Gifted Education in Ireland: Educators' Beliefs and Practices

A Report Prepared for the Centre for Talented Youth–Ireland

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Executive Summary

The Irish Centre for Talented Youth has been the sole provider of enrichment programs for gifted children in the country since its foundation in 1992. From a desire to advocate for gifted students in the schools, this study was undertaken in collaboration with the Center for Gifted Education at the College of William & Mary to better understand the state of gifted education across the country. While high-ability students can be found in every Irish school, it is unclear to what extent they are understood by teachers and administrators, nor how much attention their exceptional abilities have received in the schools. This report attempts to clarify Irish educators' attitudes and behaviors regarding gifted education.

More than 800 educators across the country responded to an invitation to participate in an online/written survey in the spring of 2014. Every county has some representation in the findings. Respondents were primarily classroom or special needs/resource teachers (52%) and school leaders (45%), most from primary (73%) and public (89%) schools. The survey explored respondents' perceptions of support they receive to serve gifted students and their attitudes of support for gifted education, along with their beliefs about gifted students. Teachers were also asked to describe their classroom activities in support of gifted students.

Support

There is support for gifted education among most respondents, especially among those from primary schools, with the exception of strong opposition to grade acceleration. This is unfortunate for gifted students in Ireland, who could benefit from grade acceleration, the intervention for gifted students with the most substantial research evidence of success. There was very little objection to the provision of special services for gifted students and moderate support for special services due to a recognition of the needs of gifted students. Nearly one in five respondents, however, disagreed that special services should be provided to gifted students. These opinions were consistent across all demographics. In open-ended comments, respondents lamented the lack of time and resources available to provide for gifted students, citing large class sizes, "overloaded curricula," and insufficient funding. Although respondents expressed a desire to support gifted students, the emphasis on weaker students, the lack of resources, and insufficient knowledge about how to teach them are discouraging. Thirty-five of the comments reflected strong sentiments against grade acceleration and separate classes for gifted students.

When it comes to the actual differentiation of instruction for high-ability students, teachers and principals differ in their perceptions. Principals have a more positive perception of the support their teachers have for planning and providing differentiated instruction than do teachers, both classroom and special needs/resource teachers. Forty-two percent of classroom teachers believe that they do not have adequate time and support to differentiate instruction. There are numerous comments indicating the challenge teachers face in inadequate time and resources to differentiate instruction for gifted students. While most respondents at least "somewhat agree" that teachers have the time, materials, and support of others in the school to differentiate instruction, nearly all "somewhat disagree" that they have access to specialists, either within or outside their school, who can identify or work with gifted students. Both principals and resource teachers believe that teachers have marginally greater access to specialists who can support gifted students than do teachers. Nearly 60% of classroom teachers believe they do not have access to specialists who can identify or work with gifted students. Respondents from DEIS schools perceive slightly greater access to specialists. Principals may be mistaken about the support teachers have for the challenging

task of differentiation, and teachers may not be fully informed about the access they have to specialists. However, these perceptions indicate that there are likely to be very few special services currently available to gifted students in Ireland in schools.

Understanding

To obtain a sense of the beliefs that Irish educators hold about gifted students, one section of the survey presented them with common myths or research-based descriptors of gifted students. A few trends in the responses have the potential to affect outcomes for gifted students. Although all respondents at least "somewhat agreed" that there is a need to modify the regular curriculum for their gifted students, educators at the secondary level were slightly less likely to agree than their primary-level peers. All respondents generally agreed that gifted students may be far ahead of their chronological peers in the curriculum, but, again, secondary-level respondents were slightly less in agreement than their primary school colleagues. Whether this slight difference translates into behaviors that negatively affect gifted students is a question for future research. Principals did not agree that "gifted students will do fine in a regular classroom." Teachers, on the other hand, were less certain. In the case of teachers who are not convinced that curricular modifications are necessary and that gifted students will be fine in the regular classroom, there is the possibility that gifted students will not receive the level of challenge they need. More experienced teachers were less likely than newer teachers to believe that gifted students would be fine in a regular classroom and more readily recognized that "gifted students often feel bored or out of place with their age peers" when their less experienced counterparts did not. Experienced teachers appear to have developed a more nuanced appreciation for the needs of gifted students in their classroom. This would indicate that better training in gifted education for starting teachers at teacher training colleges might prove beneficial for these teachers and their gifted students.

Based on their responses to key beliefs, such as gifted students' success in a regular classroom or the need to modify curriculum, a pattern of beliefs and support could be identified. Teachers who were more likely to think gifted students will be fine in a regular classroom and less likely to think they need modifications to the curriculum were also less supportive of gifted education in general and expect to see fewer minority, economically disadvantaged or creatively gifted students and more gifted students from supportive families with involved parents. These beliefs were linked to teachers' lower sense of efficacy in classroom management and instructional strategies. Professional development that includes general instructional training along with information regarding the identification of giftedness may improve teachers' ability to support gifted students in the classroom and may improve the circumstances of those from minority and economically disadvantaged populations.

To identify their beliefs about gifted students, respondents were asked to estimate the frequency of gifted students who may have various characteristics. Approximately a quarter of respondents expect to come into contact with few gifted students, based on their estimates of the prevalence of certain characteristics. Another third of respondents is likely to encounter many gifted students, while the remaining respondents expect "some" gifted students to have the characteristics listed. The expected profile of gifted students, according to the average estimates of prevalence for the full sample, includes those who learn rapidly, would be a welcome addition to any classroom, and are valued by their families. The students meeting the profile from respondents would have a good memory and be good readers as well as possess other specific aptitudes. They would also be generally high achievers who dress well and are clean. In the profile created by respondents, some gifted students are creative or have

a wide range of abilities. Some will be valued by their peers and would be easy to teach. Some have leadership ability, are mature, and are popular. Fewer gifted students in this profile would come from economic extremes (wealthy or economically disadvantaged). Few would come from minority families and few would be expected to have exceptional compassion for others. In general, respondents expect few gifted students to be socially isolated. These estimations suggest that some gifted students who do not meet the expectations of teachers will be overlooked, particularly by those educators who expect to see few gifted students with any of these characteristics.

Practice

Most principals (80%) and more than half of teachers (58%) responding to the survey report that their schools have a system to identify gifted students. Some teachers (15%) were unaware of such a system, and about a third of teachers and a quarter of principals report no system of identification in their schools. The higher percentage of teachers (28%) than principals (18%) who report no system of identification may be an indication that teachers are unaware of the system their principal knows about, or it could be that more principals in schools with an identification system responded to the survey. This anonymous study cannot clarify which. However, if the latter is true, principals may want to inform teachers about their school's system of identification. Large schools were less likely to have a system of identification than smaller ones.

Many respondents reported that their schools (47%) have no policy regarding the acceleration of the regular curriculum for high-ability students. A majority of secondary school respondents (62%) report having no acceleration policy. Acceleration takes a wide variety of forms and is critically needed by students who have mastered the curriculum designed for the average learner. Respondents' opposition to grade acceleration appears to be representative of a lack of support for other forms of curricular acceleration.

Most teachers (85%) reported that they differentiate instruction for their gifted students. This reported differentiation takes the form of higher level questioning, challenging tasks, individual projects, and grouping. Teachers report that they modify curriculum and offer challenge and choice more frequently for their gifted students than their average students. According to their reporting, teachers with more experience and primary school teachers engage more frequently in curricular modification than less experienced and secondary school teachers. The adequacy of differentiation, however, is questionable, with teachers reporting that beneficial practices happen only a few times a week. Observations of teacher behaviors are necessary to determine the differentiation actually occurring in Irish classrooms. Teachers' sense of efficacy with instructional strategies is associated with the amount of differentiation of both curricular modification and the offering of challenge and choice, suggesting that boosting confidence in the use of instructional strategies may encourage more differentiation.

Implications

There is wide but moderate support for gifted education among the educators surveyed. Most schools have a system to identify students with gifts and talents. Providing a differentiated educational experience, however, appears to be challenging. Many teachers do not believe they have the support needed to differentiate instruction for their students of varied abilities, nor do they feel they have adequate access to specialists who can identify and work with their gifted students. There is a relationship between the frequency of curriculum modification and teachers' sense of efficacy in their classroom management skills and use of instructional

strategies. The widespread desire to support gifted students can lead to a reality with clear and well-known policies that encourage acceleration; support for teachers to plan and carry out differentiated instruction, including access to specialists who can identify and work with gifted students; and professional development to improve teachers' knowledge of gifted students' characteristics and their general instructional efficacy. Secondary schools may need particular attention, with their lower rates of identification and acceleration policies and less frequent differentiation.

Chapter 1

Introduction

This report was developed through an agreement with the Irish Centre for Talented Youth (CTYI) at Dublin City University (DCU), the DCU Access Service, and the Center for Gifted Education at The College of William & Mary. Along with other dramatic changes in the education system in the country, interest in the gifted children of Ireland has been growing, partially in response to the dynamic efforts on their behalf engaged in by CTYI. In a recent article in a special issue of the *Journal for the Education of the Gifted* on international gifted education, O'Reilly (2013) described the challenges to gifted education in Ireland, historically and at present. Recent international student assessments indicate that the education of Irish students needs more attention, particularly in the case of its most capable students. This report is an effort to understand the state of gifted education in Ireland. Through an exploration of the beliefs and practices of Irish teachers, school leaders, and other school staff, recommendations can be made to improve the educational environment for Ireland's gifted students.

Method

Participants

Participants in the study were teachers, school leaders, and other staff in schools across the country of Ireland. Chapter 2 contains demographics of the respondents. A total of 470 teachers (out of 58,454 full-time teachers; Department of Education and Skills, 2014) responded to the survey. Three hundred and sixty-seven school leaders and other staff completed the survey.

Instrument

The instrument used to collect data from educators across the country was developed from an amalgamation of existing and new sources. Two versions of the survey were made available—one for teachers and one for school leaders and other staff. The teacher survey included seven parts. The school leader and other staff survey included only the first five parts. The instrument was made available online through Qualtrics, a survey software package, or in print form for paper-and-pencil completion. An informed consent form was included with both versions of the survey.

Part 1. Respondent Demographics. This section was designed to identify relevant attributes of the respondents, including their years of teaching experience, their educational attainment, and their position at the school.

Part 2. School Information. In this section, respondents were asked to describe their school, indicating school policies regarding gifted student identification and educational practices.

Part 3. Support for Teachers. Items in this section were adopted from Schroth (2007). These items explore perceptions of the support teachers have through access to specialists who can identify and work with gifted students and through support for differentiating curriculum for their gifted students. The stem of each item for teachers was, "As a teacher, I have…". For administrators, the stem was "The teachers at my school have…". Sample items are "access to specialist teachers to work with individual groups of gifted students in a special pull-out program" or "adequate planning time to differentiate instruction for varied abilities among students." Respondents were asked how much they agree on a 6-

point scale from 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Somewhat Disagree*, 4 = *Somewhat Agree*, 5 = *Agree*, to 6 = *Strongly Agree*.

Part 4. Student Characteristics. Identification of gifted students is necessary to providing an appropriate education. There were two parts to this section: one that explored common myths and misconceptions about gifted students and a second that examined perceptions of the prevalence of characteristics among gifted students. In the first part, respondents were asked how true (1 = *Definitely false*, 5 = *Definitely true*) a statement was about gifted students. Statements were taken from common myths listed on the National Association for Gifted Children (NAGC) website (http://www.nagc.org/resources-publications/resources/myths-about-gifted-students) and Hoagies' Gifted Education Page, a popular resource for parents and other stakeholders in gifted education (http://www.hoagiesgifted.org/eric/fact/myths.html). The accuracy of beliefs about gifted students can be gauged by their responses.

The myths resources from the NAGC and Hoagies' websites were also used to create the second part of the Student Characteristics section. In addition, some items were included from the Characteristics of Giftedness Scale (Silverman, 1993). In this section, respondents were asked to estimate how many (*All*, *Many*, *Some*, *Few*, or *None*) gifted students possess a certain characteristic.

Part 5. Opinions About the Gifted. Gagné and Nadeau (1985; Gagné, 1991) developed an instrument from a review of research literature, newspapers, magazines, and interviews of parents and teachers to identify attitudes toward giftedness and educational provisions for gifted students. The 34-item scale was modified to clarify the language and reduce the number of items. The resulting scale included in the survey consisted of 22 items representing five factors: Objections, Elitism, Support Due to Needs, Value, and Acceleration. Validation of the instrument led to elimination of the Value items (e.g., "Gifted persons are a valuable resource for our society"). Elitism items were subsumed by the Objections factor. The final three factors of the opinion scale were Objections, Support Due to Needs, and Opposition to Grade Acceleration.

Part 6. Teacher Beliefs. The teacher version of the survey included the short form of the Teacher's Sense of Efficacy Scale (TSES), developed by Tschannen-Moran and Woolfolk Hoy (2001). This 12-item scale has three factors: Efficacy in Student Engagement (e.g., "How much can you do to motivate students who show low interest in school work?"), Efficacy in Instructional Strategies (e.g., "To what extent can you use a variety of assessment strategies?"), and Efficacy in Classroom Management (e.g., "How much can you do to control disruptive behaviour in the classroom?"). Respondents were asked to consider "the combination of your *current ability*, resources, and opportunity to do each of the following in your present position" on a scale from 1 = *Not at all* to 9 = *A great deal* for items such as "How much can you do to motivate students who show low interest in school work?" The TSES was included to evaluate teachers' confidence in their general teaching abilities. Teachers high in each of these areas may have different beliefs or practices than those who feel less efficacious.

Part 7. Teacher Practices. To assess teacher classroom practices, several items were taken from the Classroom Practices Questionnaire (CPQ; Archambault et al., 1993) and other items were added from the literature on best practices (VanTassel-Baska, 2003). Each of the 23 items in this section asks teachers "how often you engage in these activities

with your average students (on the left) and gifted students (on the right)" on a scale of 0 = *never*, 1 = *once a month or less frequently*, 2 = *a few times a month*, 3 = *a few times a week*, 4 = *daily*, and 5 = *more than once a day*. These items will indicate how frequently teachers make accommodations for their gifted students in comparison with their average students.

Procedure

Teachers, school leaders, and other staff were invited to respond to the appropriate survey either by direct invitation from CTYI or through a mailing sent to all schools in Ireland. The mailing to 4,050 schools was submitted by CTYI to the Department of Education and Skills in Ireland. Instructions were included (see Appendix E) directing the schools to share a link to the appropriate versions of the online survey or to distribute copies of the paper version included in the mailing. Return envelopes were provided. All paper copies were returned to CTYI for data entry (a total of 456 surveys). The online survey was available from mid-November, 2013 until June 30, 2014. The mailing was delivered to schools in the first week of April, 2014. Paper copies received before July 8, 2014 were entered into the online survey.

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Chapter 2

Who Responded to the Survey?

Respondent Demographics

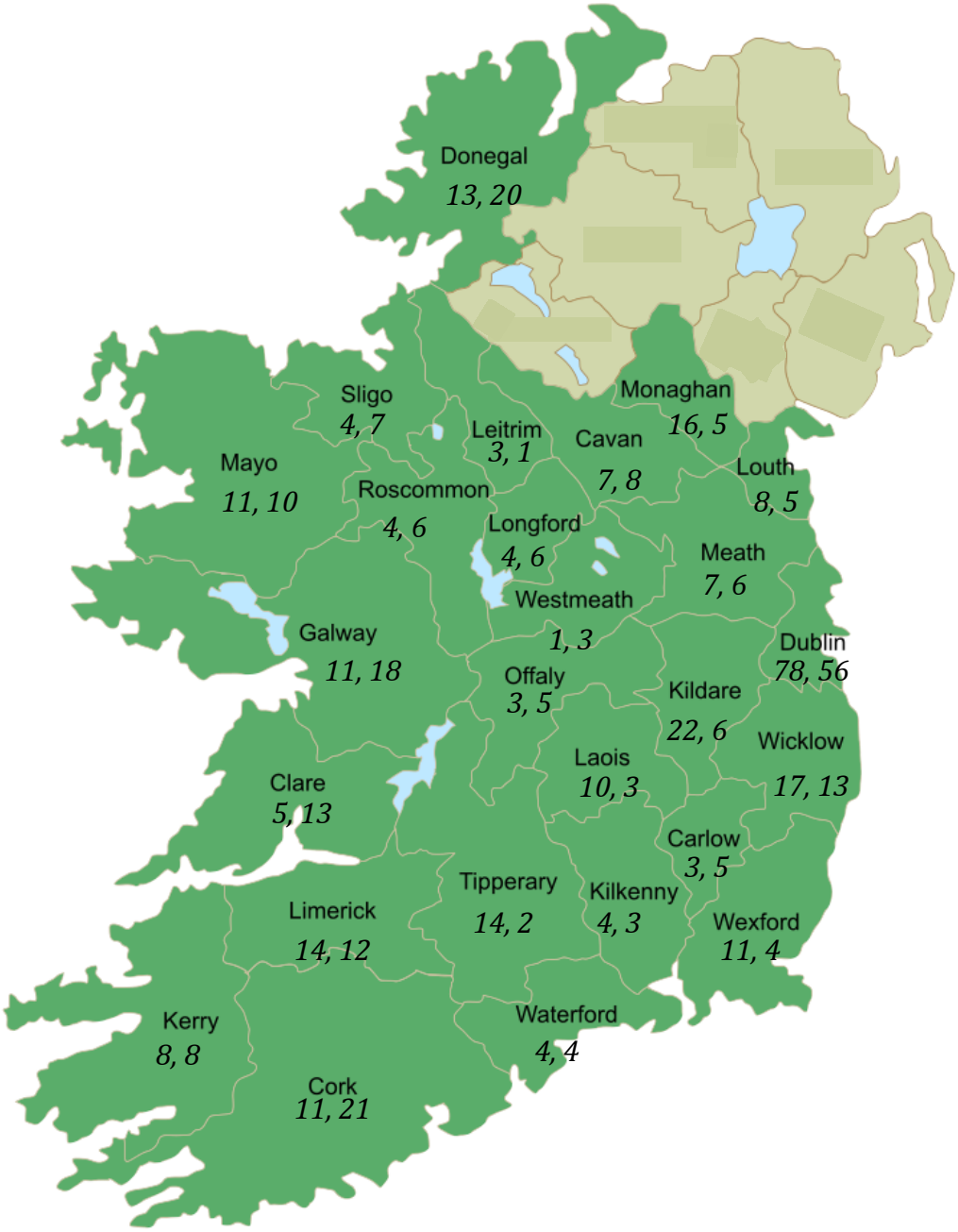
Counties across Ireland were represented among respondents to the survey. Figure 2.1 indicates the number of teachers and school leaders and other staff (SLOS) who responded by county (294 respondents did not provide their school county). A total of 837 respondents filled out the survey online or by paper and pencil[1]. These represent not only teachers and school leaders, but also special needs/resource teachers, assistant principals, and counselors (see Figure 2.2) Of these respondents, 80% were female (see Figure 2.3). Teachers were spread across the age ranges fairly evenly, although most were older than 24 (see Figure 2.4). SLOS tended to be older, with a majority age 45 and over (see Figure 2.4). This age difference is also reflected in respondents' years of experience (see Figure 2.5). Most teachers fell into the lower ranges and most principals into the highest ranges. Teachers and principals were similarly represented at all degree levels (see Figure 2.6), but the highest degree attained by principals (17% of principals) was more likely to be a master's degree than classroom teachers (8% of teachers). Special needs/resource teachers (17%) were more likely than others to have an educational specialist degree, but all respondents were equally likely to have bachelors, Ph.D., or professional degrees as their highest degree. Teachers responding have taught at primary (60%, $n = 271$), secondary (30%, $n = 135$) or both (10%; $n = 47$) levels. Figures 2.7 and 2.8 describe the number of teachers who have taught at various levels and in various subjects.

School Demographics

A large majority of respondents were from public schools (89%; see Figure 2.9). More than two thirds (68%) of respondents were from primary schools (see Figure 2.10). Designated disadvantaged (Delivering Equality of Opportunity in Schools [DEIS]) schools were well represented in the sample, with nearly 200 respondents indicating their school had this classification (see Figure 2.11). Most schools were primary (73%) and public (95%; see Figures 2.12 and 2.13). Half of the respondents were in schools that were small, with fewer than 200 students (50%). Another third were from medium-sized schools, with more than 200, but fewer than 500 students (31%) and the remaining 13% of respondents were from large schools, with more than 500 students, which were primarily secondary (see Figure 2.14).

[1] Please note that not all requested information was entered by all respondents. For example, 9 respondents did not enter gender and 5 more indicated "Prefer not to say." Many respondents did not enter their school county. Missing data affects totals in charts and tables.

Figure 2.1. Representation of school counties



Note. The first number indicates the number of teachers responding, the second is the number of school leaders and other staff responding. Many respondents (n = 294) did not name their county.

Figure 2.2. Position at school

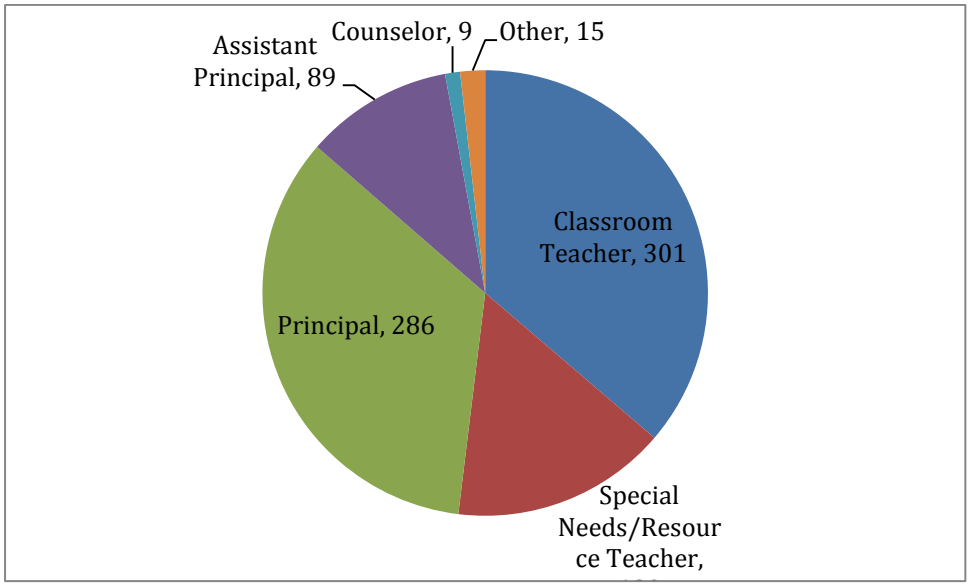


Figure 2.3. Gender distribution by position at school.

