

**The Need for Training of Teachers  
Project in Gifted Education in a  
Private School in Nabatieh**

# Purpose of the study

The purpose of this study is to shed light on the importance of training teachers on discovering, identifying, supporting, guiding, teaching and following gifted students before proposing program models.

Each model consists of two phases including:

- Identification of the gifted and talented student
- Suggestions of different types of support directed to every talent accordingly to be applied in private schools in Nabatieh

# Research Question

Is training of teachers the most effective step towards identification of gifted learners in the private schools in Nabatieh?

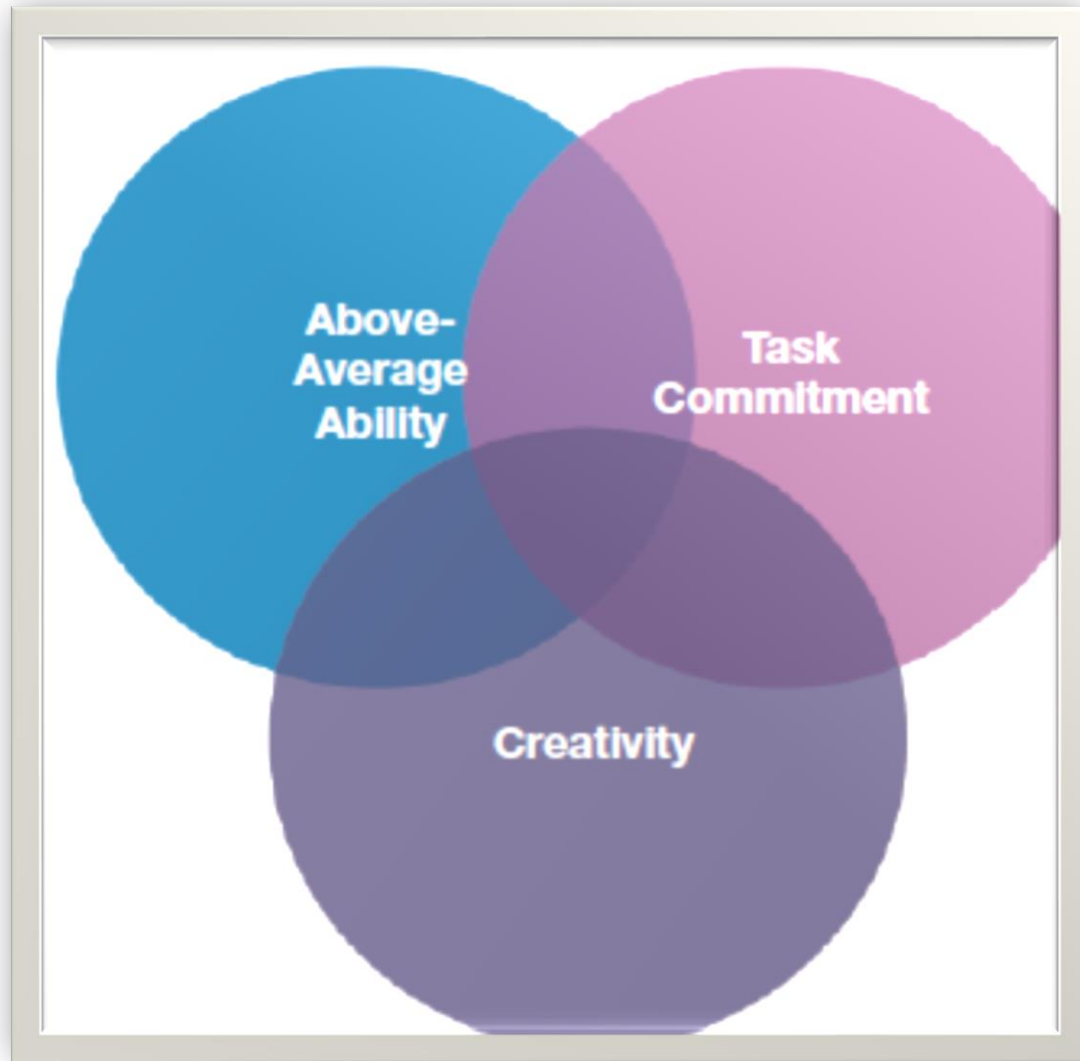
# Definitions of Giftedness

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graph TD; A[Definitions of Giftedness] --> B[General Definitions Describing Theories of Giftedness]; A --> C[Conceptual definitions];
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General Definitions  
Describing Theories  
of Giftedness

