted education in your school district?

- ☐ Positively
 - ☐ Neutral
 - ☐ Negatively
 - ☐ Not sure
-

Q22 End Com Do you have any other comments, questions, or concerns regarding gifted education in Florida?

End of Block: Default Question Block

APPENDIX B

Additional Comments Section 1

This description is in line with the programs offered in most schools

Gifted is not only intellectual. It should include the arts as well.

In 2009, the Florida Department of Education invited Dr. Joyce VanTassel-Baska to collaborate with the department in developing a state plan for gifted education. Because I have tremendous respect for her work, I believe that our state's definition of giftedness is accurate and concise.

Needs to have other indicators of giftedness, besides IQ

I believe that the definition is vague regarding the students capability of high performance. I do not believe there is a method to assess a students capability in terms of gifted status.

There are various types of gifted not just intelligence.

I disagree with testing students in k-2 for giftedness. Many of my students who were identified as gifted in lower grades are now struggling in gen ed classes

I think the screeners are not accurate representation if a student qualifies for gifted. This screener is fine whole group and some younger students struggle to focus.

Gifted identification is too heavily weighted towards verbal/linguistic skills.

I agree to an extent. I think it misses students who don't perform well on tests, those who perform better on verbal or non-verbal alone, & those who have social-emotional needs that affect test performance.

It is general and can be widely interpreted by the districts/Administrations.

In my experience gifted students are not motivated and therefore have to be pushed to excel or be a high performer.

I would add high performance in skills specific to themselves.

Does not matter WLE into consideration other characteristics of giftedness; too limiting

Additional Comments Section 2A

I feel that the student should not have to demonstrate a need. That is a broad statement and could look differently for students depending on their school/classroom environment. The determination of giftedness should be the same for all.

Districts create their own Checklist, and this can often contribute to inequities and implicit bias. A state checklist should be provided and should include concomitant characteristics of giftedness.

I agree that intelligence should be part of Florida's definition, but I also would like it to add academic achievement, creative and critical thinking, leadership, and motivation.

Yet they do not work well with other students in an honors class.

I agree with the first 2. I have students who have narrowly missed the 3rd requirement who would have greatly benefited from the program. They had a need for it, but were denied because of a few points.

I do not believe IQ should be a disqualification.

In our district, the true determining factor is strictly IQ. I believe other considerations of the "team" should also be taken into consideration.

I have had students that demonstrate a need for a special program and show many, if not most, characteristics on the checklist but ultimately do not qualify for the gifted program because their IQ is mere points away from what the county views as gifted.

Not all gifted individuals meet the criteria

"Need for a special program": a) is ambiguous b) by the time a child expresses a "need," it may be too late because the underachievement, perfectionism, anxiety, etc. has already taken hold

Additional Comments Section 2B

Gifted refers to intellectual ability. Measuring this ability should be standardized in order to determine gifted or not.

Race should be added

The checklist should include concomitant characteristics of giftedness and educators should be taught about characteristics of gifted learners.

I also think we should add more indicators in the PLAN B matrix, such as minorities, twice exceptionalities, and impairments.

There are more underrepresented groups than the two described in part a-b.

You need to recognize other students not just the highly intelligent. There are talents in the arts as well.

I think it was a good decision to remove the criteria of ethnicity and remove it from being a variable for placement with lower standards.

I teach at a Title 1 school. I have had many students that qualify for the gifted program due to an IQ score that falls as qualifying because of lower socioeconomic status, but do not show other indicators on the checklist.

End of Survey Comments

I think the gifted program needs to be evaluated to make sure that it is not just a harder academic classes track and includes opportunities to teach these students about critical thinking skills, creative problem solving strategies and learning how to work with others that may not be as “gifted” as them but that could contribute to their social and common sense skill levels.

I feel that meeting the needs of gifted students has diminished. This is not considered a priority anymore. The focus is on students with disabilities, emotional and mental disorders, and students who are performing below level. There are trainings and resources a plenty to

help support teachers of those student groups, but none for the gifted or high achieving student groups. Additionally, the identification of gifted students has become “watered down” for so many sub groups that students identified as gifted aren’t truly capable of the level of instruction and pacing that is typically expected.

The need for conformity in assessment of achievement outweighs the rights and freedoms of gifted students.

Just as the reading endorsement and ELL endorsement is a requirement, the gifted endorsement should also be included in certification programs.

As it is structured in St. Johns County, I fear gifted itinerants will disappear. We only see them 1 day per week for 1/2 hour. Needs longer exposure.

There needs to be funding for curriculum resources, especially since homeroom teachers are the primary case managers, in blended models. The district doesn't have to pay for pull out model, and these blended teachers need tons of resources to meet EP goals and differentiate their instruction. Also, there needs to be accountability and fidelity checks to make sure EP plans are being implemented.

Gifted (has) come to mean more work, instead of being differentiated, challenging enrichment. I think this is due to lack of teacher education.

As parents, we're told the gifted label goes away in high school, which is incorrect. My daughter got restaffed last school year.

The students I have come across in a normal honors class that are labeled as gifted have not impressed me at all with their abilities or intuitiveness.

There could be more opportunities provided for the gifted children in the school setting

If one district qualifies based on plan B, all should. Don’t understand why districts have a choice in the matter.

With teachers being encouraged to get their gifted endorsement, I feel that the responsibility for these students will eventually be placed on classroom teachers to fulfill.

Schools are offering gifted inclusion as a means to keep money in the school budget. In most cases these students are not receiving an appropriate gifted education. Home room teachers are gifted endorsed but gifted students are doing t that e same as all other students.

I believe the screening tool is outdated.

DCPS should take a long look at where the numbers have gone (down) since the implementation of the RIAS2 instead of the WISCV and also co Siser how many students have been forced to pay for private evaluation after DCPS evaluation.