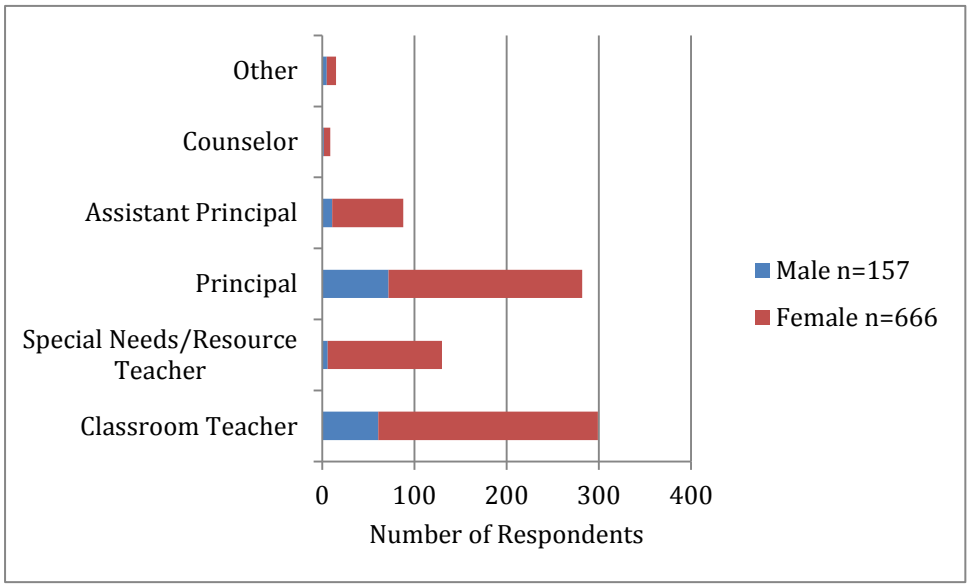


Figure 2.4. Age ranges of respondents

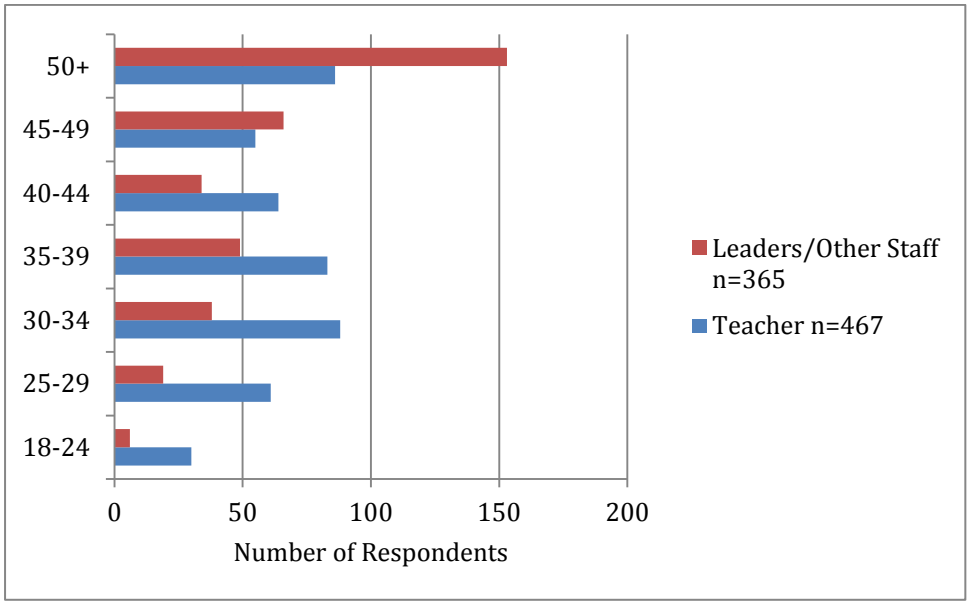


Figure 2.5. Teacher/principal years of teaching experience

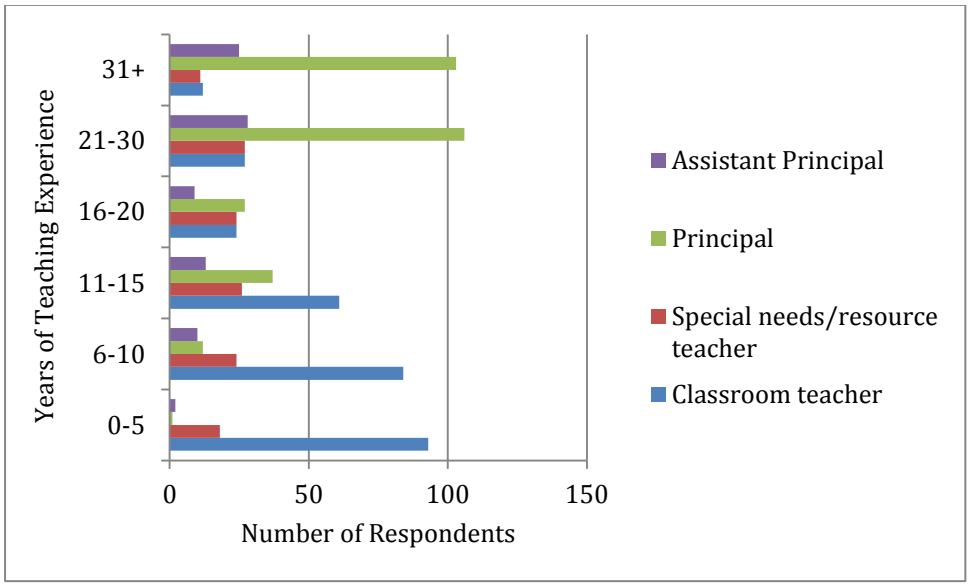


Figure 2.6. Highest degree earned

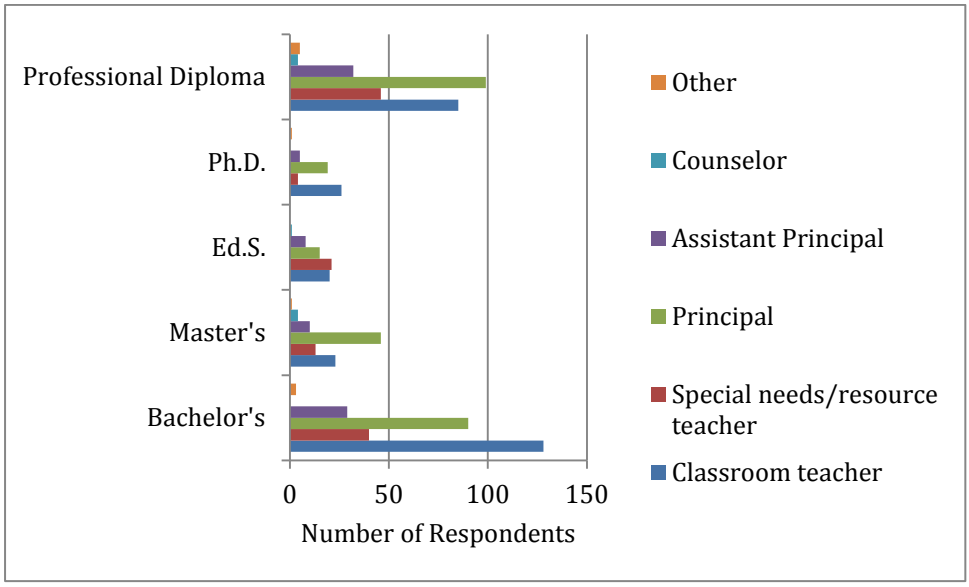


Figure 2.7. Subjects that teachers teach/have taught in a primary level

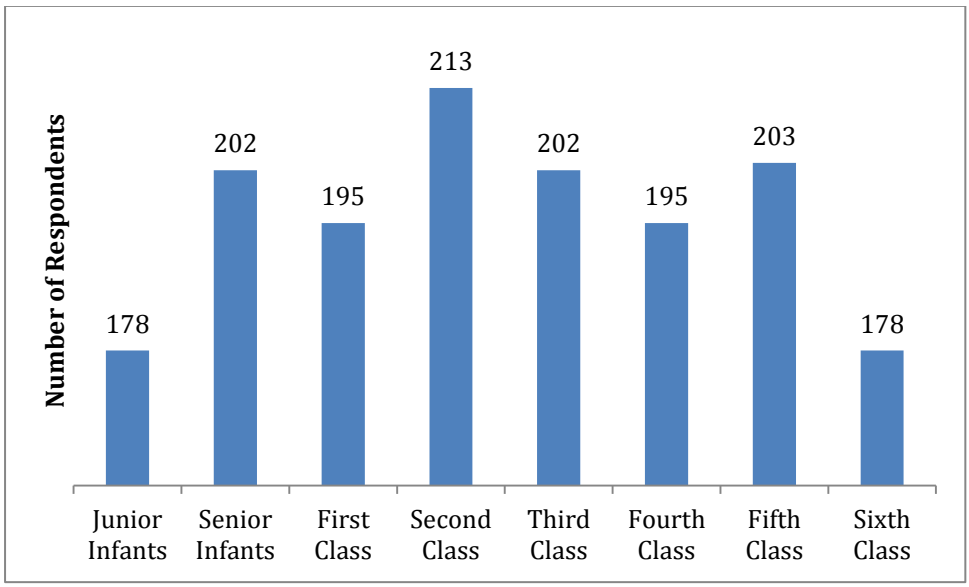


Figure 2.8. Subjects that teachers teach/have taught in a secondary level

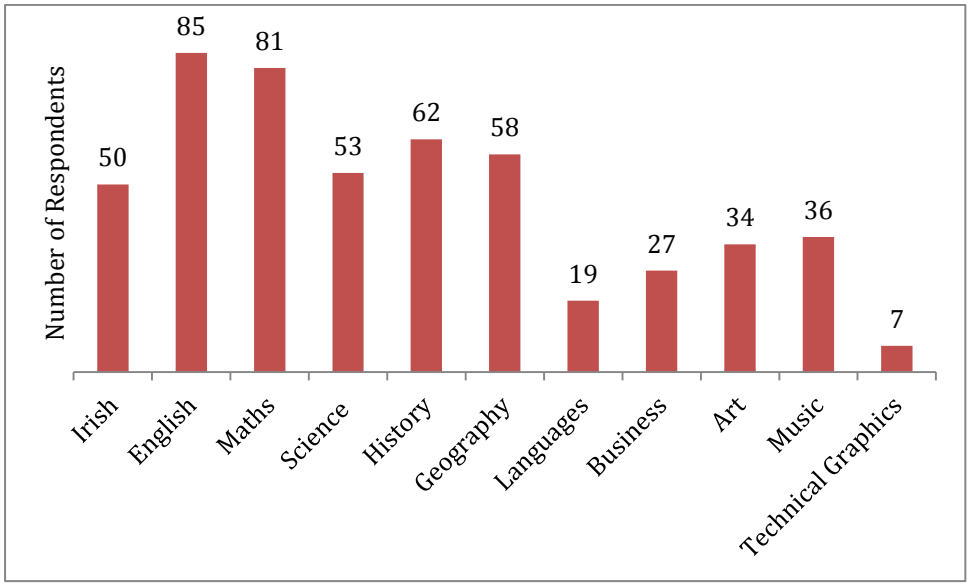


Figure 2.9. Public versus private schools

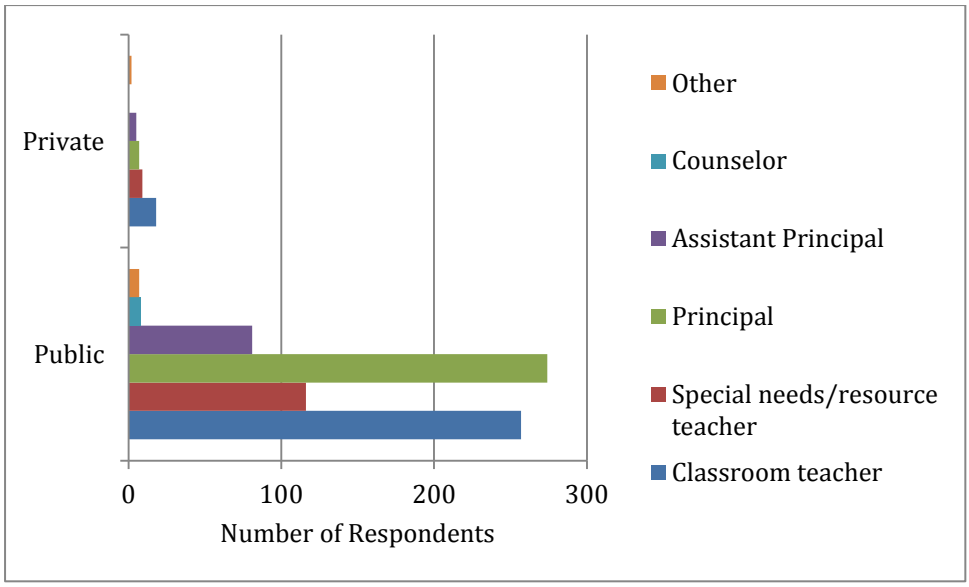


Figure 2.10. Respondents by school level

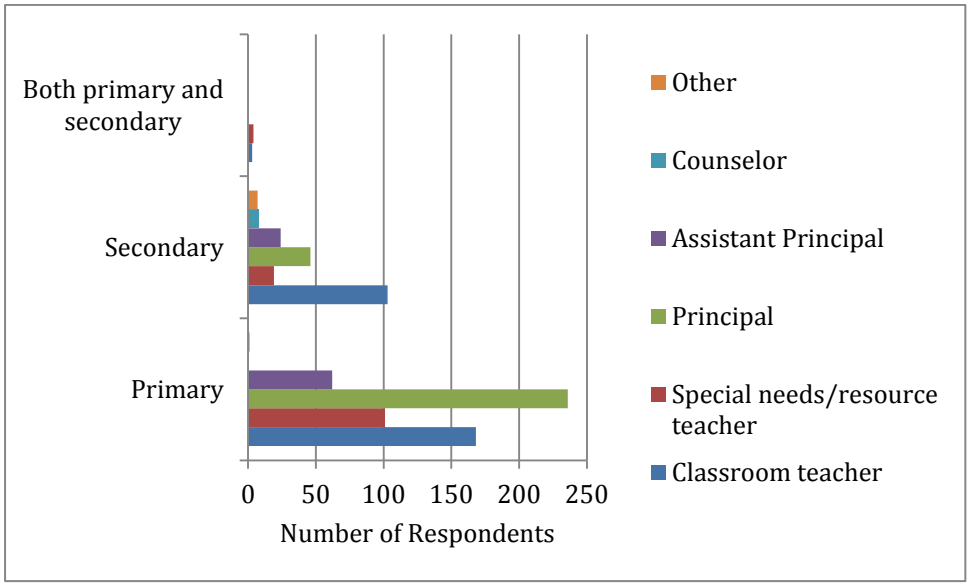


Figure 2.11. DEIS schools.

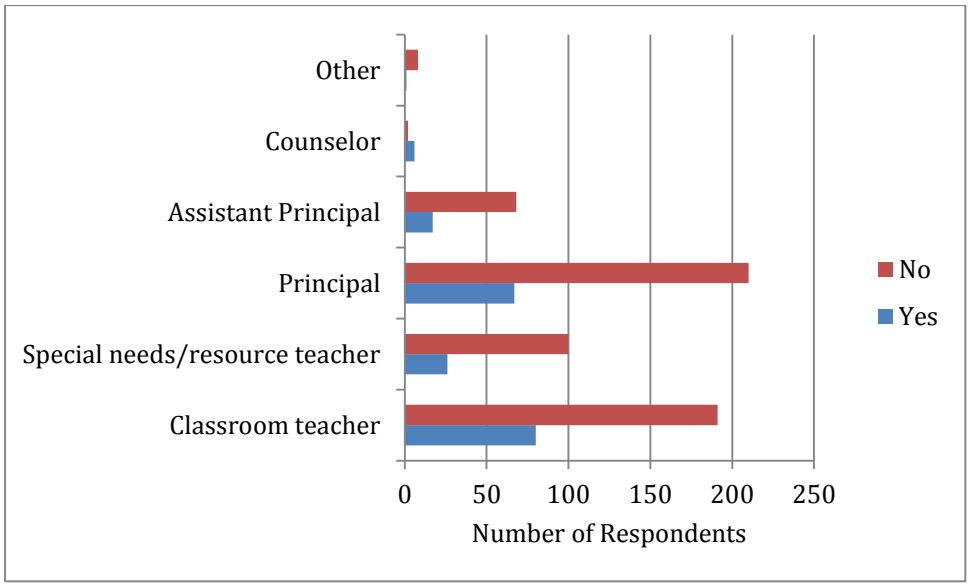


Figure 2.12. Percentage of school levels

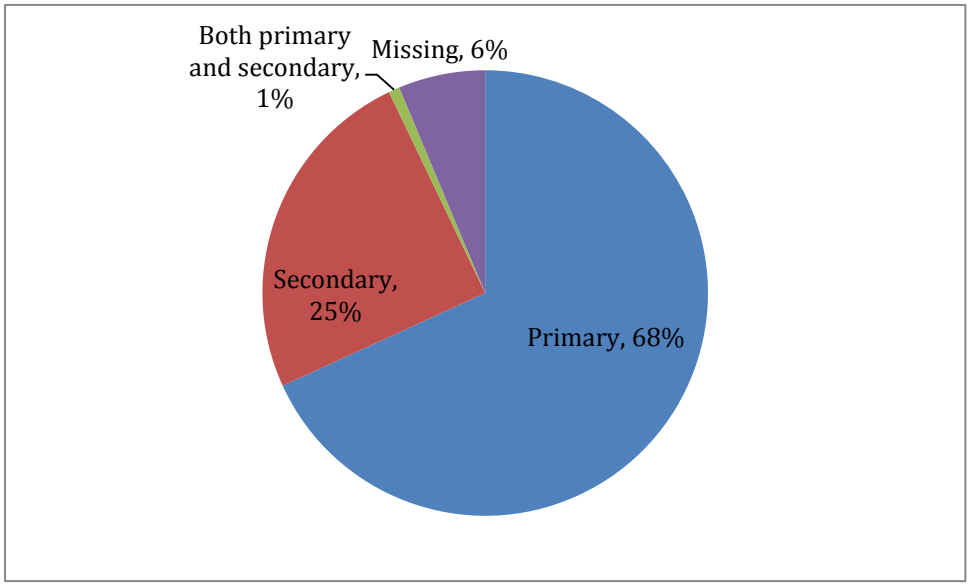


Figure 2.13. Percentage of school types.

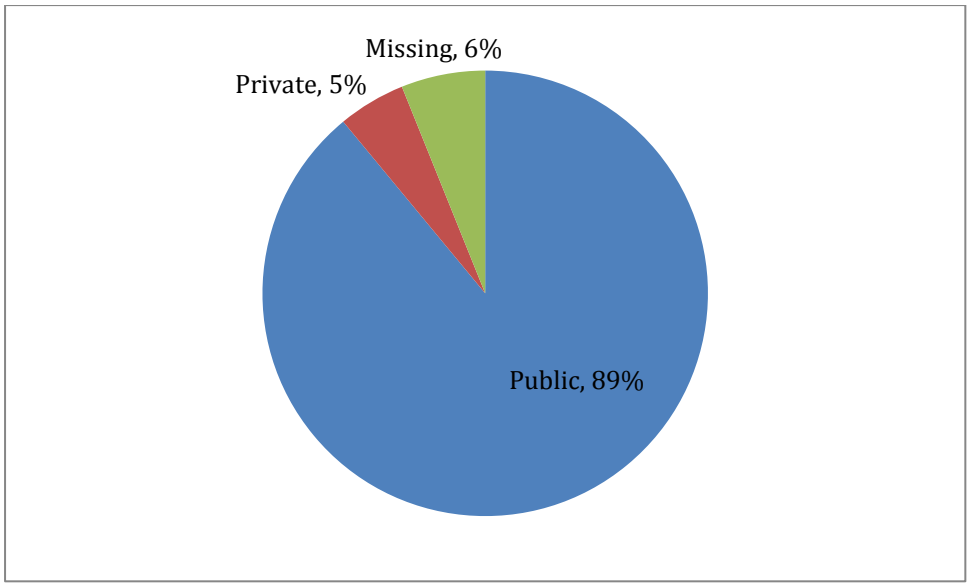
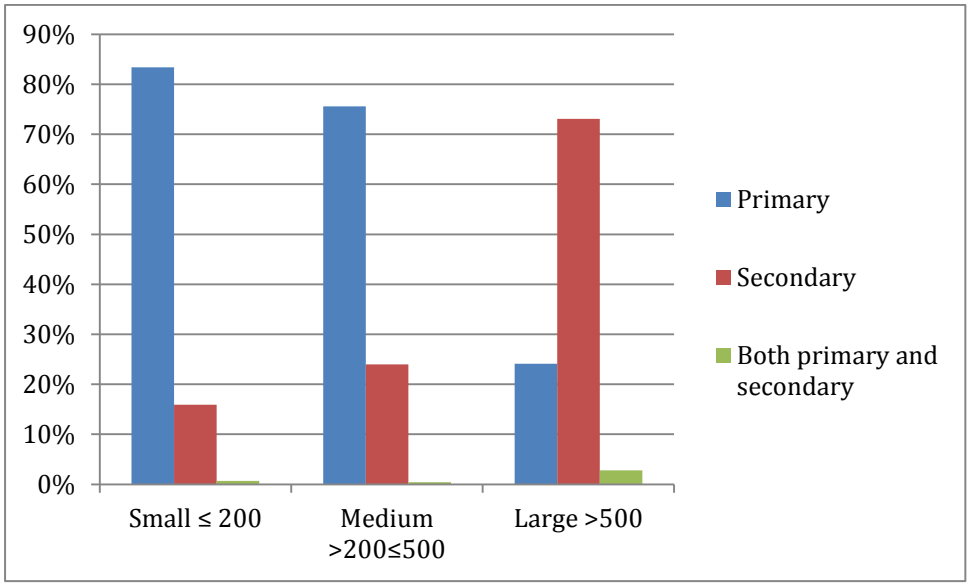


Figure 2.14. Proportion of school levels within school size



Chapter 3

Support for Gifted Education

Support for gifted education was tested with two instruments. The first, Part 3 of the survey, offers insight into educators' perceptions of the supports that exist for providing services to gifted students. The second, Part 5, utilized a modified version of an instrument used since the early 1990s to assess individuals' attitudes toward giftedness and services for gifted students.