Conceptual definitions

# Renzulli's theory of Giftedness



# Identification of Gifted and Talented students

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graph TD; A[Identification of Gifted and Talented students] --> B[Comprehensive Identification Procedure]; A --> C[Identification through Group Intelligence Test]; A --> D[Identification through Individual Intelligence Tests]; B --> E["-Teacher's nomination<br>-Peers' Nomination<br>-Parents' Nomination<br>-Gifted Child Interview"]; C --> F["-The Raven Progressive Matrices<br>-Battery of Development Assessment<br>-Torrance Test of Creative Thinking (TTCT)<br>-Academic Skills<br>-Characteristics of Superior Students (SRBCSS)"]; D --> G["-The Raven Progressive Matrices<br>-Battery of Development Assessment<br>-Torrance Test of Creative Thinking (TTCT)<br>-Academic Skills<br>-Characteristics of Superior Students (SRBCSS)"];
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## Comprehensive Identification Procedure

- Teacher's nomination
- Peers' Nomination
- Parents' Nomination
- Gifted Child Interview

## Identification through Group Intelligence Test

- The Raven Progressive Matrices
- Battery of Development Assessment
- Torrance Test of Creative Thinking (TTCT)
- Academic Skills
- Characteristics of Superior Students (SRBCSS)

## Identification through Individual Intelligence Tests

# Strategies for educating gifted and talented students

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graph TD; A[Strategies for educating gifted and talented students] --> B[Teacher Preparation]; A --> C[Approaches]; A --> D[Predictive Behaviors and Programming Suggestions]; B --> E[Standards for teachers]; C --> F["-Personalized learning<br/>-The Maker Model of Differentiated Curriculum<br/>-Acceleration<br/>-Enrichment<br/>-Ability grouping<br/>-New strategies"]; D --> G[ ]; style G fill:none,stroke:none;
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Teacher Preparation

Standards for teachers

Approaches

- Personalized learning
- The Maker Model of Differentiated Curriculum
- Acceleration
- Enrichment
- Ability grouping
- New strategies

Predictive Behaviors and Programming Suggestions

# RESEARCH PROCEDURES

## Methodology

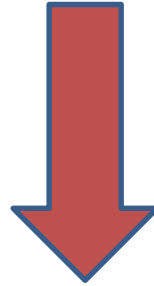
- Questionnaires
- Interviews
- Tests



# Site selection

- Ten private schools from Nabatieh region were randomly selected and contacted for participating in the program.
- **Ajial High School** was the only school that has accepted to collaborate and got involved in all the stages of the program
- **Ajial High School**  
Established in 2005.  
The teachers : 110  
Students : 1320

## Data collection procedures

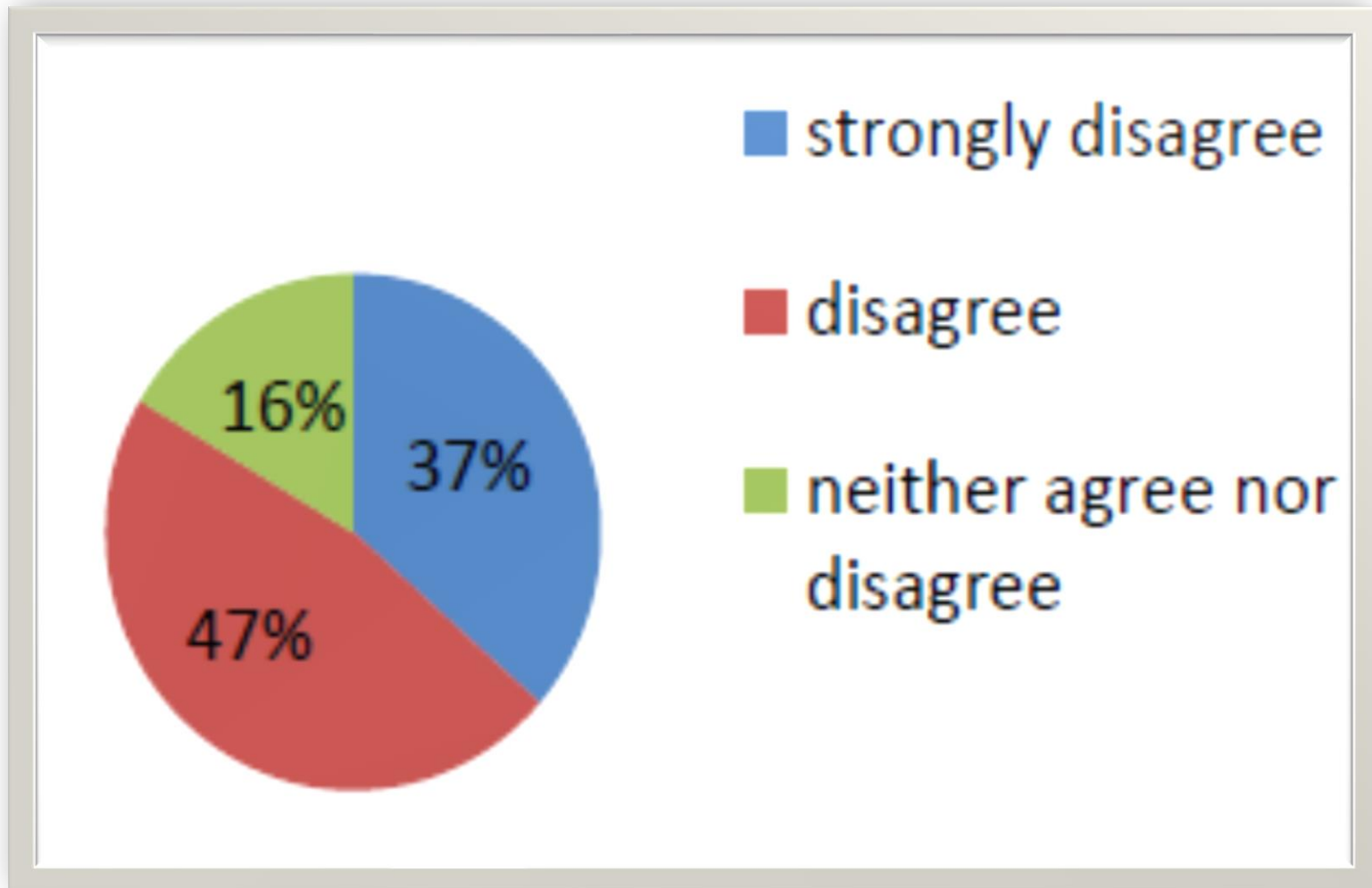


- Likert Questionnaire: Closed Ended Questions
- Structured Interview's
- Recording Nomination Teachers & Parents Card
- Indicators of gifts and talents
- Battery of Developmental Assessment (BDA) for the Nominated Students