Teacher Support

In Part 3 of the survey, respondents were asked how much they agreed (from 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Somewhat Disagree*, 4 = *Somewhat Agree*, 5 = *Agree*, to 6 = *Strongly Agree*) with statements that indicate support for teachers' time and materials to differentiate instruction for their students or their access to specialists.

Items assessing support to differentiate instruction
"As a teacher, I have…" or "At my school, teachers have…"

- … adequate planning time to differentiate instruction for varied abilities among students.
- … access to the instructional materials necessary to differentiate instruction.
- … adequate planning time to accelerate instruction.
- … access to the instructional materials necessary to accelerate instruction.
- … support of school administrators for the appropriate planning and implementation of differentiated instruction.
- … support of fellow teachers for the appropriate planning and implementation of differentiated instruction.

Items assessing access to specialists
"As a teacher, I have…" or "At my school, teachers have…"

- … access to specialist teachers to work with individual groups of gifted students in a special pull-out program.
- … sufficient space for specialist teachers to work with individual groups of students, including gifted students, in their regular classrooms.
- … access to specialists within my school who can identify gifted students.
- … access to specialists outside of my school who can identify gifted students.

Results are displayed in Table 3.1 and, for categories that differ in respondents' perceptions of support, in Figures 3.1–3.7. Frequencies of responses can be found in Appendix G.

School size. Respondents from small, medium, and large schools differ in their perceptions of support to differentiate instruction, $F(2, 705) = 6.14$, $p < .01$, $\eta_p^2 = .02$, but not in their perceptions of access to specialists, $F(2, 709) = .841$, $p > .05$ (see Figure 3.1). Large-school participants are significantly less likely to perceive support to differentiate than those in small- or medium-sized schools. This perception does not differ within these school sizes by one's position at the school, $F(10, 688) = 1.46$, $p > .05$, or by the level or subject taught (differentiation support: $F(13, 340) = 1.04$, $p > .05$; access to specialists: $F(12, 346) = 1.5$, $p > .05$). The large proportion of large schools that are secondary schools may explain these differences.

Position. As shown in Figure 3.2, all respondents perceive greater support to differentiate (M = 3.59, SD = 1.10) than access to specialists (M = 2.96, SD = 1.06). This is confirmed by paired t-tests by position, with all ps < .001. In an analysis of average scores on the two dimensions of support, differences are seen in perceptions of principals and teachers (see Table 3.1 and Figure 3.2). Average scores for support to differentiate are between *Somewhat Disagree* and *Somewhat Agree*. Principals have a more positive perception of the support their teachers have for planning and providing differentiated instruction than do teachers, both classroom and special needs/resource teachers ($F($3, 691) = 12.89, p < .001, η_p^2 = .05). Despite this statistical significance, the very small effect size suggests that the practical significance of this difference is negligible.

Classroom teachers differ from both principals and special needs/resource teachers in their perceptions of the access they have to specialists who can identify or work with gifted students ($F($3, 695) = 4.42, p < .01, η_p^2 = .02). While average scores for this dimension of teacher support tend to be lower than that for support for differentiation—at or below *Somewhat Disagree*—special needs/resource teachers had the most positive perception of their availability to classroom teachers. This significant difference may indicate a potential disconnect in the needs of teachers and the access to specialists that is actually available. Principals' perceptions are similar to those of the special needs/resource teachers—they believe classroom teachers have greater access to specialists than the classroom teachers believe they have. Assistant principals report a middle-of-the-road average, differing from neither of the other groups of respondents.

This analysis of average scores is clarified by an examination of the frequency of responses. Item responses were from 1 = *Strongly Disagree* to 6 = *Strongly Agree*. Respondents were classified by average mean scores as high (> 4), moderate (≥ 3 and < 4), or low (< 3). The different perceptions of teachers and principals are displayed in Figures 3.3 and 3.4. A higher percentage of classroom teachers (42%) than principals (28%) believe there is little support for them to differentiate instruction in the classroom, χ^2 (10, N = 692) = 44.05, p < .001. There are also more principals (37%) than classroom teachers (20%) who agree that teachers have support to differentiate instruction.

Perceptions of access to specialists are more nuanced and analysis of all teachers and all principals mask differences of opinion. This occurs because special needs/resource teachers are more likely to think that teachers have access to specialists than do classroom teachers, χ^2 (2, N = 353) = 9.81, p < .01. Almost twice as many special needs/resource teachers (27%) as classroom teachers (15%) agree that classroom teachers have access to specialists who can identify or work with their gifted students (high access category; see Figure 3.4). Fifty-seven percent of classroom teachers disagree that they have access to specialists (low access category), in contrast with 41% of special needs/resource teachers who share this opinion. Assistant principals are similar to the classroom teachers in their perceptions of teachers' access to specialists. Compared to principals (37%), fewer assistant principals (20%) agree that teachers have access to specialists (high access category), χ^2 (2, N = 342) =8.96, p < .05. These frequency analyses provide a context for interpretation of the average score differences.

Counselors and respondents in other positions were not included in this analysis because of their low numbers. Only six counselors completed this section of the survey. Their average perception of both support to differentiate and access to specialists was the lowest reported (M = 3.26, SD = 1.04, M = 2.71, SD = 1.6). The eight respondents who chose "Other" as their

position at the school had average scores similar to the classroom teachers for differentiation and specialist support (M = 3.21, SD = 1.6, M = 2.69, SD = 1.77).

Levels/subjects taught. Perceptions of support to differentiate is more positive among primary teachers than secondary, $F(2, 364) = 6.31$, $p < .01$, $\eta_p^2 = .03$ (see Figure 3.5). Because these are not big differences in perception, they do not differ when evaluated among the varied levels and subjects taught. Primary and secondary school teachers have similar perceptions about their access to specialists, $F(2, 369) = 1.69$, $p > .05$. In general, these teachers *Somewhat Disagree* that they have access to specialists for identification or services for gifted students.

DEIS schools. Respondents from DEIS schools (n = 175) did not differ significantly from other respondents in their perceptions of support to differentiate instruction, $F(1, 700) = 1.89$, $p > .05$. Perceptions of teachers' access to specialists was slightly higher among DEIS respondents (M = 3.12, SD = 1.08) than others (M = 2.90, SD = 1.05), $F(1, 704) = 5.46$, $p < .05$, $\eta_p^2 = .01$. The very small effect size, however, suggests that this is not a practically significant difference. DEIS teachers and principals differ in their pattern of responses from the full sample, with all teachers and all principals perceiving similar levels of access to specialists.

School county. A large number of respondents did not enter a county name (n = 294), so comparisons of support for gifted education could not be made. Table 3.3 and Figures 3.6 and 3.7 contain average support scores by county. It should be noted that some counties are represented by very few educators, and such small numbers should not be considered reflective of the county as a whole.

Opinions About Gifted Education

In 1985, Gagné and Nadeau presented an instrument developed to evaluate community-wide opinions toward giftedness and gifted education in Quebec. The 90-item pool of questions related to support for special services, objections to special services, opposition to acceleration, perceptions of isolation and rejection, social value, and opposition to homogeneous grouping. The Opinions of the Gifted scale, a 34-item instrument developed from the pool, has been used in a number of studies of attitudes toward giftedness (Cross, Cross, & Frazier, 2013; McCoach & Siegle, 2007). To reduce the number of items and to improve reliable responses, the scale was modified for this study. An analysis of the 22-item scale resulted in three statistically sound factors: *Objections* to special services (α = .86), opposition to *Acceleration* (α = .78), and *Support* due to needs of gifted students (α = .65). Five items were dropped because of their poor statistical fit with the factors. Item responses included 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Somewhat Disagree*, 4 = *Somewhat Agree*, 5 = *Agree*, 6 = *Strongly Agree*. Table 3.2 presents the mean scores by category.

Objections to special services factor items

- We should not have special education services for gifted children because children with difficulties need special education services the most.
- We should not have special programs for gifted children because they are elitist.
- We should not have special programs for gifted children because, when gifted children are put in special classes, it makes other children feel they are less valued.
- We should not have special education services for gifted children because we have a greater moral responsibility to give special help to children with difficulties than

gifted children.
We should not have special education services for gifted children because our schools are already adequate in meeting the needs of the gifted.
We should not have special programs for gifted children because it is an unfair advantage for them to receive special educational services.
We should not have special programs for gifted children because they are already favored in our schools.
Taxpayers should not have to pay for special education for the children who are gifted.
We should get rid of all special programs for the gifted.
Our schools should offer special education services for the gifted. (reverse coded)

Opposition to grade *acceleration* factor items
Gifted children should not be allowed to skip a grade because they will miss important ideas.
Gifted children should not be allowed to skip a grade because they will have trouble adjusting socially to being with older students.
A greater number of gifted children should be allowed to skip a grade. (reverse coded)

Support due to needs of gifted students factor items
We should have special education services for gifted children because gifted children are often bored in school.
We should have special education services for gifted children because gifted children waste their time in regular classes.
We should have special education services for gifted children because schools too often ignore the specific educational needs of the gifted.
We should have special education services for gifted children because the regular school program stifles gifted children's intellectual curiosity.

Respondents who have high scores on the Objections and Acceleration factors and low scores on the Support factor have negative attitudes toward gifted education. Lower scores on the Objections and Acceleration factors and higher scores on the support factor indicate widespread support for gifted education. In general, the respondents who completed this portion of the survey (n = 706; see Figure 3.8) were low in their objections to special services (M = 2.09, SD = .65), moderately opposed to grade acceleration (M = 3.94, SD = .99), and moderately supportive of special services due to gifted students' needs (M = 4.00, SD = .79). It is noteworthy that respondents oppose acceleration, the strategy best supported by research, at a level equal to their support for services to meet gifted students' needs. These opinions are consistent by school size, school level, position, and levels and subjects taught, with one exception. When comparing primary and secondary schools (excluding the six schools that include both levels), there is a significant difference in opposition to grade acceleration, t (694) = 3.44, $p < .05$. Primary school respondents were more opposed to acceleration than secondary school respondents (see Figure 3.9). Respondents' position did not affect this attitudinal difference.

Very few respondents (n = 14; 2%) were actually opposed to gifted education, with an average score indicating agreement with the items on the Objections factor (e.g., agreeing with items such as "We should not have special education services for gifted children because our schools are already adequate in meeting the needs of the gifted."). A lack of support was more common, with 143 respondents (17%) having average scores indicating disagreement with items on the Support factor (e.g., disagreeing with items such as "We should have

special education services for gifted children because schools too often ignore the specific educational needs of the gifted." Nearly 1 in 5 respondents did not express support for special services for gifted children.

County averages are presented in Table 3.3 and Figures 3.10–3.12. Although it appears that some counties have higher or lower scores in these charts, please note the small numbers of responses. How representative these few respondents are of opinions in the county as a whole is unknown.

Open-Ended Comments

At the end of the survey, respondents were asked to "Please share any additional comments about gifted education." Of the 834 total respondents, 219 (26%) submitted a comment. Many of the comments (27%) concerned the lack of time and resources available to provide for gifted students. Large class sizes, "overloaded curricula," and insufficient funding make it difficult for teachers to meet their gifted students' needs. Nearly a quarter of comments (21%) were about the desire for gifted students to have more attention, particularly when significant time is spent on weaker students (12%). A recognition of gifted students' needs are evident in many comments (18%). Sixteen percent of comments expressed strong sentiments against grade acceleration and separate classes for gifted students, confirming the opposition to acceleration found on the Opinions scale. A number of respondents commented on the need for teacher training (11%). Exemplar comments are found in Appendix H.

References

Cross, J. R., Cross, T. L., & Frazier, A. D. (2013). Student and teacher attitudes toward giftedness in a two laboratory school environment: A case for conducting a needs assessment. *NALS Journal*, *5*(1). Retrieved from http://digitalcommons.ric.edu/nals/vol5/iss1/1

Gagné, F., & Nadeau, L. (1985). Dimensions of attitudes towards giftedness. In A. H. Roldan (Ed.), *Gifted and talented children, youth, and adults: Their social perspective and culture* (pp. 148–170). Monroe, NJ: Trillium.

McCoach, D. B., & Siegle, D. (2007). What predicts teachers' attitudes towards the gifted? *Gifted Child Quarterly, 51*(3), 246-255.

Table 3.1
ANOVA Results: Teacher Support

	Support for Differentiation		Access to Specialists	
	n	Mean (SD)	*n*	Mean (SD)
School Size				
Small ≤ 200	379	3.67 (1.08)[a]	382	2.99 (1.05)
Medium ≤500	233	3.62 (1.10)[b]	236	2.95 (1.09)
Large >500	96	3.24 (1.04)[a,b]	94	2.83 (1.06)
School Level				
Primary	521	3.71 (1.08)	530	3.02 (1.07)
Secondary	181	3.30 (1.06)	176	2.75 (1.01)
Both Primary and Secondary	6	2.92 (1.08)	6	2.88 (1.06)
DEIS School	172	3.70 (1.14)	175	3.12 (1.08)
Position				
Classroom Teacher	238	3.32 (1.09)[c]	241	2.78 (1.03)[c,d]
Special Needs/ Resource Teacher	109	3.47 (.97)[d]	112	3.12 (.98)[c]
Principal	265	3.9 (1.08)[c,d]	264	3.07 (1.07)[d]
Assistant Principal	83	3.65 (1.00)	82	2.88 (1.56)
Total	695	3.60 (1.09)	699	2.96 (1.05)
Level/Subject Taught				
Primary	223	3.49 (1.08)[e]	233	2.94 (1.05)
Secondary	105	3.05 (1.05)[e]	101	2.72 (1.02)
All Levels	39	3.37 (.95)	38	2.95 (1.12)
Early Primary	36	3.82 (1.03)	37	2.98 (1.08)
Late Primary	29	3.51 (1.10)	30	2.62 (.89)
All Primary	197	3.41 (1.05)	204	2.98 (1.07)
Humanities	33	3.03 (1.12)	32	2.66 (1.06)
STEM	33	3.12 (.80)	33	2.71 (.84)
Business	4	2.71 (.71)	4	2.19 (1.60)
Humanities & STEM	18	3.27 (1.3)	16	3.02 (1.11)
Humanities & Business	5	3.17 (1.20)	4	2.94 (.55)
Business & STEM	12	2.64 (1.12)	12	2.60 (1.23)
Total	712	3.60 (1.09)	716	2.95 (1.06)

Note. Same superscript letters indicate means differing significantly at $p <$ .05 with Tukey's post-hoc analysis.

Table 3.2
Opinions About Gifted Education

	Objections to Special Services		Opposition to Grade Acceleration		Support Due to Needs	
	n	Mean (SD)	*n*	Mean (SD)	*n*	Mean (SD)
School Size						
Small ≤ 200	379	2.10 (.65)	379	3.99 (.96)	379	4.02 (.77)
Medium ≤500	233	2.08 (.65)	233	3.90 (1.03)	233	4.00 (.80)
Large >500	91	2.98 (.67)	91	3.81 (1.03)	91	3.97 (.84)
School Level						
Primary	527	2.09 (.63)	527	4.01 (.97)[a]	527	3.99 (.78)
Secondary	169	2.09 (.71)	169	3.71 (1.04)[a]	169	4.05 (.81)
Both Primary and Secondary	6	2.68 (.52)	6	3.39 (.53)	6	3.58 (.52)
DEIS School	172	2.07 (.68)	172	3.95 (1.03)	172	4.00 (.82)
Position						
Classroom Teacher	235	2.16 (.66)	235	4.01 (.96)	235	3.97 (.77)
Special Needs/ Resource Teacher	107	2.00 (.58)	107	3.91 (1.05)	107	4.00 (.89)
Principal	249	2.07 (.66)	249	3.93 (.98)	249	4.05 (.79)
Assistant Principal	79	2.10 (.65)	79	3.78 (.93)	79	3.89 (.70)
Counselor	6	2.30 (.67)	6	4.00 (1.05)	6	3.88 (.59)
Other	29	1.98 (.62)	29	3.92 (1.20)	29	4.21 (.73)
Level/Subject Taught						
Primary	235	2.10 (.63)	235	4.05 (.96)	235	3.97 (.82)
Secondary	97	2.07 (.71)	97	3.69 (.99)	97	4.10 (.80)
All Levels	39	2.25 (.62)	39	3.93 (.98)	39	3.93 (.62)
Early Primary	39	2.32 (.61)	39	4.17 (.88)	39	3.67 (.74)
Late Primary	30	2.20 (.65)	30	4.04 (.93)	30	4.05 (.79)
All Primary	205	2.07 (.63)	205	4.00 (.98)	205	4.00 (.80)
Humanities	32	1.83 (.70)	32	3.59 (1.18)	32	4.29 (.83)
STEM	30	2.18 (.67)	30	3.62 (1.00)	30	4.03 (.80)
Business	4	2.13 (.59)	4	3.75 (1.37)	4	4.88 (1.03)
Humanities & STEM	17	2.27 (.77)	17	3.77 (.68)	17	3.84 (.54)
Humanities & Business	4	2.43 (.96)	4	4.17 (.64)	4	3.31 (.99)
Business & STEM	10	2.01 (.55)	10	3.83 (.88)	10	4.15 (.54)
Total	705	2.09 (.65)	705	3.94 (.99)	705	4.00 (.79)

Note. Same superscript letters indicate means differing significantly at $p < .05$.

Table 3.3
Gifted Education Support by County

	Support for Differentiation		Access to Specialists		Objections to Special Services		Opposition to Grade Acceleration		Support Due to Needs	
	n	Mean (SD)	*N*	Mean (SD)	*n*	Mean (SD)	*N*	Mean (SD)	*N*	Mean (SD)
No Named County	203	3.44 (1.07)	203	2.90 (1.04)	193	2.02 (.66)	193	3.96 (1.01)	193	4.05 (.83)
Carlow	8	3.77 (1.03)	8	2.53 (.81)	7	2.19 (.20)	7	4.14 (1.07)	7	4.39 (.63)
Cavan	13	3.81 (1.30)	12	3.00 (1.34)	12	1.78 (.57)	12	3.50 (1.06)	12	3.98 (.97)
Clare	17	3.60 (1.03)	17	3.03 (1.10)	17	2.41 (.56)	17	4.06 (.69)	17	4.01 (.88)
Cork	30	3.52 (1.07)	30	2.75 (.98)	28	1.94 (.54)	28	3.99 (.90)	28	3.82 (.67)
Donegal	31	3.86 1.22	31	3.06 (1.02)	32	1.89 (.71)	32	4.28 (.98)	32	4.10 (.88)
Dublin	123	3.72 1.15	125	3.07 (1.11)	126	2.23 (.71)	126	4.01 (.98)	126	3.92 (.75)
Galway	27	3.59 .94	27	2.81 1.10	29	2.06 (.63)	29	4.02 (1.09)	29	4.25 (.78)
Kerry	15	3.94 1.12	14	3.29 (1.34)	16	2.13 (.69)	16	3.69 (1.36)	16	4.22 (1.02)
Kildare	26	3.60 1.01	27	2.94 (.95)	27	1.91 (.51)	27	3.64 (.87)	27	4.05 (.83)
Kilkenny	7	3.83 .90	7	3.18 (1.13)	7	1.67 (.55)	7	4.19 (1.49)	7	3.96 (.86)
Laois	11	3.61 1.19	12	2.48 (.67)	13	2.65 (.53)	13	4.18 (1.09)	13	3.48 (.71)
Leitrim	4	3.08 1.00	4	3.06 (.88)	4	1.65 (.26)	4	3.67 (.90)	4	4.13 (.92)
Limerick	24	3.47 1.15	23	2.83 (.94)	26	2.09 (.69)	26	3.97 (.99)	26	4.01 (.84)
Longford	9	4.00 1.17	10	2.98 (1.23)	10	2.23 (.74)	10	3.43 (1.08)	10	4.28 (.85)
Louth	13	3.86 (1.35)	13	3.27 (1.32	13	2.00 (.66)	13	3.60 (1.11)	13	3.85 (.90)

				)						
Mayo	20	3.01 (.90)	18	2.75 (.80)	17	2.06 (.62)	17	3.75 (1.04)	17	4.29 (.82)
Meath	12	3.71 (1.06)	13	2.90 (1.50)	13	2.22 (.57)	13	4.38 (.66)	13	4.21 (.62)
Monaghan	20	3.61 (1.12)	18	2.97 (1.21)	20	2.03 (.51)	20	3.73 (.93)	20	3.98 (.43)
Offaly	8	3.94 (1.11)	8	2.59 (1.14)	8	2.11 (.42)	8	4.00 (.78)	8	4.03 (.92)
Roscommo n	9	3.48 (.57)	10	3.00 (.98)	10	2.06 (.46)	10	3.67 (.90)	10	3.83 (.87)
Sligo	11	3.83 (1.50)	11	3.20 (1.17)	11	2.40 (.56)	11	3.76 (.91)	11	3.93 (.61)
Tipperary	15	3.72 (1.23)	16	2.80 (1.04)	16	2.32 (.63)	16	3.79 (1.17)	16	3.64 (.62)
Waterford	6	3.06 (.70)	6	3.42 (1.09)	7	2.10 (.78)	7	4.14 (.74)	7	3.68 (.31)
Westmeath	3	3.94 (1.58)	2	3.38 (.88)	3	2.07 (.40)	3	3.22 (.19)	3	3.92 (.72)
Wexford	14	3.46 (.89)	14	3.05 (.77)	14	2.34 (.67)	14	4.14 (1.04)	14	3.93 (.70)
Wicklow	25	3.70 (1.05)	29	3.04 (1.00)	27	2.03 (.59)	27	3.80 (.72)	27	3.95 (.60)
Total	712	3.60 (1.09)	71 6	2.95 (1.06)	70 6	2.09 (.65)	706	3.94 (.99)	70 6	4.00 (.78)

Figure 3.1. Teacher support by school size

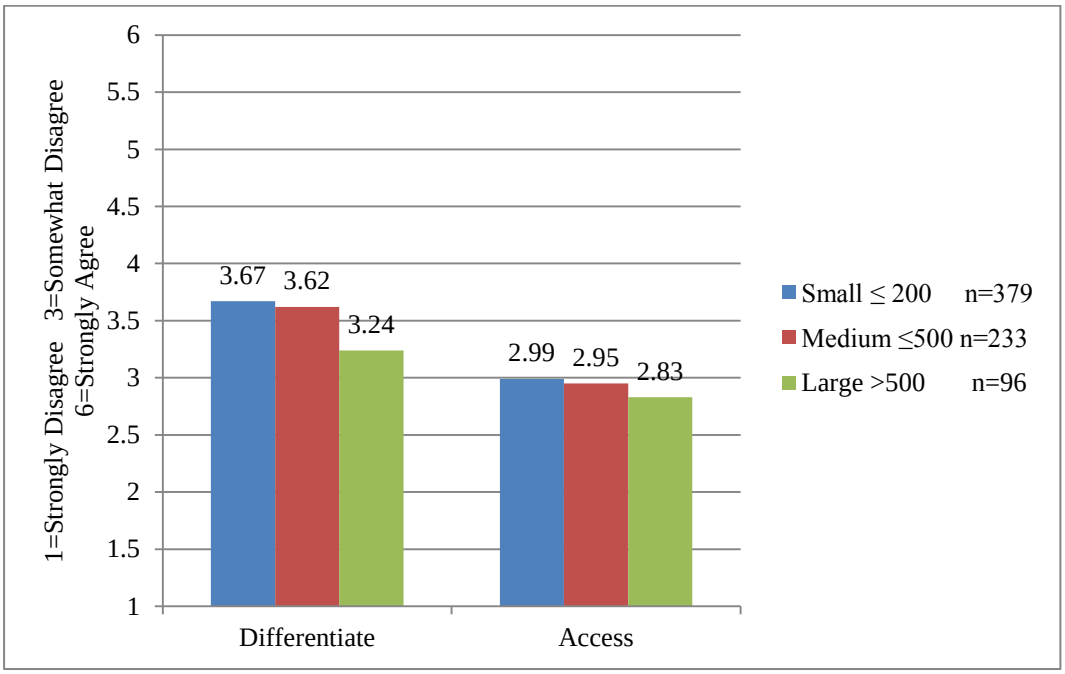


Figure 3.2. Teacher support by position.

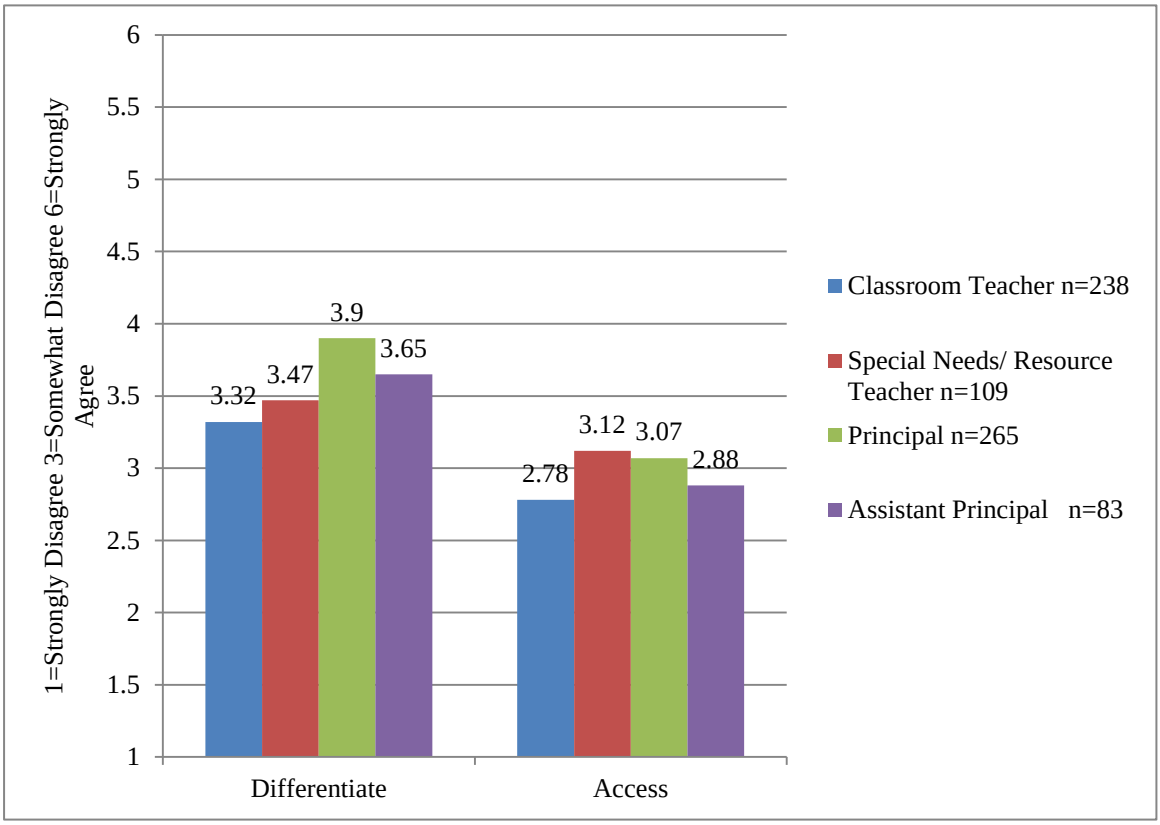


Figure 3.3. Percentages of teachers and principals with perceptions of low, moderate, or high teacher support to differentiate.

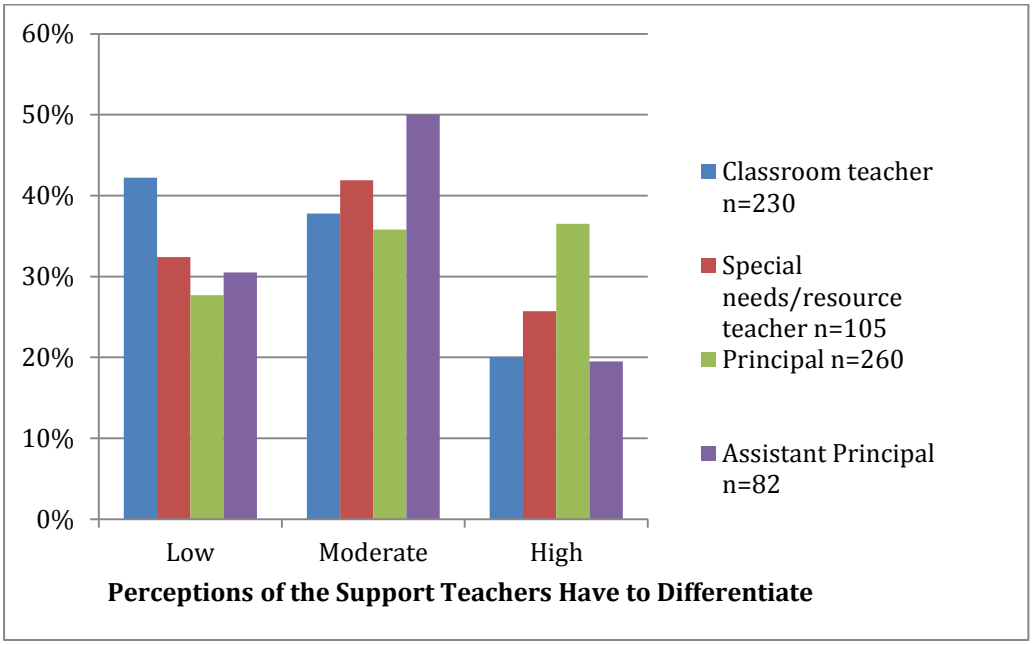


Figure 3.4. Percentages of teachers and principals with perceptions of low, moderate, or high teacher access to specialists.