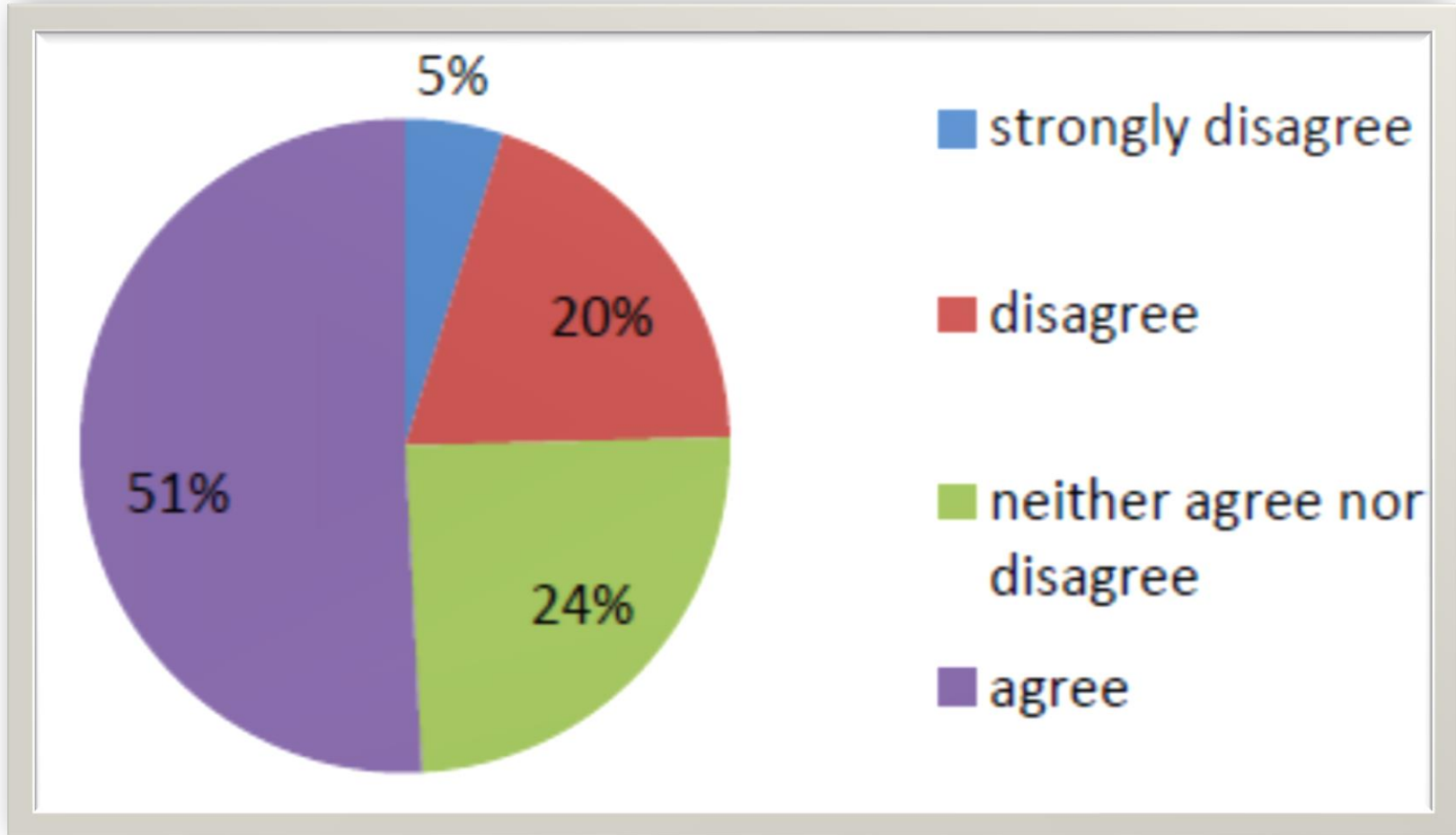
# Results

<b>Teachers` opinions</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Teachers often see gifted children as annoying students.	<b>7%</b>	<b>11%</b>	<b>7%</b>	<b>54%</b>	<b>21%</b>
Work that is too easy frustrates gifted children	<b>20%</b>	<b>12%</b>	<b>9%</b>	<b>52%</b>	<b>20%</b>
If not challenged, gifted children`s ability will be weakened.	<b>19%</b>	<b>19%</b>	<b>16%</b>	<b>49%</b>	<b>19%</b>
Not all gifted children show creativity.	<b>7%</b>	<b>23%</b>	<b>14%</b>	<b>42%</b>	<b>14%</b>
Not all gifted children show leadership.	<b>7%</b>	<b>23%</b>	<b>14%</b>	<b>42%</b>	<b>14%</b>
Not all gifted children show physical expertise.	<b>7%</b>	<b>23%</b>	<b>14%</b>	<b>42%</b>	<b>14%</b>
The regular curriculum in use is suitable for all learners including those gifted and talented students.	<b>7%</b>	<b>26%</b>	<b>14%</b>	<b>42%</b>	<b>11%</b>
There is a program for the gifted and talented students in my school.	<b>37%</b>	<b>47%</b>	<b>16%</b>	<b>0%</b>	<b>0%</b>
Gifted and talented students require a differentiated curriculum.	<b>4%</b>	<b>14%</b>	<b>18%</b>	<b>28%</b>	<b>36%</b>
Teachers describe gifted and talented students as high achievers	<b>0%</b>	<b>25%</b>	<b>11%</b>	<b>35%</b>	<b>29%</b>