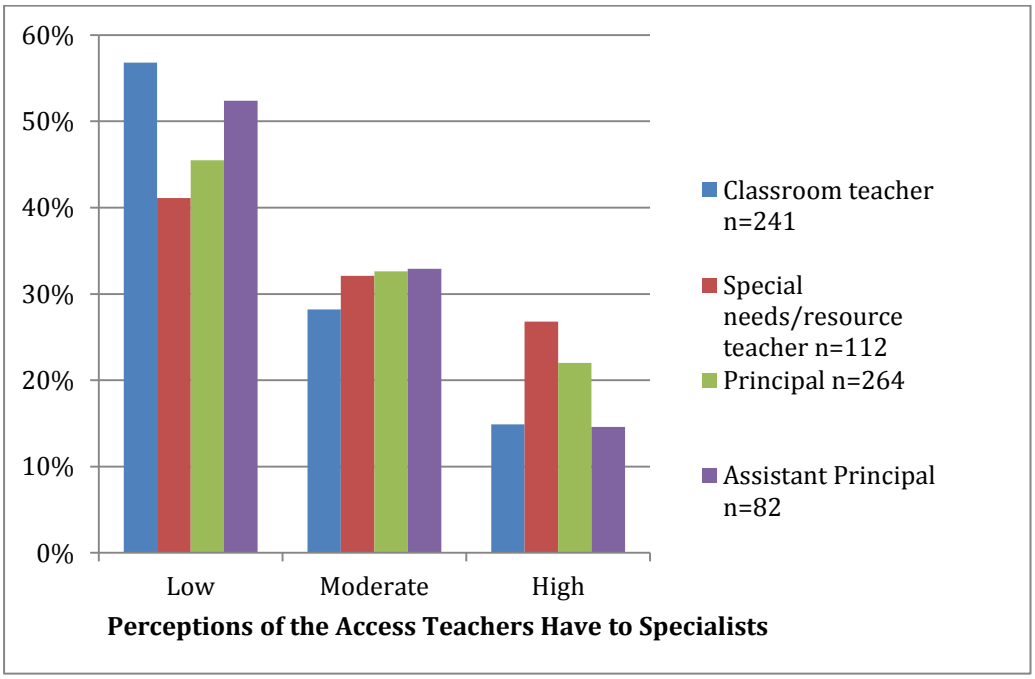


Figure 3.5. Teacher support by school level

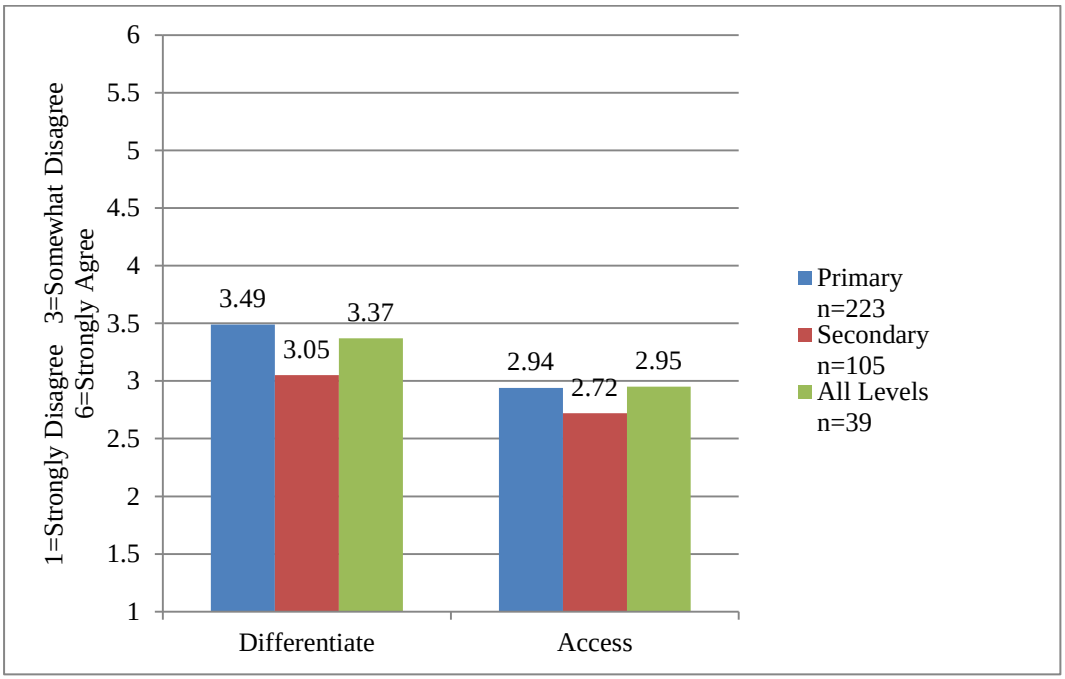


Figure 3.6. County averages of support to differentiate

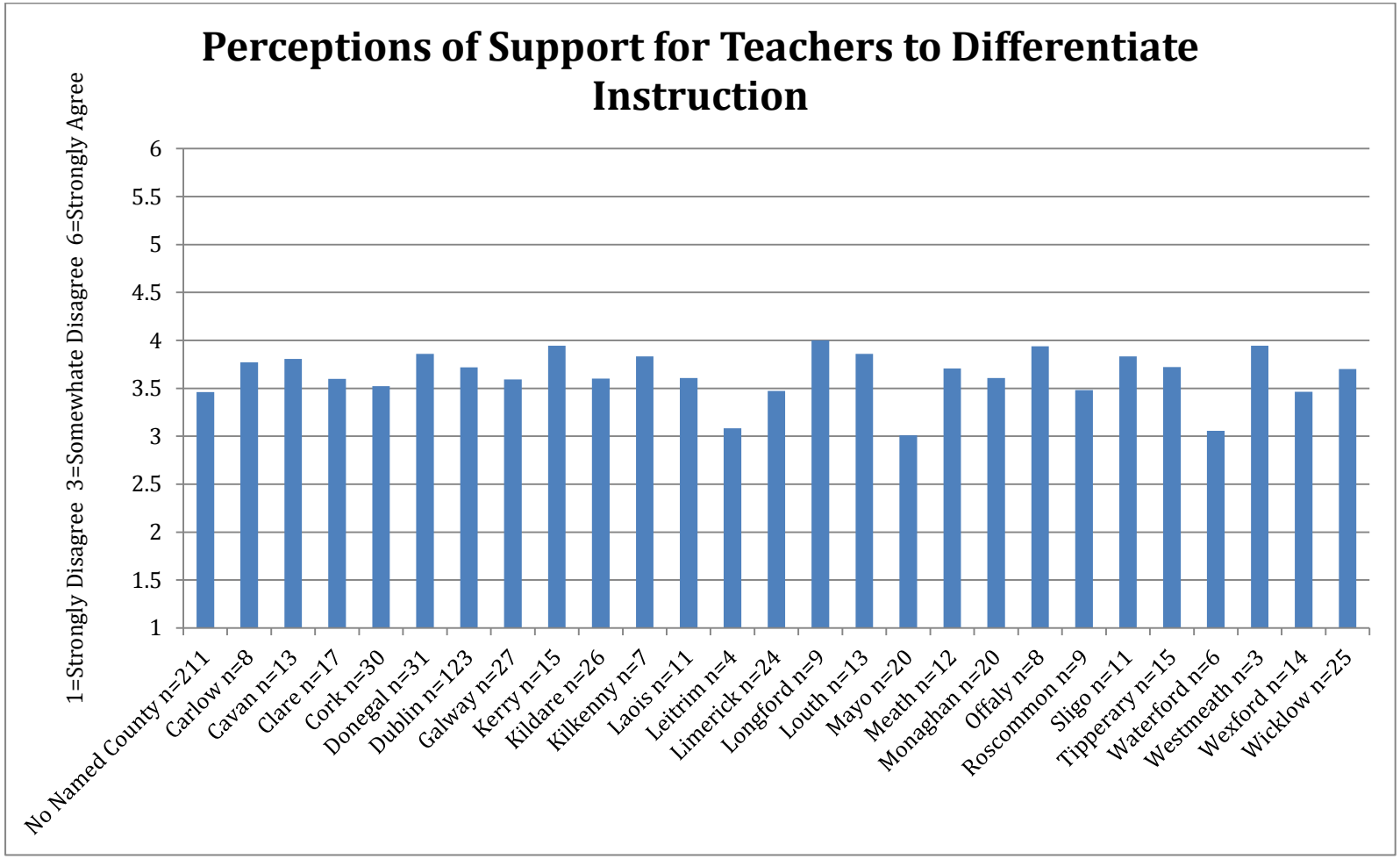


Figure 3.7. County averages of access to specialists

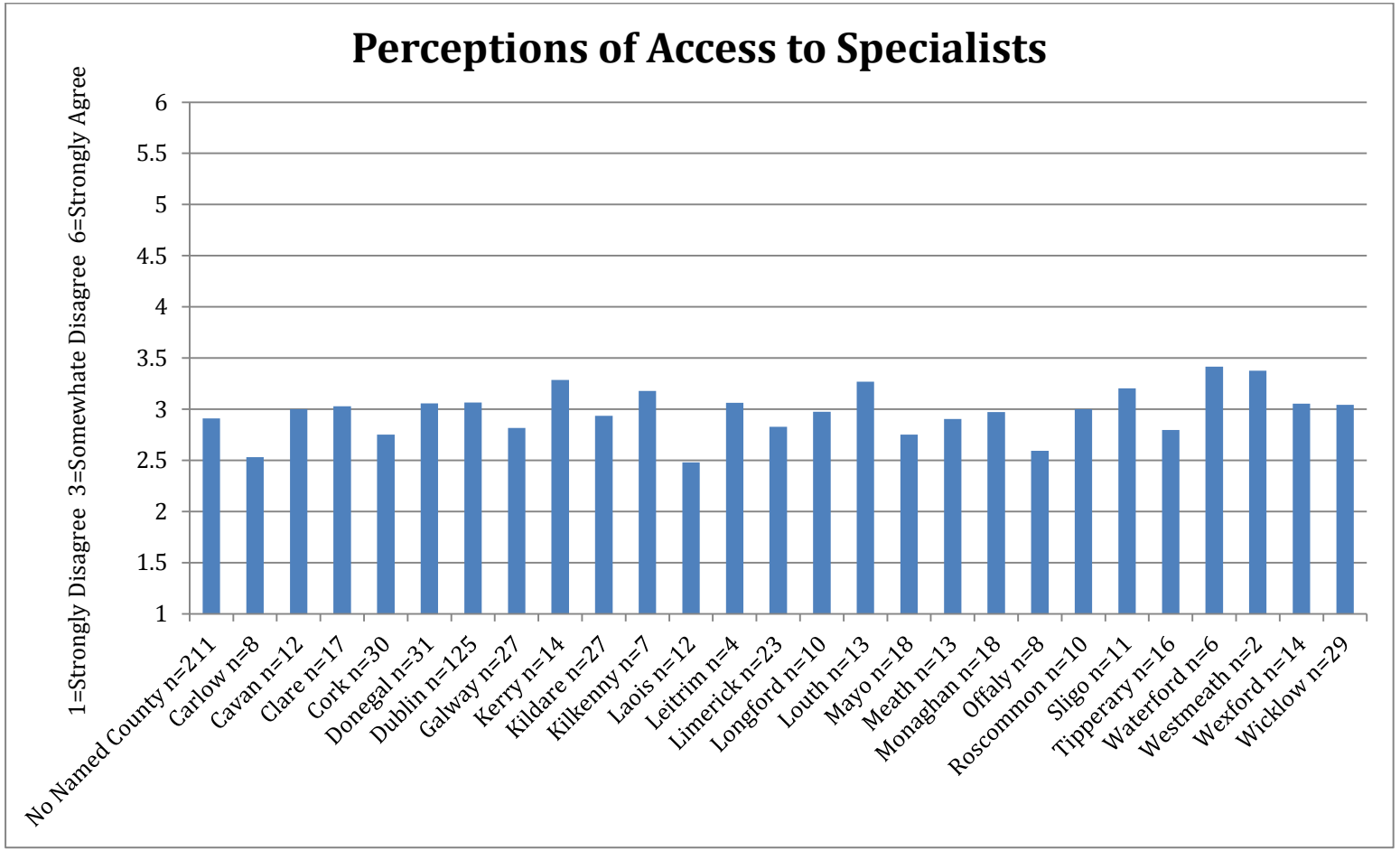


Figure 3.8. Average opinions about gifted education for all respondents

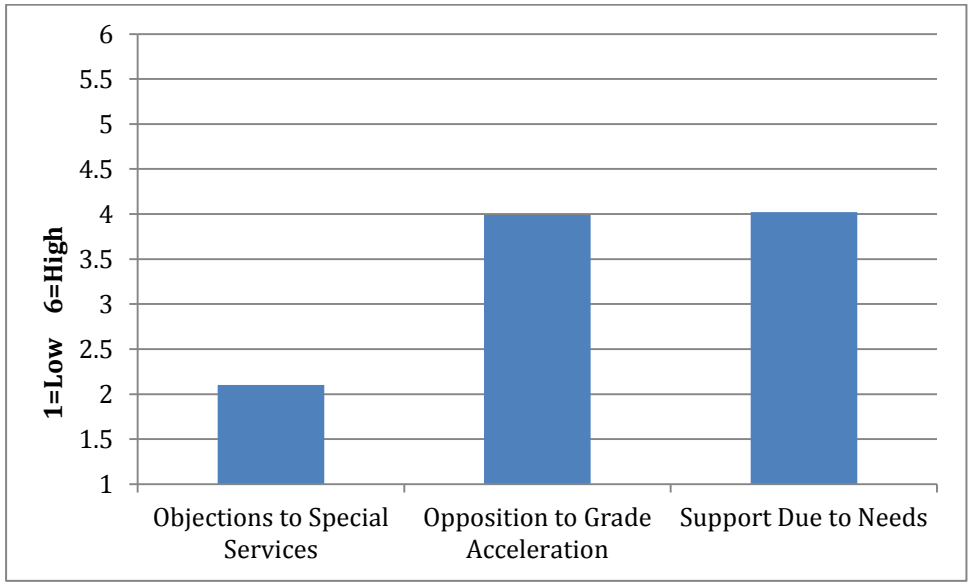


Figure 3.9. Opinions about gifted education by school level

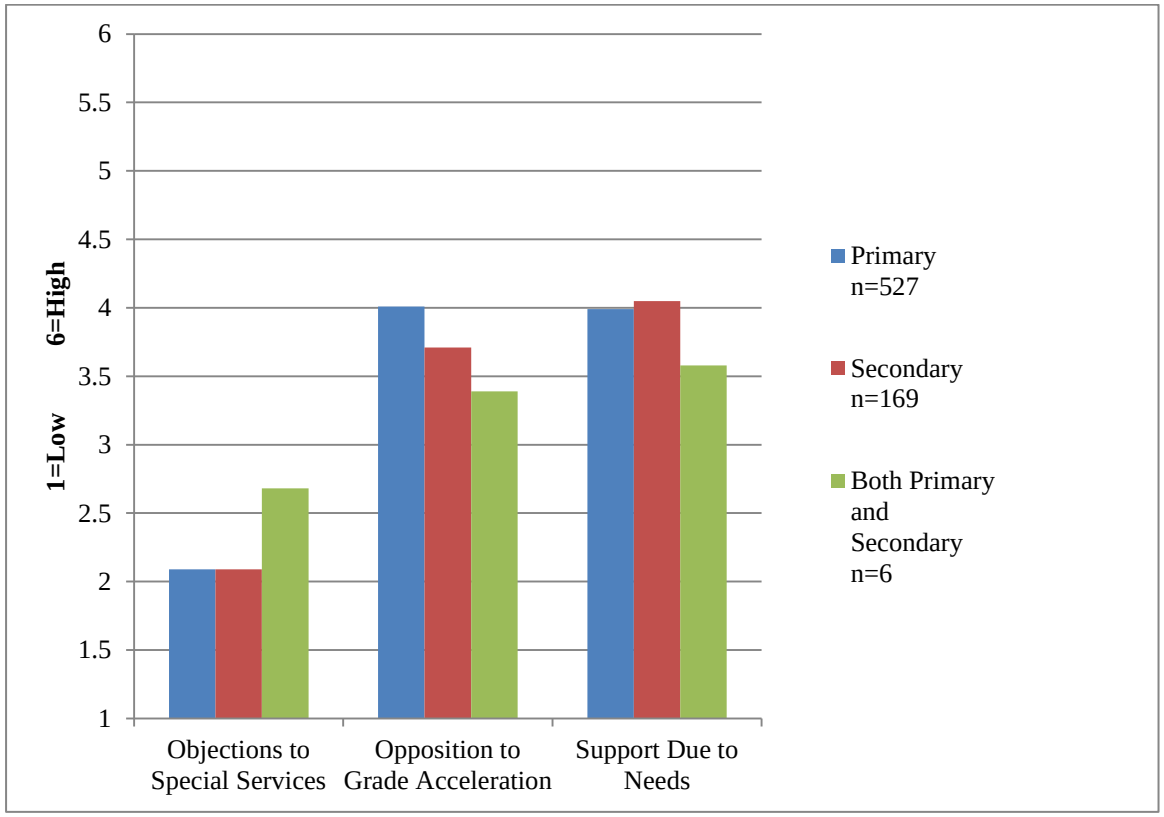


Figure 3.10. Opinions by county: Objections to special services

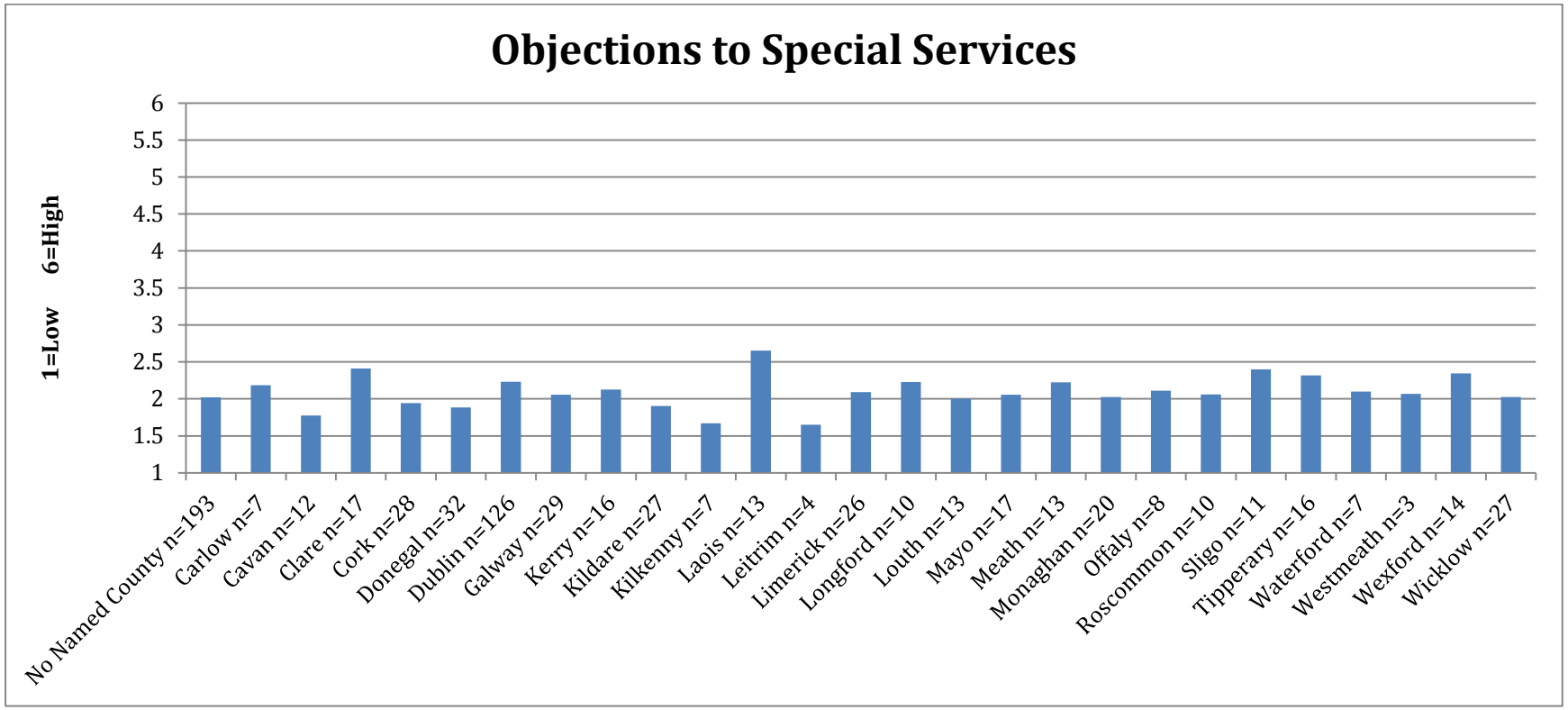


Figure 3.11 Opinions by county: Opposition to grade acceleration

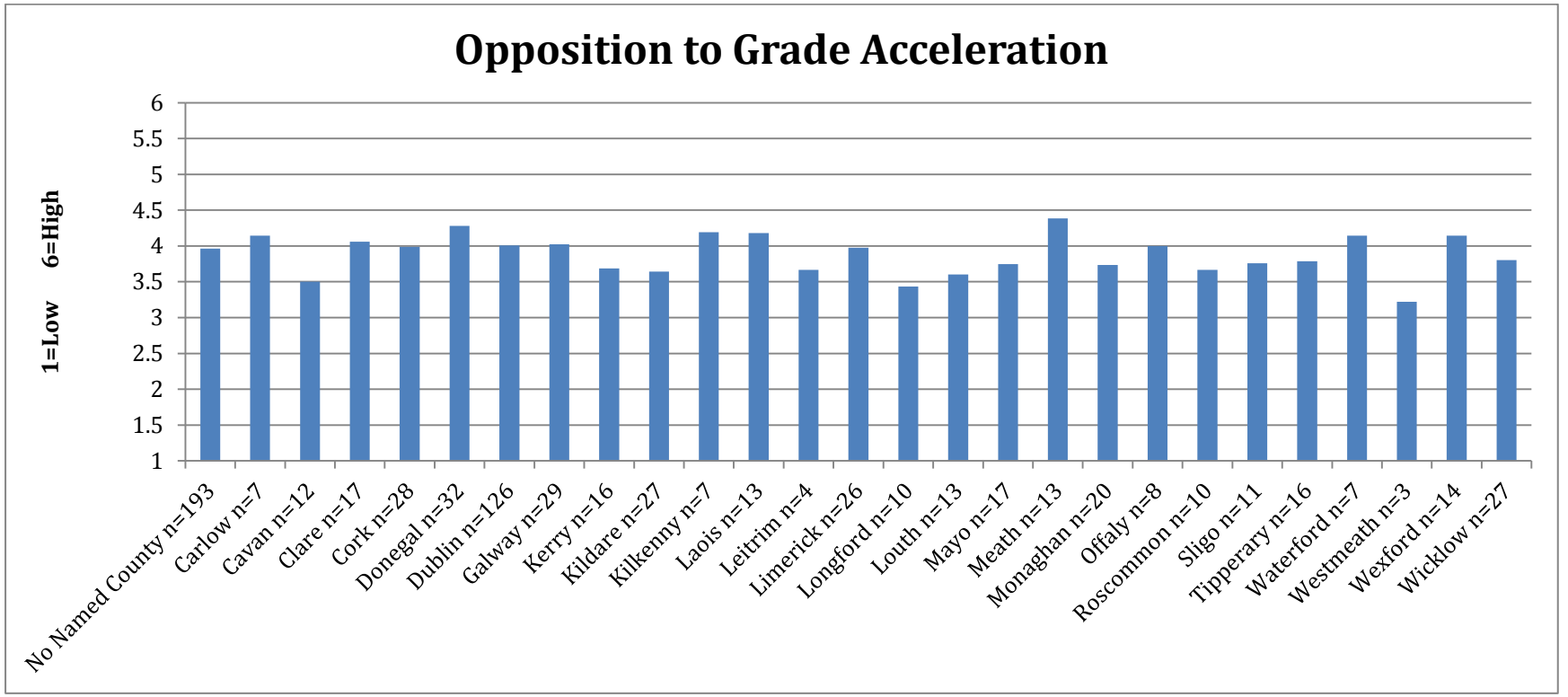
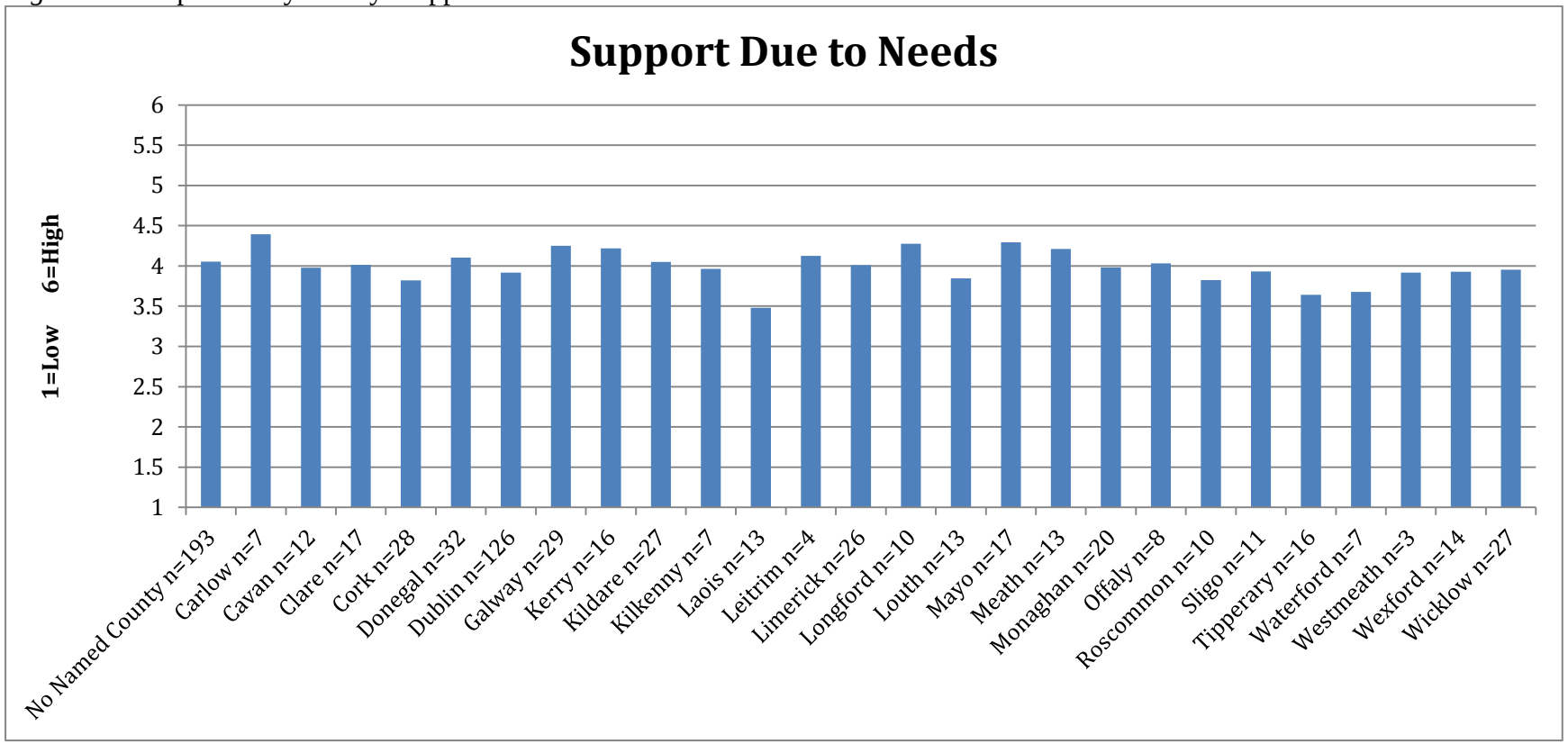


Figure 3.12. Opinions by county: Support due to needs



Chapter 4

Understanding Gifted Students

In order to effectively provide services to meet the needs of gifted students, one must first know who they are. Beyond the procedures used to identify students with exceptional abilities, it is critical that educators have an understanding of giftedness and the characteristics that may be associated with it. To explore educators' understanding of gifted students, two different approaches were used. In the first, respondents were asked to agree or disagree with statements representing common myths or research-supported facts about gifted students. The second component of this exploration was a set of descriptors of gifted students adapted from similar sources. Perceptions of the prevalence of these characteristics indicate the stereotypes respondents hold.

Beliefs About Gifted Students

Respondents were asked to rate the accuracy of the following statements representing common myths and some facts about gifted students on a 5-point Likert-type scale: 1 = *Definitely False,* 2 = *Probably False,* 3 = *Somewhat False/Somewhat True,* 4 = *Probably True,* to 5 = *Definitely True.*

I believe gifted students…

- … do not need help because if they are really gifted, they can manage on their own.
- … have fewer problems than others because their intelligence and abilities exempt them from the hassles of daily life.
- … are equally developed socially and emotionally as they are intellectually.
- … will do fine in a regular classroom.
- … make everyone else in the class smarter by providing a role model or a challenge.
- … may only try those things that guarantee their success.
- … often equate achievement and grades with self-esteem and self-worth.
- … are sometimes so far ahead of their chronological peers that they know a great deal of the curriculum before the school year begins.
- … often think abstractly and with such complexity that they may need help with concrete study and test-taking skills.
- … may define failure as a grade less than an "A."
- … may suffer from boredom that results in low achievement and grades.
- … need teachers who have been trained to appropriately challenge and support them.
- … achieve at higher levels when given opportunities for classroom interactions with peers at similar performance levels.
- … require modifications to the regular curriculum to ensure they are challenged and learn new material.
- … often feel bored or out of place with their age peers.

Average beliefs of the full sample are displayed in Figure 4.1. With the midpoint of 3 being *Somewhat False/Somewhat True,* average scores below 3 indicate beliefs that a statement is more false than true; average scores above 3 indicate more true than

false. Most respondents considered these three statements to be almost certainly false: gifted students "do not need help because if they are really gifted, they can manage on their own," "have fewer problems than others because their intelligence and abilities exempt them from the hassles of daily life," and "are equally developed socially and emotionally as they are intellectually." In fact, gifted students may need help in subjects outside their area of giftedness (Coleman & Cross, 2005) or as part of their talent development (Bloom, 1985; Subotnik, Olszewski-Kubilius, & Worrell, 2011). They experience challenges similar to their peers in many areas, as evidenced by similar levels of depression or anxiety (Neihart, 2012), indicating that they are not exempt from the hassles of everyday life. Agreement among respondents that these statements are false indicates beliefs that are consistent with research.

On average, respondents believe it is *Somewhat False/Somewhat True* that gifted students "will do fine in a regular classroom." Gifted students who receive adequate challenge in school perform better and are more motivated in their subject-specific studies (Rogers, 2007). Teachers who have received training in providing this challenge to gifted students are more effective, as well (Rogers, 2007). Although teachers can provide an appropriate challenge to gifted students in the regular classroom, difficulties arise when they have not been adequately prepared (Hansen & Feldhusen, 1994) or when teachers believe that their gifted students will "do fine" and focus their energies, instead, on their less capable students (Brighton, Hertberg, Moon, Tomlinson, & Callahan, 2005; Hertberg-Davis, 2009; Westberg & Daoust, 2004).

Highest agreement was found in the beliefs that gifted students will "achieve at higher levels when given opportunities for classroom interactions with peers at similar performance levels" and they "require modifications to the regular curriculum to ensure they are challenged and learn new material." Both of these statements are supported by research. Gifted students do perform better when in classes with similar-ability peers (Burke & Sass, 2013). Adequate challenge is not likely to be achieved without modifications to the regular curriculum (Reis et al., 1993; Reis, Westberg, Kulikowich, & Purcell, 1998). On average, respondents to the study appear to have fairly realistic beliefs about gifted students. Differences in these belief systems are subtle, but may be significant in the implementation of services for gifted students.

To further examine educators' beliefs about gifted students, responses were compared for each statement by category: level taught (primary, secondary, or both levels), position, and years of teaching experience (see Figures 4.2–4.4). There was no difference in beliefs by primary level or subject taught in secondary school. The categories with significant differences are described below.

Teaching Level Primary and secondary school educators responded similarly to the myths/facts items, with a few statistically significant exceptions, Pillai's Trace = .99, $F(30, 690) = 2.31$, $p < .001$, $\eta_p^2 = .09$ (see Figure 4.2). The effect size (η_p^2) indicates that 9% of the variance in the combination of all items was accounted for by level taught. To some degree, most respondents believed that gifted students "often equate achievement and grades with self-esteem and self-worth," with mean scores above a 3, *Somewhat False/Somewhat True*. Primary teachers ($M = 3.23$, $SD = 1.01$) were slightly less likely to agree with this statement than secondary teachers ($M = 3.54$, $SD = .99$), $F(2, 358) = 3.61$, $p < .05$, $\eta_p^2 = .02$. This result may be explained by

the relationship that develops between students' self-concept and achievement as they mature (Marsh & Ayotte, 2003). Primary school students have generally more positive self-esteem than secondary students (Marsh & Craven, 1997), leading teachers of this population to perceive less connection between self-esteem and achievement than would secondary teachers.

Secondary teachers (M = 3.39, SD = .96) were less convinced than their primary (M = 3.73, SD = .92) or all-level peers (M = 3.87, SD = .81) that gifted students "are sometimes so far ahead of their chronological peers that they know a great deal of the curriculum before the school year begins," $F(2, 358) = 5.86$, $p < .01$, $\eta_p^2 = .03$. This may be related to the more advanced content found in secondary than in primary classrooms, or it may be a misconception of the secondary teachers.

Although both primary and secondary teachers agree that it might be true, the possibility that gifted students may need help with concrete study and test-taking skills because of their tendency to think in abstract and complex ways is considered less true among primary (M = 3.47, SD = .83) than secondary teachers (M = 3.7, SD = .78), $F(2, 358) = 3.65$, $p < .05$, $\eta_p^2 = .02$. Primary teachers are also more likely to believe that "gifted students require modifications to the regular curriculum to ensure they are challenged and learn new material" (M = 4.54, SD = .65) than do secondary teachers (M = 4.3, SD = .78), $F(2, 358) = 4.46$, $p < .05$, $\eta_p^2 = .02$. Both primary and secondary teachers believe it is *Probably True* that such curricular modifications are needed for their gifted students.

Position Teachers, special needs/resource teachers, principals, and assistant principals shared most beliefs about the statements regarding gifted students. They diverged slightly on only two statements (see Figure 4.3). Classroom teachers were not firm in their conviction that "gifted students will do fine in a regular classroom" (M = 3.16, SD = .95), with an average right at the *Somewhat False/Somewhat True* point. On the same item, principals (M = 2.85, SD = .88) and assistant principals (M = 2.85, SD = .93) tend statistically significantly more toward *Probably False*, $F(5, 684) = 3.30$, $p < .01$, $\eta_p^2 = .02$. All teachers and principals agree that curricular modifications are needed for gifted students, but classroom teachers (M = 4.44, SD = .69) are slightly less likely to see this need than either special needs/resource teachers (M = 4.6, SD = .57) or principals (M = 4.6, SD = .55), $F(5, 684) = 2.34$, $p < .05$, $\eta_p^2 = .02$. Neither of these differences is large, but the trend among classroom teachers to believe somewhat that gifted students are fine and may not need curricular modifications goes against the best interest of gifted students in those regular classrooms.

Years of Teaching Experience All respondents, including principals, were asked how many years of teaching experience they had. Despite the fact that teacher training in Ireland has not included exposure to gifted education (O'Reilly, 2013), experienced teachers have developed a more nuanced understanding of their gifted students (see Figure 4.4). Asynchronous development is a hallmark of gifted students (Columbus Group, 1991), but teachers with less experience are slightly less likely to recognize that the statement "I believe gifted students...are equally developed socially and emotionally as they are intellectually" is false than their more experienced counterparts, $F(5, 685) = 2.29$, $p < .05$, $\eta_p^2 = .02$. The need to teach concrete study and test-taking skills to gifted students is also something better recognized by more

experienced teachers, $F(5, 685) = 3.11$, $p < .01$, $\eta_p^2 = .02$. The most significant differences were seen in teachers' belief that "gifted students will do fine in a regular classroom." More experienced teachers were more likely to say this is not true than were less experienced teachers, $F(5, 685) = 4.12$, $p < .01$, $\eta_p^2 = .03$. Finally, more experienced teachers were more likely to recognize that "gifted students often feel bored or out of place with their age peers" than their less experienced peers, $F(5, 685) = 3.55$, $p < .01$, $\eta_p^2 = .03$. Although the general trend is in the appropriate direction (false or true), the slight differences between more and less experienced teachers indicates a positive effect for gifted students of teachers' years in the classroom.

Belief Clusters

In an effort to clarify respondents' belief systems, responses to five items with strong implications for gifted students were classified through hierarchical cluster analysis (Ward's Method, squared Euclidean distance). The following items were included in the cluster analysis:

Gifted students

… do not need help because if they are really gifted, they can manage on their own.

… will do fine in a regular classroom.

… need teachers who have been trained to appropriately challenge and support them.

… achieve at higher levels when given opportunities for classroom interactions with peers at similar performance levels.

… require modifications to the regular curriculum to ensure they are challenged and learn new material.

Visual inspection of the dendrogram indicated two clusters in the data. These clusters were theoretically sound, with one cluster having more beliefs counter to the research in gifted education (Less Supportive Beliefs cluster, $n = 292$) and the other with beliefs more in keeping with research (Supportive Beliefs cluster, $n = 428$; see Figure 4.5). There were no demographic differences in the two clusters, with proportionally similar numbers of teachers, principals, high or low years of experience, small or large schools, primary or secondary schools, and so forth. There were, however, significant differences in several critical areas (see Figures 4.6–4.8). Respondents who held less supportive beliefs than their peers also had slightly stronger objections to special services, were even more strongly opposed than their peers to acceleration, and were less supportive of gifted education due to students' needs (see Figure 4.6).

A significant difference is seen in teacher self-efficacy between members of the Less Supportive Beliefs and the Supportive Beliefs clusters (Figure 4.7). Teacher sense of efficacy was collected only in the teacher survey and is more fully explained in Chapter 5. The TSES measures confidence in various classroom practices. The lower TSES scores of Less Supportive Beliefs cluster members suggests a relationship between confidence in the classroom and a rejection or lack of understanding of the special needs of gifted students. Another significant difference between the two clusters is the frequency with which they expect to find gifted students among underrepresented populations and creative students (see Figure 4.8). Less Supportive Beliefs cluster members expect to find fewer gifted students in economically disadvantaged or minority populations than do educators in the Supportive Beliefs

cluster. In addition, they expect to find more gifted students from supportive families (i.e., wealthy families, two-parent homes). The combination of these analyses of beliefs suggests that professional development may contribute to greater support for the needs of gifted students. It is important to note that these beliefs exist across all categories and are not limited to teachers, school level, or other demographics.

Gifted Student Characteristics

The ability to accurately identify students who are capable of advanced academic work is critical to providing an appropriate education. Educators who recognize the characteristics of gifted students will then be able to offer appropriately challenging lessons. To explore educators' ability to identify students, the survey included a list of 31 items taken from research, checklists, and anecdotal information. Many more characteristics could have been included but were eliminated to reduce the length of the survey. Respondents were asked how many gifted students possess the characteristic: *All*, *Many*, *Some*, *Few*, or *None*. To analyze these responses, an exploratory factor analysis was conducted of the 31 characteristics using principal axis factoring and direct oblimin rotation to allow factors to correlate. The seven resulting factors, Ability, Misfit, Underrepresented, Creative, Family, Support, Adjusted, and Socially Valued, indicate how responses grouped together and allow for comparisons among respondents in their scores on each factor[2]. Table 4.1 indicates the items within each factor along with average scores (see Figure 4.9). Factor averages were analyzed with univariate analysis of variance (ANOVA) for each subgroup (i.e., school size, school level, teacher years of experience, etc.). Only two differences were found among the many analyses of the factors by subgroup. The DEIS school respondents (n = 176) expected to find significantly more gifted students among minority and economically disadvantaged families (Underrepresented, M = 2.85, SD = .47) than did non-DEIS school respondents (n = 530, M = 2.69, SD = .48), $F(1, 704) = 16.14$, $p < .01$, $\eta_p^2 = .02$. In addition, the number of students who were valued by peers and family and who would be welcome in any classroom (Socially Valued) was higher among teachers with 11–15 years of experience than among teachers with 21–30 (n = 175, M = 3.55, SD = .48) or 31 or more years (n = 142, M = 3.56, SD = .51), $F(5, 702) = 3.19$, $p < .01$, $\eta_p^2 = .02$. The small effect sizes in these significant analyses suggest that there is little practical effect of these differences.

To further identify patterns of responses, hierarchical cluster analysis (Ward's Method, squared Euclidean distance) was performed, using responses to the student characteristics as the clustering variables. Cluster analysis is a technique that groups similar responses together based on shared mathematical properties. The cluster each respondent falls into indicates similar responses among cluster members. Three clusters emerged from the data: Moderate Recognizer, High Recognizer, and Low Recognizer. Not all respondents entered enough data into the student characteristics section of the survey to be included; 170 were dropped from further analysis due to missing data. Figure 4.10 displays each cluster's average response to the characteristics, which are grouped by factor. A majority (n = 316) of respondents appear in the first cluster, named Moderate Recognizer because their responses to "How many gifted students…" was usually *Some*. See Table 4.2 for the frequency of respondents and mean scores in each cluster. The High Recognizers were so named

[2] Two items ("refuse to work for grades alone" and "are good at everything they try") did not fit on any factor and were dropped from further analysis.

because their tendency was to respond from *Some* to *Many*. With the exception of two factors, mean scores in this cluster were highest in the High Recognizer cluster. The opposite was true for the Low Recognizer cluster. Low Recognizers report that *Few* to *Some* gifted students have any of the characteristics listed. In the Misfit factor, Low Recognizers and High Recognizers expect similar frequencies of gifted students who will be isolated or question authority. Moderate Recognizers expect a higher frequency of gifted students to be from minority or economically disadvantaged populations than either Low or High Recognizers (Pillai's Trace = .73, $F = 54.15$, $df = (1, 1318)$, $p < .001$, $\eta_p^2 = .37$; see Table 4.2).

Gifted Characteristics Cluster Composition. There are no statistically significant differences in the demographics of each cluster. Principals and teachers at primary or secondary, large or small, and private or public schools, with various years of experience and of all genders—all demographics collected here—respondents are equally likely to be found in any of the three clusters. Table 4.3 describes the composition of each cluster. The only significant differences found were in the Support factor of the opinions about gifted education instrument. Members of the High Recognizer cluster had a higher average score ($M = 4.14$, $SD = .79$) than either the Moderate Recognizer ($M = 3.95$, $SD = .77$) or the Low Recognizer ($M = 3.94$, $SD = .77$) cluster members, $F(2, 652) = 4.07$, $p < .05$, $\eta_p^2 = .01$. The extremely small effect size indicates that even this small difference may be of little practical importance. Similar effect sizes were found in comparisons of clusters on TSES in the subscales of Classroom Management and Instructional Strategies (see Chapter 5 for more information about TSES). Only teachers received this instrument. High Recognizer teachers were more confident in their ability to manage the classroom (e.g., "How much can you do to control disruptive behaviour in the classroom?" 1 = *Not at all*, 9 = *A great deal*; $M = 7.68$, $SD = .92$) than the Low Recognizer teachers ($M = 7.27$, $SD = 1.05$), $F(2, 334) = 3.61$, $p < .05$, $\eta_p^2 = .02$ (see Figure 4.11). High Recognizer teachers also had a higher sense of efficacy in terms of instructional strategies (e.g., "To what extent can you provide an alternative explanation or example when students are confused?" 1 = *Not at all*, 9 = *A great deal*; $M = 7.65$, $SD = .93$) than the Low Recognizer teachers ($M = 7.22$, $SD = 1.08$), $F(2, 333) = 4.01$, $p < .05$, $\eta_p^2 = .02$.

Interpreting Gifted Characteristics Cluster Responses. Respondents were asked "How many gifted students…" for each characteristic. If a response is *Many* or *All*, we can assume that the respondent will expect most gifted students to possess that characteristic. A *Few* or *Some* response indicates an expectation that the characteristic will be less prevalent among gifted students. These beliefs have important implications for the identification of gifted students. A tendency to presume a characteristic should be present among students will lead to greater identification of students possessing that characteristic. For example, highest responses in the full sample were for the characteristic of "learn rapidly" (see Figure 4.12). It is possible that a brilliant student who does not learn rapidly is likely to be overlooked by most respondents. Students with characteristics at the opposite end of Figure 4.12 are also at risk of being overlooked. This includes those who are "nerds or social isolates" and those who are economically disadvantaged or come from minority families, and have exceptional compassion. On the one hand, it may be seen as a slight to gifted students to claim that many of them are social outcasts, but on the other, it may indicate a predisposition to reject these students from special services for gifted students. There is not accurate data at this time to indicate the accuracy of any of these statements.

With the fledgling state of gifted education in Ireland, little is known about the actual population of students who may be identified as gifted.

High Recognizer cluster members are most likely to expect any and all characteristics to be present among their gifted students, with the exception of "nerds and social isolates" and those from economically disadvantaged or minority families. Moderate Recognizers reported a somewhat higher prevalence of gifted students among economically disadvantaged or minority families, but all respondents expect only a *Few* to *Some* gifted students to be from this population. This may well be an accurate statement, when only a few to some members of the Irish population in general are from economically disadvantaged or minority families, but it is possible that gifted students from this population will not be noticed because educators do not expect them to be gifted.

Although the study's sample cannot be considered representative of all educators in Ireland, the three clusters of responses suggest that there are educators interspersed throughout the country who have different expectations of a gifted student's characteristics. Some educators will likely consider gifted students to have a wide variety of characteristics (i.e., the High Recognizers) and others will be looking for specific aptitudes. There may be some relationship between a teacher's confidence in the classroom and the belief that gifted students can possess a broad range of characteristics.

A general profile of the gifted population according to the educators responding to this survey would have the following characteristics. Many gifted students learn rapidly, would be a welcome addition to any classroom, and are valued by their families. They have a good memory and are good readers as well as possessing other specific aptitudes. They are also generally high achievers who dress well and are clean. Some gifted students are creative or have a wide range of abilities. Some are valued by their peers and are easy to teach. Some have leadership ability and are mature and popular. Fewer gifted students come from economic extremes (either wealthy or economically disadvantaged). Few come from minority families and few are expected to have exceptional compassion for others. Few gifted students are socially isolated. The accuracy of these perceptions is a question for future research.

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Table 4.1

Gifted Student Characteristics Factor Items

Factor	*n*	Mean (SD)	How many gifted students…
Ability	709	3.77 (.43)	
			…have extensive vocabulary?
			…have an excellent memory?
			…process information rapidly?
			…are high achievers?
			…are early or avid readers (or intensely interested in books)?
			…have specific academic aptitude (doing very well in one or more core subjects such as reading, math, science, or social studies)?
			…learn rapidly?
			…have a wide range of abilities?
Misfit	723	2.92 (.54)	
			…tend to question authority?
			…are nerds and social isolates?
Underrepresented	717	2.73 (.48)	
			…come from minority (i.e., immigrant) families?
			…come from economically disadvantaged families?
Creative	719	3.39 (.55)	
			…are highly creative?
			…have vivid imaginations?
Family Support	713	3.36 (.37)	
			…come from wealthy families?
			…have parents who are involved with their education?
			…dress well and are clean?
			…come from two-parent homes?
			…are self-directed and know where they are heading?
			…feel guilty about bad grades?
Adjusted	720	3.07 (.40)	
			…have mature judgment?
			…have exceptional compassion for others?
			…have leadership ability or potential?
			…are happy, popular, and well-adjusted in school?
			…are easy to teach?
Socially Valued	710	3.62 (.51)	
			…are valued by their peers?
			…are valued by their family?
			…are valued for their brain power?
			…are a welcome addition to any classroom?

Table 4.2
Mean Scores by Recognizer Cluster

	High Recognizer n=198	Moderate Recognizer n=316	Low Recognizer n=153
Ability	4.13 (.38)[a]	3.76 (.44)[a]	3.32 (.37)[a]
Misfit	3.02 (.67)[b]	2.87 (.44)[b]	2.91 (.53)
Underrepresented	2.62 (.51)[c]	2.85 (.41)[c,d]	2.61 (.50)[d]
Creative	3.69 (.61)[e]	3.35 (.46)[e]	3.06 (.41)[e]
Family Support	3.67 (.32)[f]	3.28 (.28)[f]	3.15 (.35)[f]
Adjusted	3.33 (.44)[g]	3.06 (.27)[g]	2.77 (.35)[g]
Socially Valued	4.01 (.44)[h]	3.59 (.40)[h]	3.17 (.39)[h]

Note: 1=None, 2=Few, 3=Some, 4=Many, 5=All; Same superscript letters indicate means differing significantly at $p < .01$ with Tukey's post-hoc analysis.

Table 4.3
Gifted Student Characteristics Cluster Composition

		High Recognizer	Moderate Recognizer	Low Recognizer	Total
	Total	198 (23.7%)	316 (37.8%)	153 (18.3%)	667 (100%)
School Level	Primary	148 (75.1%)	230 (73.1%)	112 (74.2%)	490 (73.9%)
	Secondary	47 (23.9%)	83 (26.3%)	37 (24.5%)	167 (25.2%)
	Both primary and secondary	2 (1.0%)	2 (0.6%)	2 (1.3%)	6 (0.9%)
DEIS School	Yes	36 (18.3%)	88 (28.5%)	40 (26.5%)	164 (25.0%)
School Type	Public	188 (95.4%)	300 (94.9%)	144 (94.1%)	632 (94.9%)
	Private	9 (4.6%)	16 (5.1%)	9 (5.9%)	34 (5.1%)
School Size	Small ≤ 200	110 (55.6%)	161 (50.9%)	87 (57.2%)	358 (53.8%)
	Medium > 200	60 (30.3%)	113 (35.8%)	44 (28.9%)	217 (32.6%)
	Large > 500	28 (14.1%)	42 (13.3%)	21 (13.8%)	91 (13.7%)
Position	Classroom teacher	70 (35.4%)	105 (33.3%)	51 (33.6%)	226 (34.0%)
	Special needs/resource teacher	23 (11.6%)	45 (14.3%)	30 (19.7%)	98 (14.7%)
	Principal	75 (37.9%)	119 (37.8%)	52 (34.2%)	246 (37.0%)
	Assistant Principal	25 (12.6%)	39 (12.4%)	16 (10.5%)	80 (12.0%)
	Counselor	1 (0.5%)	4 (1.3%)	2 (1.3%)	7 (1.1%)
	Other	4 (2.0%)	3 (1.0%)	1 (0.7%)	8 (1.2%)
Gender	Male	33 (16.7%)	68 (21.7%)	27 (17.6%)	128 (19.2%)
	Female	162 (81.8%)	245 (78.0%)	126 (82.4%)	533 (80.2%)
	Prefer not to say	3 (1.5%)	1 (0.3%)	0 (0.0%)	4 (0.6%)
Years of Teaching Experience	0-5	21 (10.6%)	39 (12.4%)	27 (17.8%)	87 (13.1%)
	6-10	32 (16.2%)	49 (15.6%)	20 (13.2%)	101 (15.2%)
	11-15	42 (21.2%)	54 (17.1%)	15 (9.9%)	111 (16.7%)
	16-20	17 (8.6%)	34 (10.8%)	17 (11.2%)	68 (10.2%)
	21-30	50 (25.3%)	77 (24.4%)	37 (24.3%)	164 (24.7%)
	31+	36 (18.2%)	62 (19.7%)	36 (23.7%)	134 (20.2%)
Highest Degree	Bachelor's	82 (42.9%)	103 (34.6%)	59 (41.8%)	244 (38.7%)
	Master's	28 (14.7%)	40 (13.4%)	13 (9.2%)	81 (12.9%)
	Ed Specialist	13 (6.8%)	27 (9.1%)	10 (7.1%)	50 (7.9%)
	Ph.D.	13 (6.8%)	15 (5.0%)	8 (5.7%)	36 (5.7%)
	Professional	55 (28.8%)	113 (37.9%)	51 (36.2%)	219 (34.8%)

Level/Subject Taught	Early Primary	10 (9.8%)	16 (9.2%)	10 (14.3%)	36 (10.4%)
	Late Primary	5 (4.9%)	18 (10.3%)	3 (4.3%)	26 (7.5%)
	All Primary	64 (62.7%)	87 (50.0%)	39 (55.7%)	190 (54.9%)
	Humanities	5 (4.9%)	20 (11.5%)	6 (8.6%)	31 (9.0%)
	STEM	8 (7.8%)	14 (8.0%)	6 (8.6%)	28 (8.1%)
	Business	2 (2.0%)	2 (1.1%)	0 (0.0%)	4 (1.2%)
	Humanities & STEM	4 (3.9%)	10 (5.7%)	2 (2.9%)	16 (4.6%)
	Humanities & Business	2 (2.0%)	1 (0.6%)	1 (1.4%)	4 (1.2%)
	Business & STEM	2 (2.0%)	6 (3.4%)	3 (4.3%)	11 (3.2%)
School County	Unnamed County	51 (25.8%)	98 (31.0%)	45 (29.4%)	194 (29.1%)
	Carlow	2 (1.0%)	3 (0.9%)	3 (2.0%)	8 (1.2%)
	Cavan	6 (3.0%)	4 (1.3%)	2 (1.3%)	12 (1.8%)
	Clare	8 (4.0%)	2 (0.6%)	3 (2.0%)	13 (1.9%)
	Cork	7 (3.5%)	8 (2.5%)	7 (4.6%)	22 (3.3%)
	Donegal	10 (5.1%)	11 (3.5%)	9 (5.9%)	30 (4.5%)
	Dublin	31 (15.7%)	55 (17.4%)	30 (19.6%)	116 (17.4%)
	Galway	11 (5.6%)	13 (4.1%)	4 (2.6%)	28 (4.2%)
	Kerry	6 (3.0%)	7 (2.2%)	2 (1.3%)	15 (2.2%)
	Kildare	6 (3.0%)	14 (4.4%)	6 (3.9%)	26 (3.9%)
	Kilkenny	4 (2.0%)	2 (0.6%)	1 (0.7%)	7 (1.0%)
	Laois	4 (2.0%)	6 (1.9%)	1 (0.7%)	11 (1.6%)
	Leitrim	2 (1.0%)	2 (0.6%)	0 (0.0%)	4 (0.6%)
	Limerick	10 (5.1%)	9 (2.8%)	4 (2.6%)	23 (3.4%)
	Longford	5 (2.5%)	4 (1.3%)	0 (0.0%)	9 (1.3%)
	Louth	2 (1.0%)	7 (2.2%)	2 (1.3%)	11 (1.6%)
	Mayo	3 (1.5%)	9 (2.8%)	5 (3.3%)	17 (2.5%)
	Meath	2 (1.0%)	9 (2.8%)	2 (1.3%)	13 (1.9%)
	Monaghan	2 (1.0%)	8 (2.5%)	8 (5.2%)	18 (2.7%)
	Offaly	4 (2.0%)	2 (0.6%)	1 (0.7%)	7 (1.0%)
	Roscommon	2 (1.0%)	6 (1.9%)	2 (1.3%)	10 (1.5%)
	Sligo	3 (1.5%)	5 (1.6%)	2 (1.3%)	10 (1.5%)
	Tipperary	4 (2.0%)	7 (2.2%)	3 (2.0%)	14 (2.1%)
	Waterford	2 (1.0%)	3 (0.9%)	2 (1.3%)	7 (1.0%)
	Westmeath	0 (0.0%)	2 (0.6%)	0 (0.0%)	2 (0.3%)
	Wexford	2 (1.0%)	8 (2.5%)	3 (2.0%)	13 (1.9%)
	Wicklow	9 (4.5%)	12 (3.8%)	6 (3.9%)	27 (4.0%)