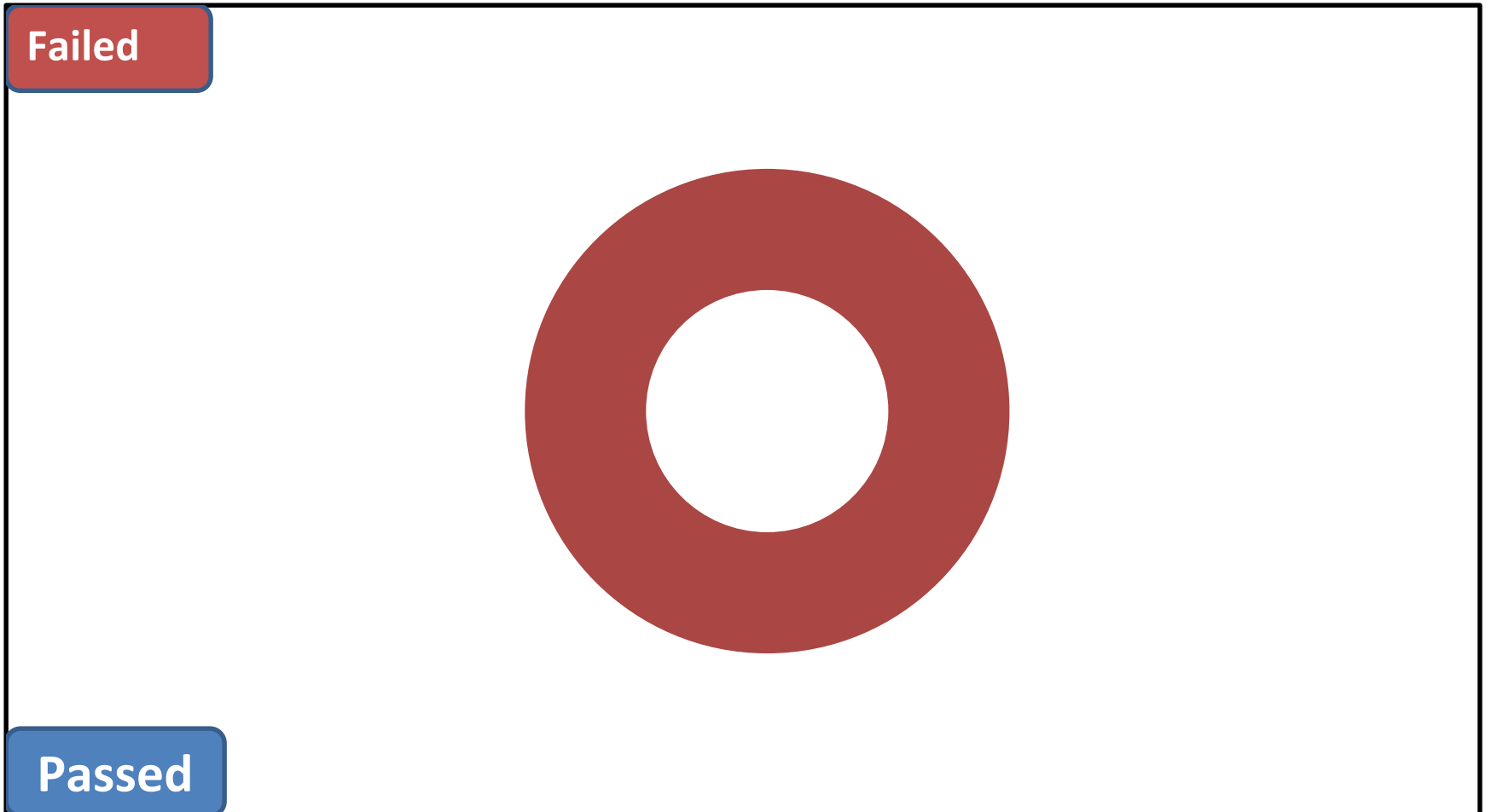
# 1-Existence of gifted programs in schools



## 2- Gifted and talented students require a differentiated curriculum



# 3 -BDA Results



**School has failed to identify gifted students**

# CONCLUSION

- **Students were nominated according to their academic achievement.**
- **Teachers lack any knowledge about the concept of giftedness**
- **Training of the teachers is a need**



# Recommendations

- 1. Training of Trainers (TOT) Program in Gifted Education**
- 2. Teacher Preparation**
- 3. Awareness Campaign**

# **1. Training of Trainers (TOT) Program in Gifted Education**

**Twelve modules :**

- 1. Philosophy of Gifted Education**
- 2. Best Practices in the Identification of Gifted learners**
- 3. A: Educators and Gifted Students' Nurturing**  
**B: Role of teachers in evaluating the Gifted learners**
- 4. Differentiated Learning for Gifted Students**
- 5. Twice Exceptional students' identification, characteristics, and needs**
- 6. Designing Programs and Services for Gifted Learners**

- **Module 8: Addressing and Dealing with the Affective Needs of Gifted Learners**
- **Module 9: Nurturing Gifts and Potentials during the Early Childhood Years**
- **Module 10: Research on Gifted Education**
- **Module 11: Differentiated instruction of Gifted & Talented Students in the Heterogeneous Classroom**
- **Module 12: Independent Study: Giftedness in Lebanon**