Figure 4.1. Average beliefs about gifted students among all respondents

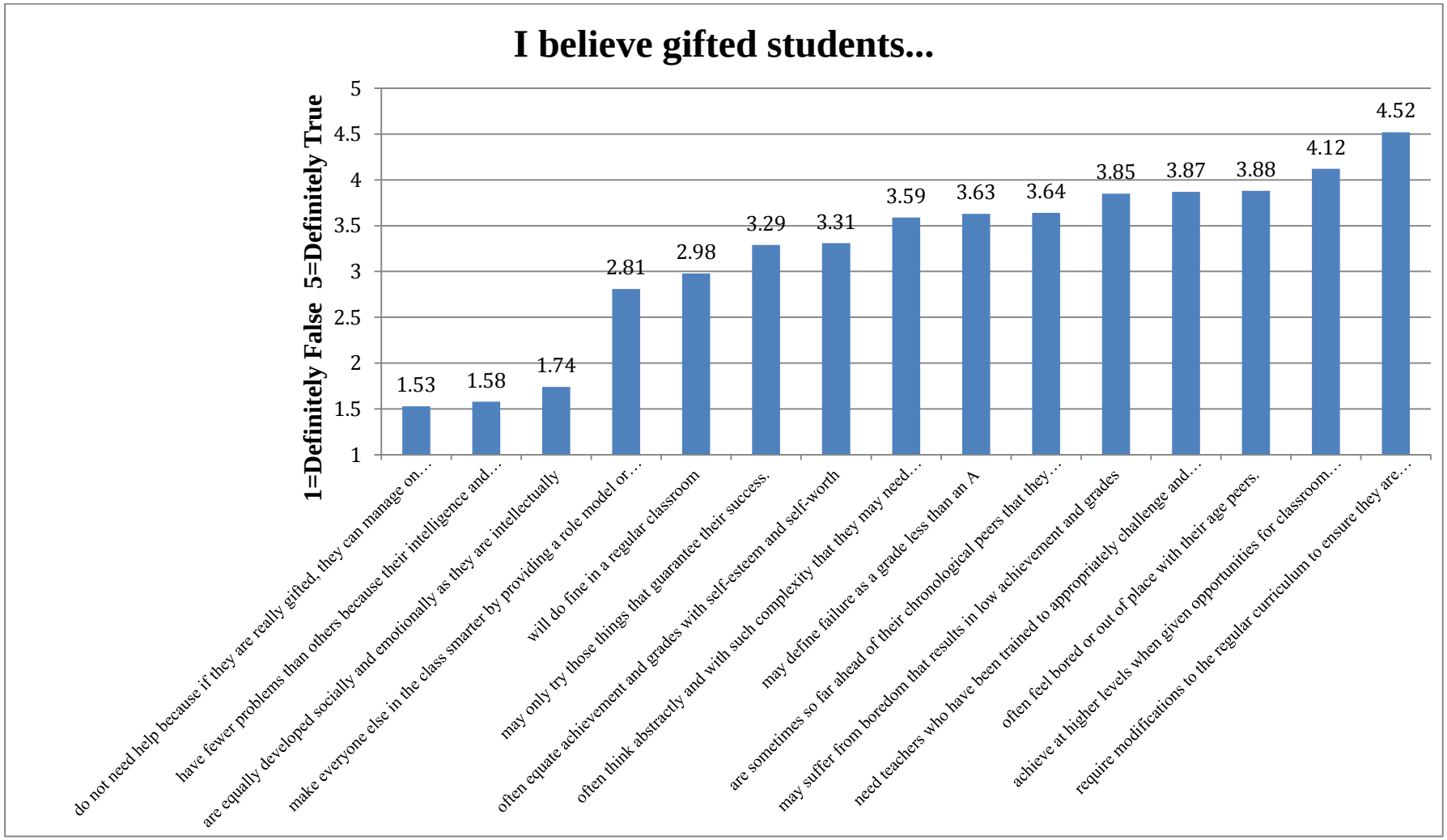


Figure 4.2. Differing beliefs about gifted students by level taught

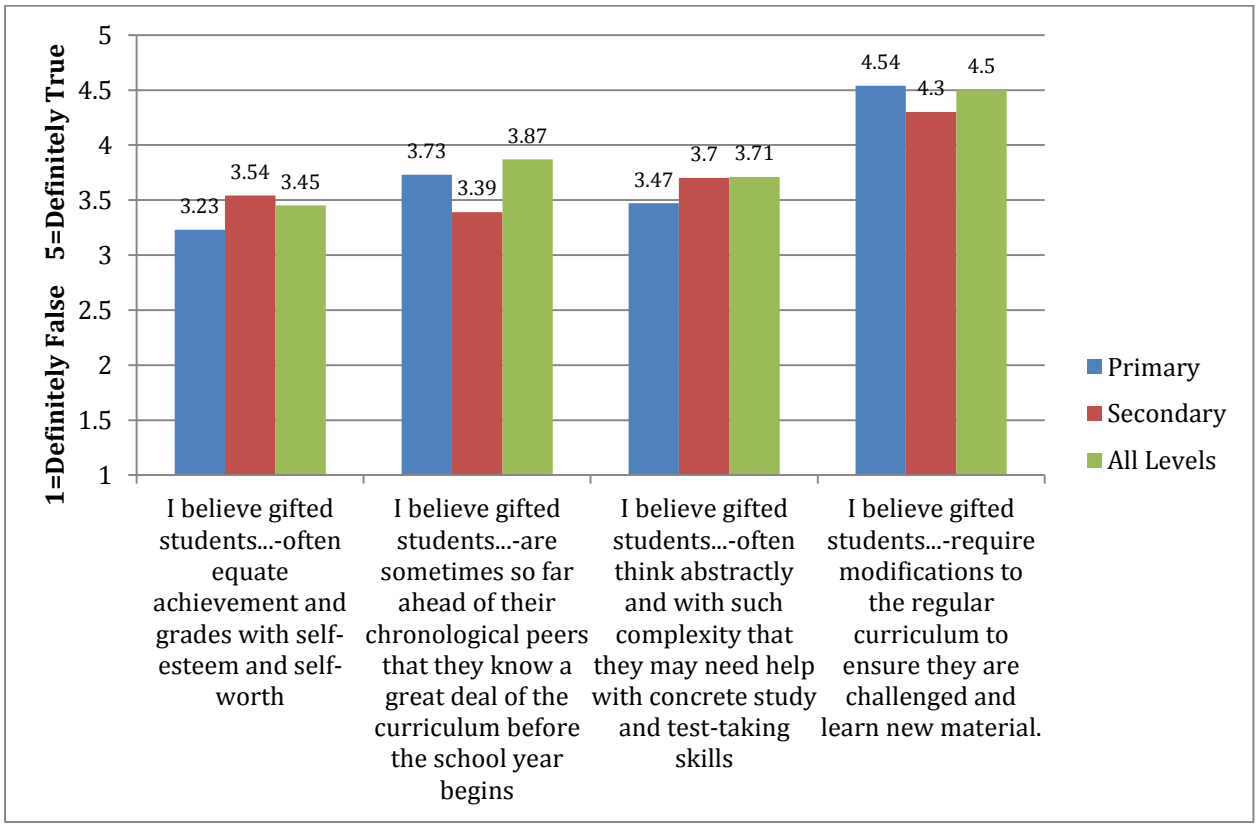


Figure 4.3. Differing beliefs about gifted students by position

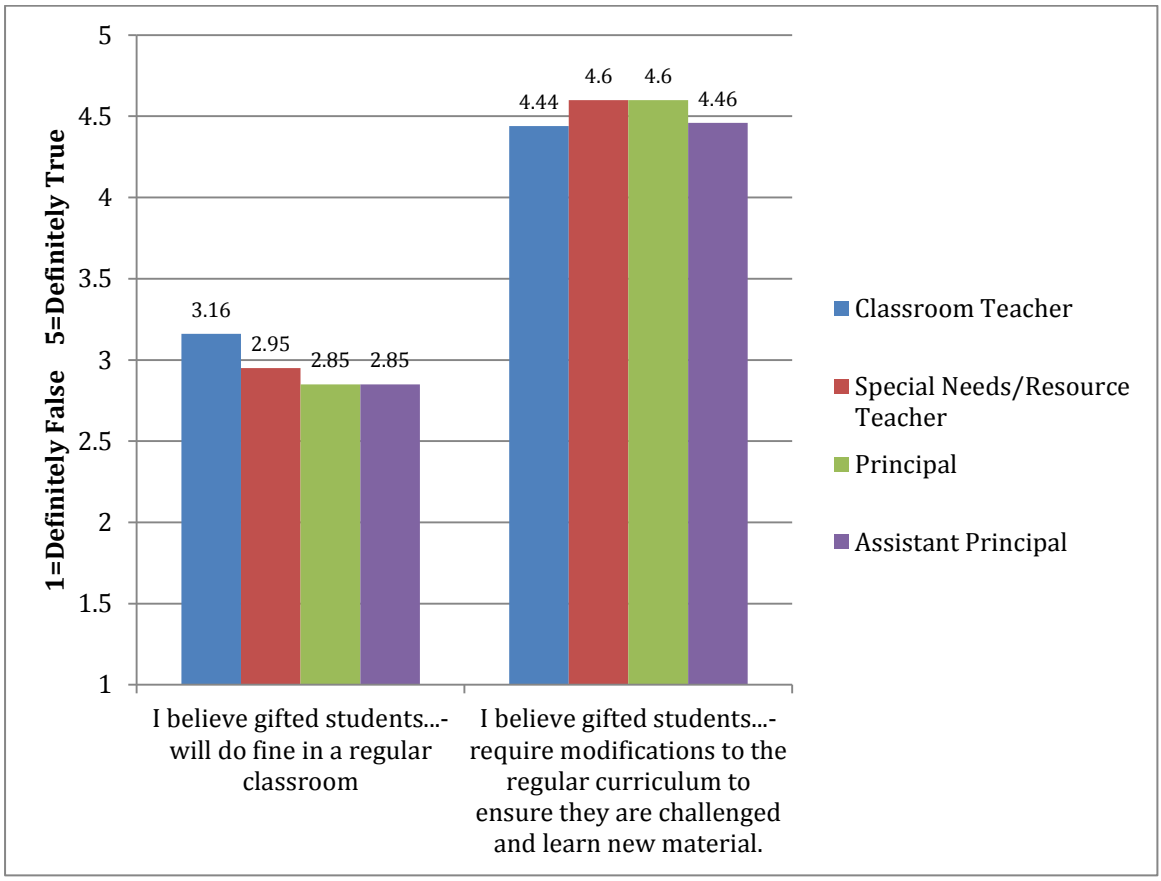


Figure 4.4. Differing beliefs about gifted students by years of teaching experience

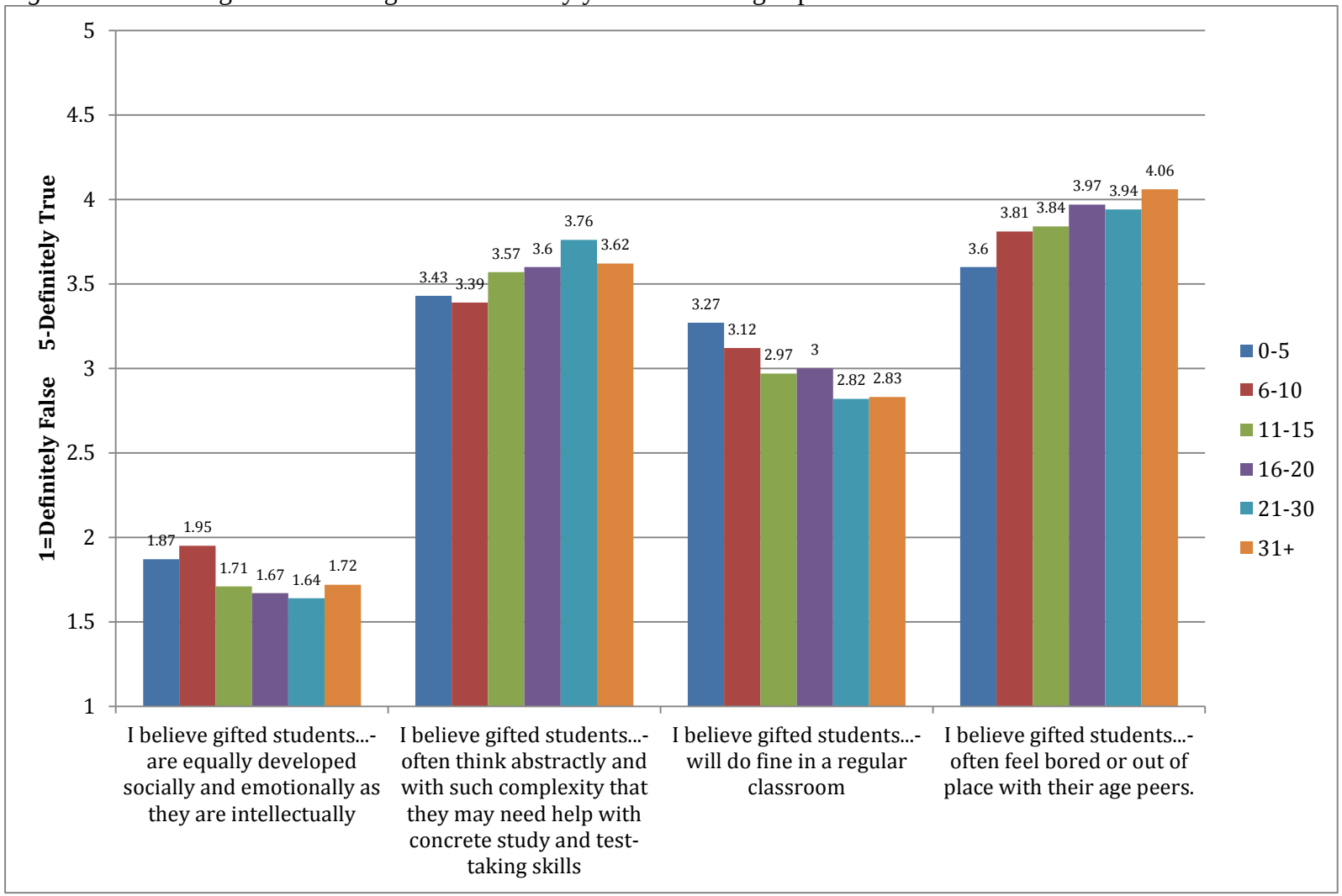
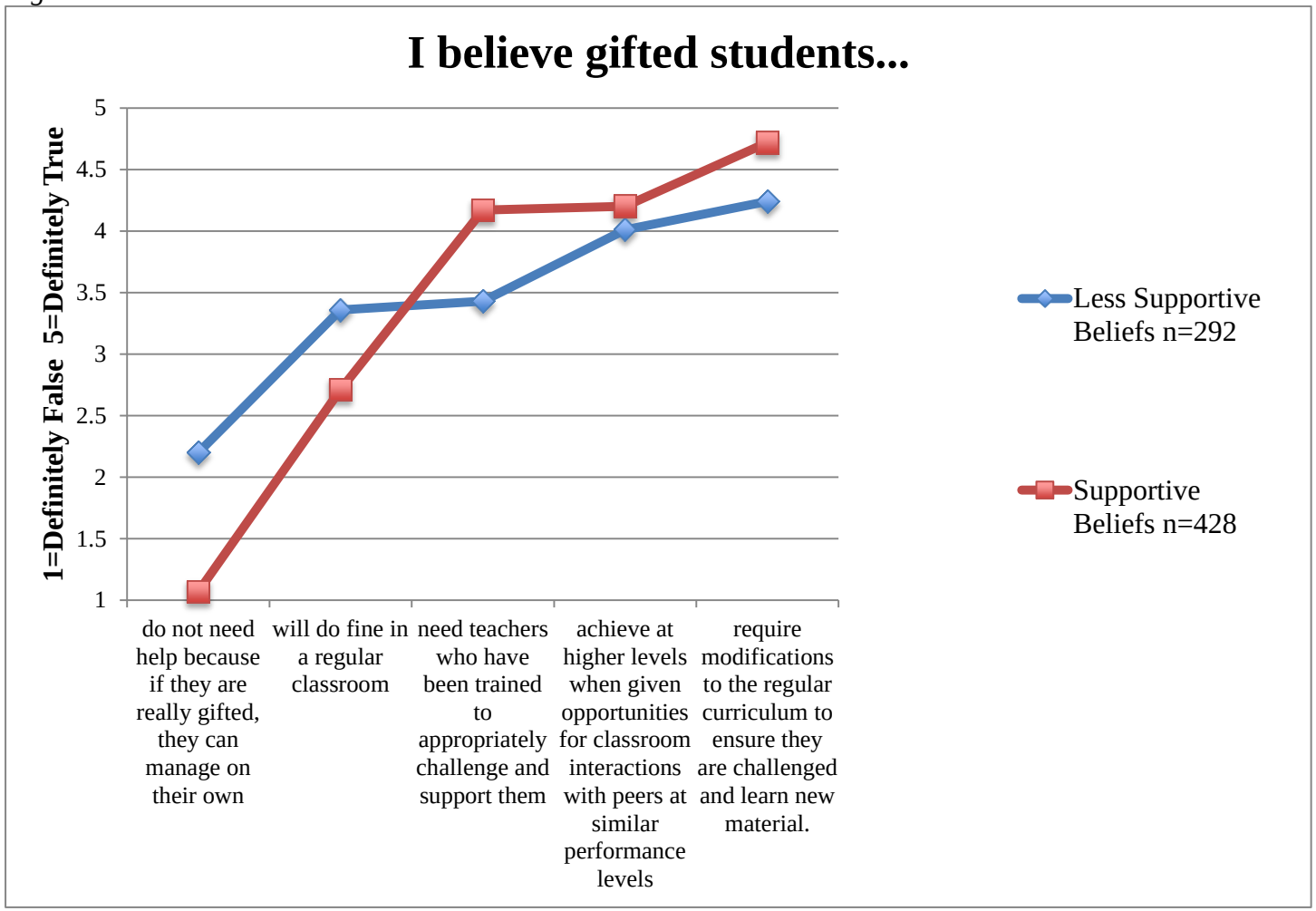
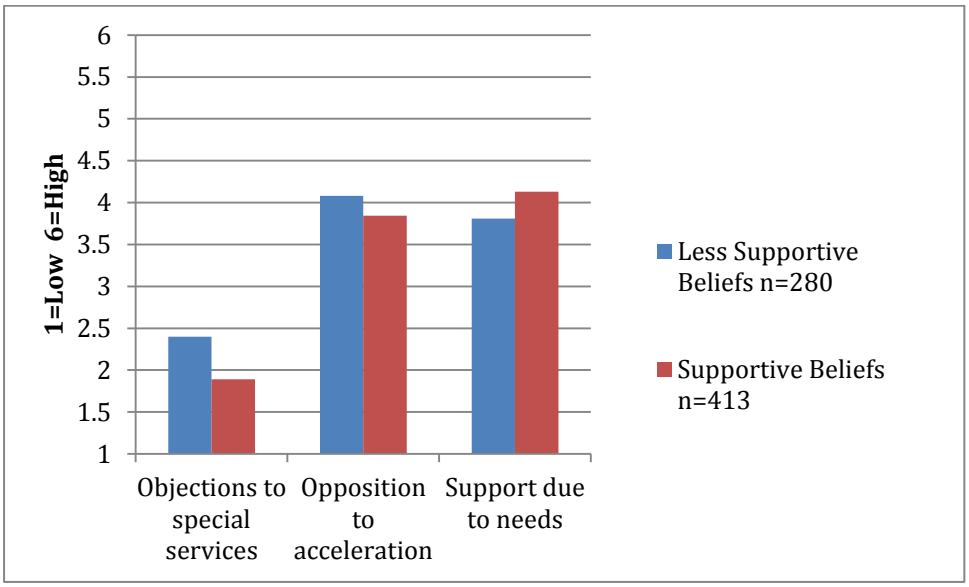


Figure 4.5. Belief clusters



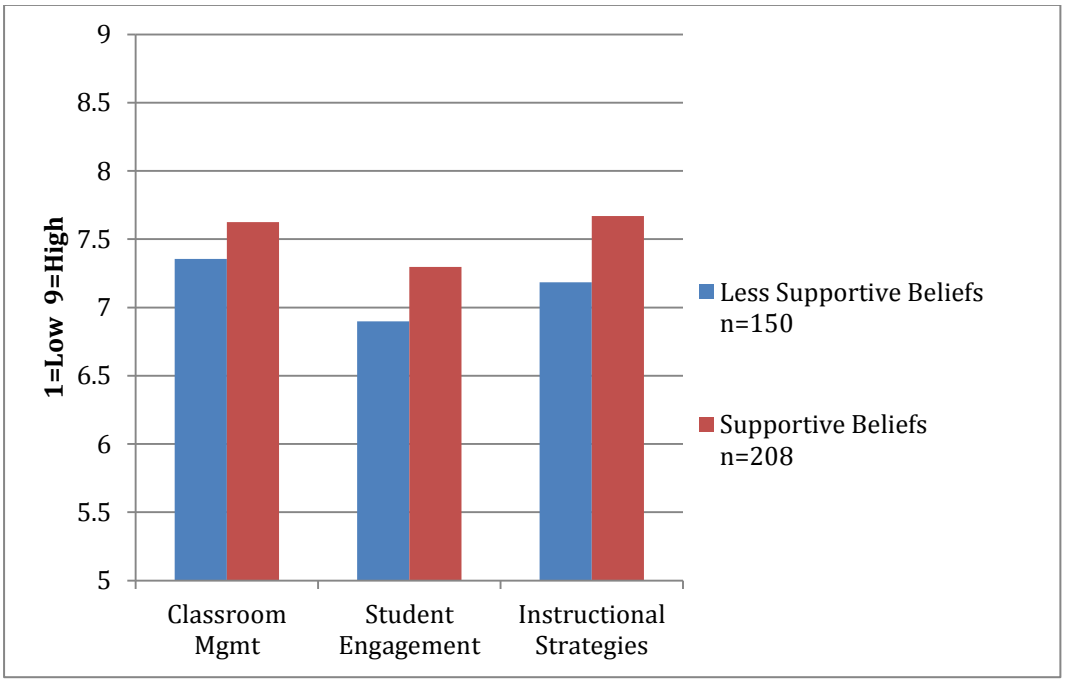
Note. All are different at $p < .001$.

Figure 4.6. Belief cluster opinions of gifted education



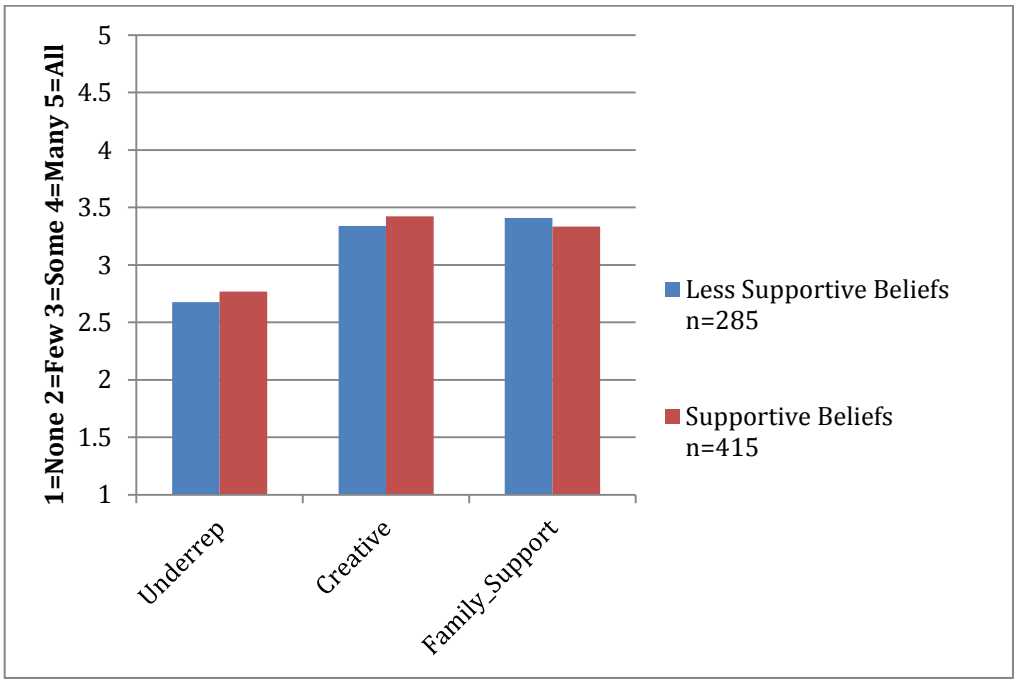
Note. All are different at p < .01.

Figure 4.7. Belief cluster Teacher Sense of Efficacy.



Note. All are different at *p* < .01.

Figure 4.8. Belief cluster gifted student characteristic frequency



Note. All are different at $p < .05$

Figure 4.9. Gifted student characteristic factor averages for full sample.