## 2. Teacher Preparation

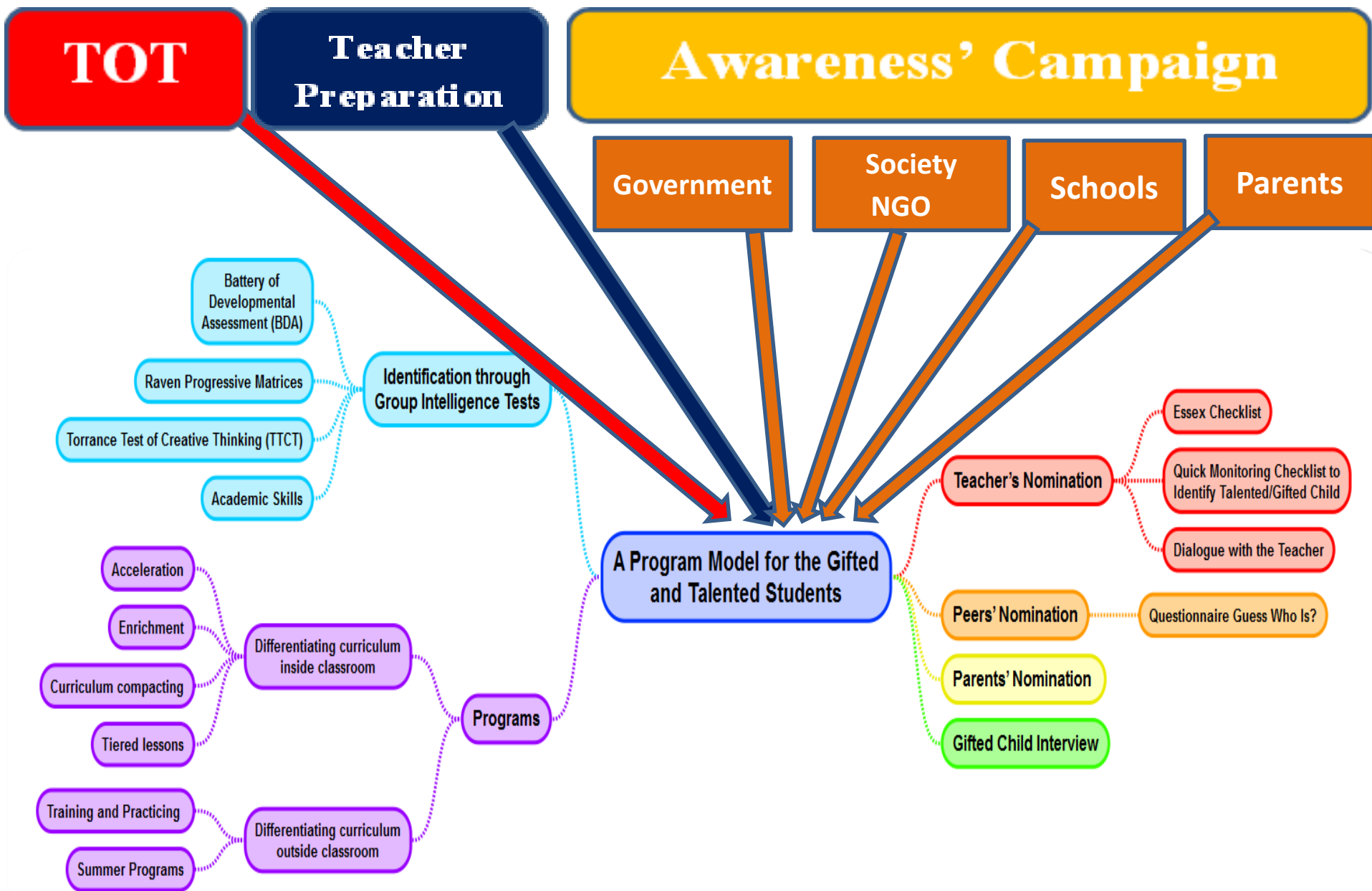
**Seven standards** (NAGC, Standards 2013):

- Standard 1: Learner Development and Individual Learning Difference
- Standard 2: Learning Environments
- Standard 3: Curricular Content Knowledge
- Standard 4: Assessment
- Standard 5: Instructional Planning and Strategies
- Standard 6: Professional Learning and Ethical Practice
- Standard 7: Collaboration

# 3.Awareness' campaign

- **Schools**
- **Parents.**
- **Government.**
- **Society/ NGOs.**

# Program Model



**THANK YOU**