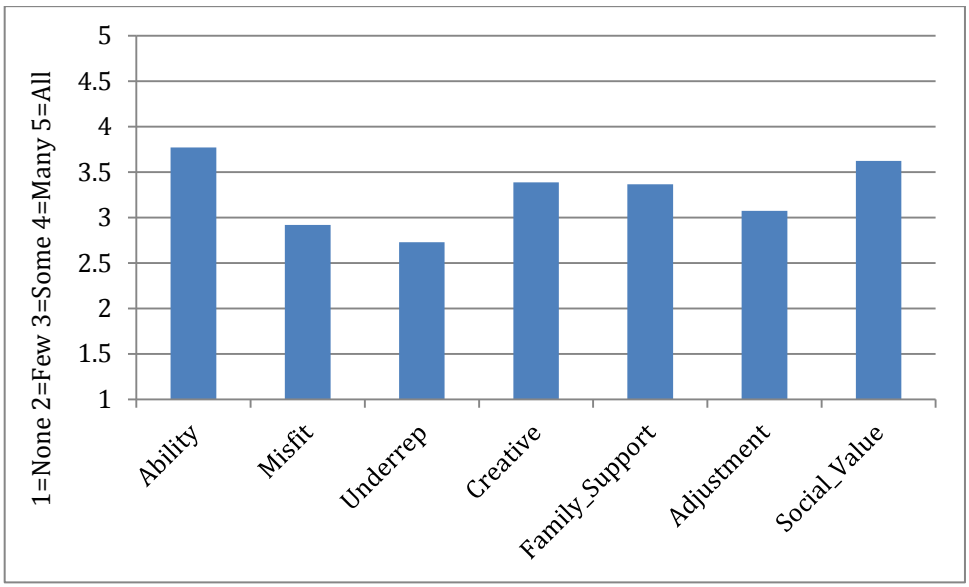
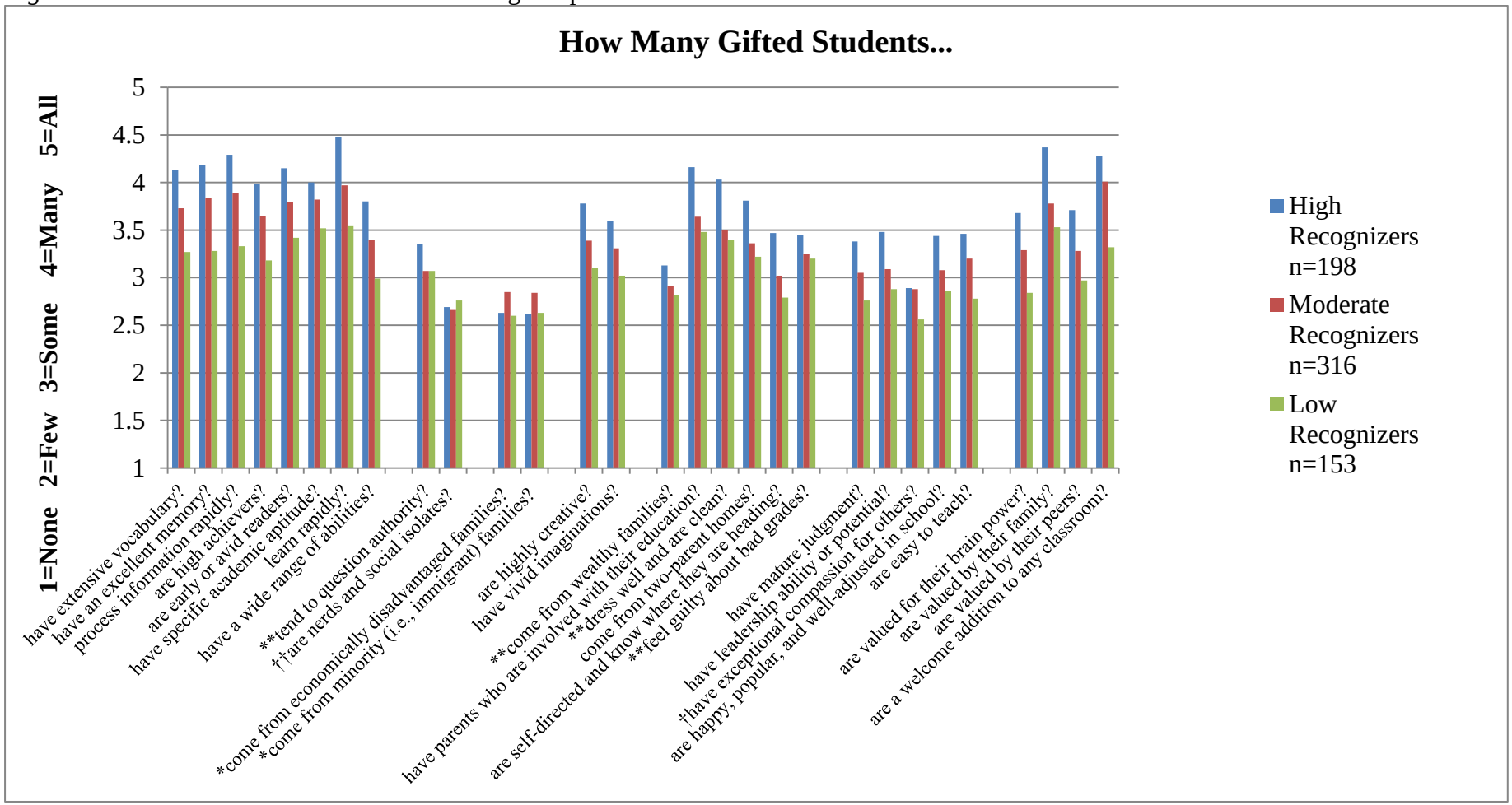
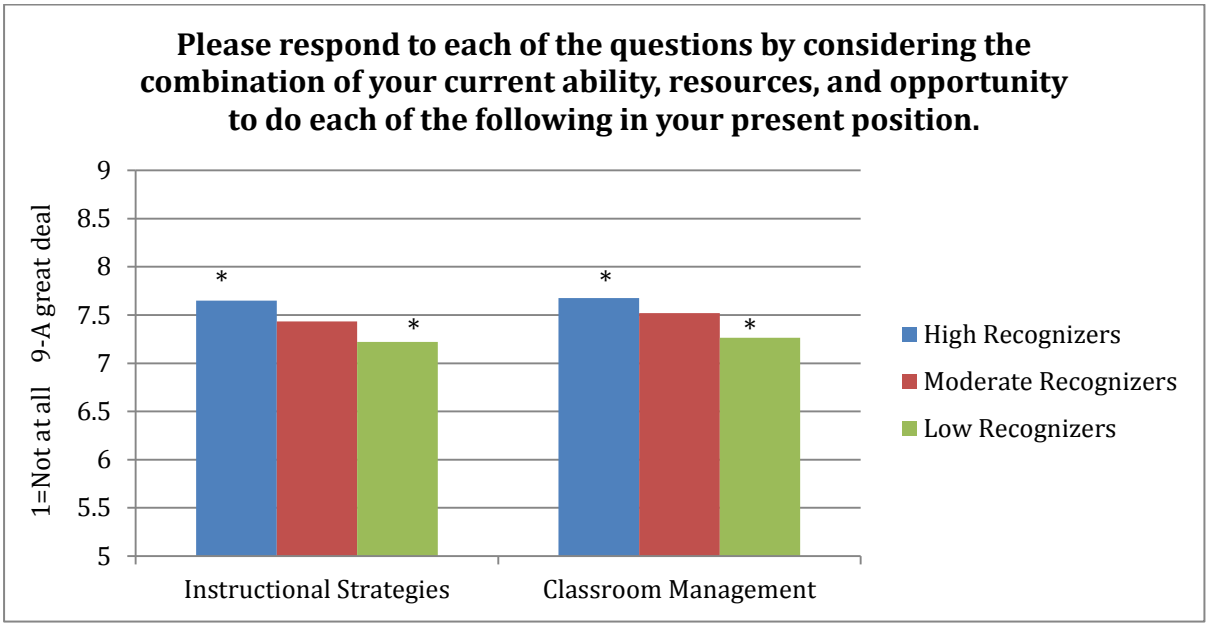


Figure 4.10. Gifted characteristics cluster average responses



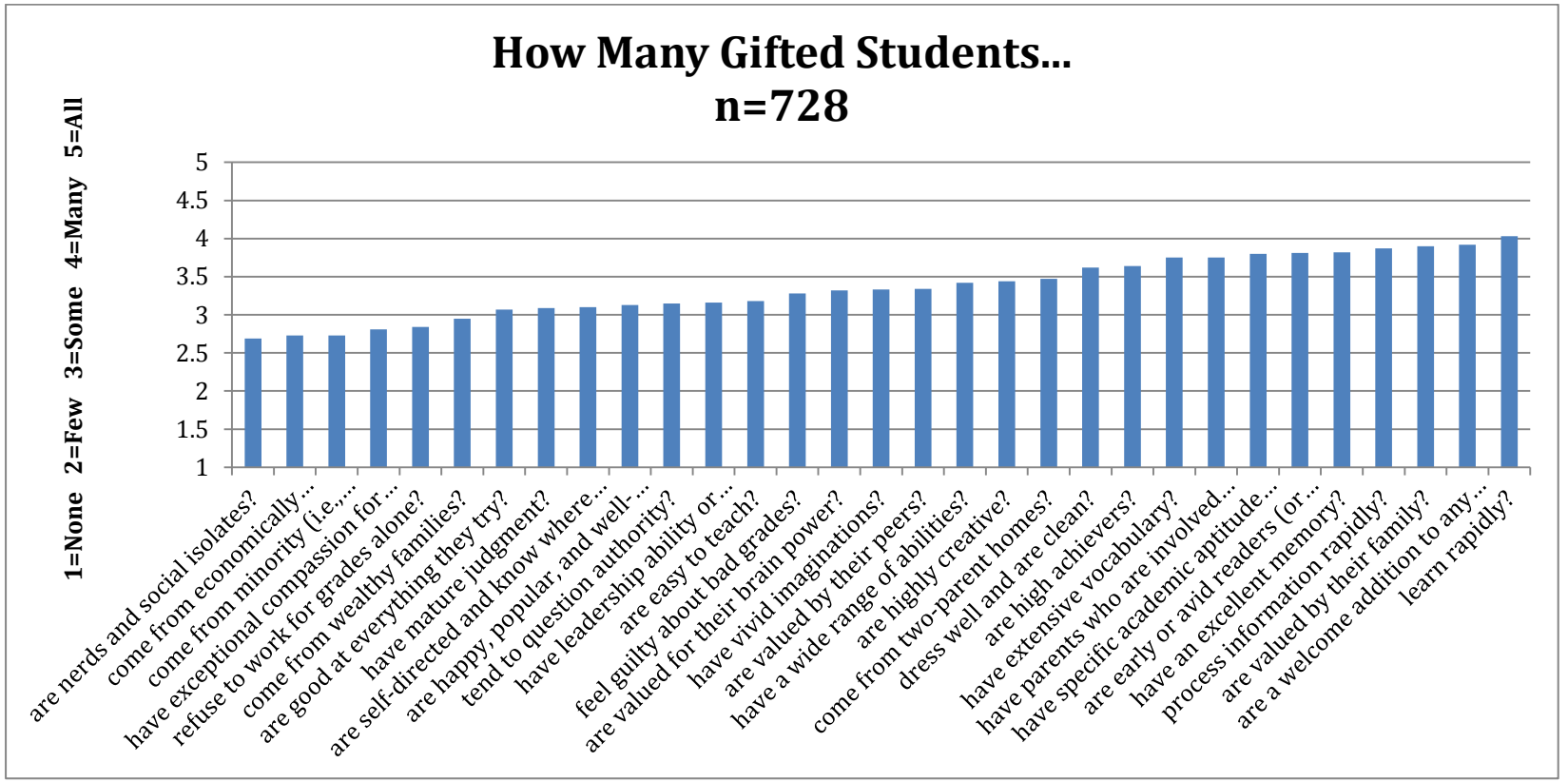
Note. All clusters differ except where indicated: * Moderate differs from High, Low; ** High differs from Moderate, Low; † Low differs from Moderate, High; †† None differ.

Figure 4.11. Teacher sense of efficacy by gifted characteristics cluster



* different at $p < .05$.

Figure 4.12. Full sample average prevalence of student characteristics



Chapter 5

Gifted Education Practice in Ireland

To explore the policies and practices concerning gifted students in Ireland, the survey included items regarding identification and acceleration policies. In addition, teachers reported on their use of numerous classroom practices, indicating the frequency with which these were utilized for average and gifted students. See Tables 5.1–5.3 for a description of responses regarding policies and practices. The combination of these presents an image of the special services provided to gifted students in Ireland.

School Policies

Identification More than half of respondents (64%) reported that their school does have a system for identification of gifted students (see Figure 5.1) A significantly higher percentage of principals[3] (80%; $n = 292$) than teachers (58%; $n = 230$) reported that their schools "use any system to identify gifted students," χ^2 (2, $N = 760$) = 67.11, $p < .001$ (see Figure 5.2). A greater percentage of teachers (15%; $n = 60$) than principals (0.5%; $n = 2$) reported not knowing if their school has such a system. A slightly higher percentage of teachers (27%; $n = 105$) than principals (20%; $n = 71$) reported that their schools have no system of identification.

Eleven choices were offered as measures used to identify gifted students: IQ tests (group or individual), achievement tests, creativity tests, grades, teacher rating scales, student products/portfolios, teacher nomination, parent nomination, self-nomination, peer nomination, and student interview (see Figure 5.3). Respondents could also enter other identification methods. Of the 537 respondents who reported their district has a system of identification, 16% ($n = 87$) indicated a single criterion was used and approximately half indicated two or three ($n = 261$). Criteria were classified as psychometric tests; grades and student products/portfolios; and rating scales, nominations, or interviews. Psychometric tests were the most frequently selected option. When a single criterion was used, IQ and achievement tests were the most frequently named measures (see Table 5.4 and Figure 5.4). When multiple criteria were reported, psychometric tests and external judgments such as nominations, ratings, and interviews were most frequently named.

Respondents from large schools were significantly less likely to indicate that they had a system for identifying gifted students than those in medium-sized to small schools, χ^2 (4, $N = 776$) = 44.05, $p < .001$ (see Figure 5.3). A higher percentage of large-school respondents than expected also did not know about their school's acceleration policy (21%; see Table 5.1). This pattern of responses may indicate that information is less available to staff about identification of gifted students in larger schools or it may indicate larger schools are less likely than medium-sized or small schools to have such a system in place. Large schools were disproportionately more likely to be secondary schools—73% of large schools (see Figure 2.13).

[3] Assistant principals were combined with principals and classroom and special needs/resource teachers were combined for this comparison.

Acceleration A majority of respondents reported their school does *not* have a policy regarding acceleration of curriculum (47%; $n = 395$; see Table 5.1 and Figure 5.6). Nine percent ($n = 75$) did not know if their school had a policy. Although 307 respondents (37%) reported their school has an acceleration policy, 423 reported what type of policy was in place at their school (see Table 5.5 and Figure 5.7). "Classroom teachers are encouraged to provide higher level or enriched content material in their classrooms, but are not permitted to accelerate students into the next level or academic grade" was the most frequently chosen option (73.4%; $n = 309$). Nearly 20% ($n = 76$) of respondents reported "Classroom teachers are encouraged to accelerate students into the next level or academic grade." Very few (1%; $n = 4$) indicated "Classroom teachers are not allowed to provide advanced level curriculum for higher ability students and are not permitted to accelerate students into the next level or academic grade."

Principals (49%) were more likely than teachers (31%) to respond "Yes" regarding an acceleration policy, $\chi^2(2, N = 759) = 72.74$, $p < .001$ (see Figure 5.8). Respondents from secondary schools were less likely to have an acceleration policy than did primary-school respondents, $\chi^2(4, N = 771) = 27.22$, $p < .001$ (see Figure 5.9). Large-school respondents were significantly less likely to indicate that they had an acceleration policy than those in smaller schools, $\chi^2(4, N = 773) = 27.12$, $p < .001$ (see Figure 5.10). A higher percentage of large-school respondents than expected also did not know about their school's acceleration policy.

Knowledge of CTYI

The Irish Centre for Talented Youth (CTYI) is the only provider of enrichment programming for gifted students in Ireland. As such, it can be a resource to teachers across the country. To determine how well CTYI is known among educators, two items were included in the survey: "Are you aware of the gifted services provided by Centre for Talented Youth Ireland at Dublin City University?" and "Are other teachers in your school aware of the gifted services provided by Centre for Talented Youth Ireland at Dublin City University?" Nearly 80% ($n = 657$) of respondents were aware of CTYI's services and 15% reported that they were not aware (see Table 5.2 and Figure 5.11). Half of respondents believed that all or most other teachers in their schools are aware of CTYI's services for gifted students ($n = 417$; 50%; see Figure 5.12). Among the other half of respondents, 19% ($n = 157$) did not know if other teachers in their schools were aware of CTYI and another 24% ($n = 204$) believed only a few or no other teachers were aware of the gifted services provided by CTYI (see Figure 5.13). In an analysis of all teacher types (classroom and special needs/resource teachers) and all principal types (principal and assistant principal), a much higher proportion of principals (31%; $n = 115$) than teachers (15%; $n = 57$) believe that all other teachers are aware of CTYI, $\chi^2(4, N = 760) = 68.51$, $p < .01$ (see Figure 5.14). A far greater proportion of teachers (31%; $n = 120$) than principals (9%; $n = 34$) responded "I do not know." This may be reflective of principals' inaccurate assumption that teachers are aware of CTYI or of the different representation of responding principals in schools where CTYI is well known.

Teacher Practices

Teachers' sense of efficacy T he teacher version of the survey included two instruments not presented to school leaders and other staff, one of which was the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001). The

three factors of the TSES indicate teachers' confidence in their abilities to engage students, to implement varied instructional strategies when needed, and to manage their classrooms. The TSES was included to investigate potential relationships among teacher beliefs or practice and their sense of efficacy in the classroom. Among the 369 teachers who completed this scale, gender ($\beta = .11$, $p < .05$) and years of experience ($\beta = .14$, $p < .01$) accounted for approximately 3% of the variance in their sense of efficacy in student engagement, but were not significantly associated with their sense of efficacy in managing the classroom or implementing instructional strategies. Teachers' sense of efficacy was significantly correlated with the support they feel they have to differentiate instruction (see Table 5.6). The direction of cause (i.e., greater sense of efficacy causes greater support or greater support causes greater sense of efficacy) is not discernible from this analysis, but a relationship does exist. Teachers' sense of efficacy is negatively correlated with opposition to gifted education. As teachers feel a greater sense of efficacy, they are less likely to oppose gifted education. Sense of efficacy in student engagement and instructional strategies were positively correlated with the access they feel they have to specialists. As they have greater access, they have greater confidence in their abilities to engage and instruct in various ways (or vice versa). None of these are strong correlations, but they suggest an important relationship between a teacher's confidence in his or her abilities and support or opposition to providing special services to their gifted students. Bolstering a teacher's sense of efficacy through professional development and access to specialists may improve their support for gifted education. Teachers with a strong sense of efficacy may be good recruits when attempting to build advocacy for gifted students.

Differentiation practice The teacher version of the survey included the question, "Do you differentiate instruction for your high ability students?" and, if so, "how would you describe the differentiation that you do in the classroom?" Most teachers indicate that they do differentiate instruction for their high-ability students (see Figure 5.15), particularly at the primary level, $\chi^2 (4, N = 416) = 15.31$, $p < .01$ (see Figure 5.16). Teachers in large schools are less likely than their peers in medium-sized or small schools to differentiate, $\chi^2 (4, N = 421) = 24.27$, $p < .001$ (see Figure 5.17).

Of 422 teachers who responded to the item on differentiation, 358 indicated that they differentiate instruction for their high-ability students. An open-ended question following this item asked the teachers to describe the differentiation that they do in the classroom. An analysis of comments revealed that the most frequently used differentiation strategies were higher level questioning, challenging tasks, individual projects, and grouping. In addition, some teachers reported that they use technology to differentiate instruction.

Teachers underscored that gifted students are asked more higher order questions than other students. Some teachers underscored the importance of open-ended questions and activities. One teacher reported that she uses open-ended questions frequently, because this sort of question allows students to link the content material with other parts of the course or other subjects. Another teacher wrote: "I try to use inquiry based learning and encourage students (especially gifted) to deduce information, rather than telling them the information all the time."

Teachers expect gifted students to get more done and to proceed to extra work. Some teachers observe that gifted students learn faster and their prior knowledge or content mastery usually is much better than their peers. Therefore, teachers assign them extra work to challenge them properly. One teacher wrote: "… gifted students will be given [tasks] at a higher level. Within new math concepts, as gifted students usually grasp them more quickly, they are encouraged to complete practice exercises while the rest of the class are still being taught the concept." Some teachers allow them to work independently in class.

Many teachers reported that ability grouping allows the gifted students to progress at their own pace. Teachers select tasks and questioning appropriate for different groups. Gifted students are encouraged to support other students and share their knowledge and skills. Some teachers indicated that they give students responsibilities such as peer teaching, co-teaching, presenting in class, and learning outside the classroom.

Some of the respondents were resource teachers. The resource teachers have extended opportunities to work with gifted students on a one-on-one basis or within small groups. One resource teacher wrote: "I withdraw a small group of four students for enrichment once a week: We do mainly project work that is different from what they would be doing in class." Another teacher reported, "In the resource room setting I am free to follow children's interests and passions." Students who receive services in a resource room may be given accelerated work and research in the area of their interests.

Some teachers use technology to support differentiated instruction in class. For example, some reported using online resources. One teacher reported that she provides Internet links in presentations so that students can research topics in more depth. Some other teachers encourage students to use a number of computer software programs calibrated to their abilities. Teachers who encourage students to be involved in independent work also allow them to do research using the Internet.

Classroom practices Included in only the teacher version of the survey was an adaptation of the Classroom Practices Questionnaire (CPQ; Archambault et al., 2003). The original CPQ was designed to assess the extent to which teachers modify their curricula for gifted students by measuring the frequency of practices among average and gifted students. Differences in frequency were assumed to be an indication that teachers consider the needs of gifted students in their regular practice. The original CPQ consisted of 39 classroom practices. In this study, 19 items from the CPQ were included, along with three items recommended by research on effective curriculum (VanTassel-Baska, 2003). Teachers reported the frequency with which they engage in these practices on a scale from 0 = *never*, 1 = *once a month or less frequently*, 2 = *a few times a month*, 3 = *a few times a week*, 4 = *daily*, and 5 = *more than once a day*.

Taken individually, several of the practices show significant differences in reported frequency of use for average and gifted students (see Table 5.7 and Figure 5.18). The largest differences in average versus gifted practice frequencies are in the assignment of reading of more advanced-level work (average $M = 3.44$, $SD = 1.29$; gifted $M = 4.34$, $SD = 1.27$), expectation of sophisticated products and responses (average $M = 3.44$, $SD = 1.29$; gifted $M = 4.34$, $SD = 1.27$), and provision of a different curricular

experience by using a more advanced curriculum unit (average $M = 2.83$, $SD = 1.35$; gifted $M = 3.36$, $SD = 1.47$).

Several of the classroom practices can be classified as being related to curricular modification (CM) or the provision of challenge or choice (CC). Table 5.8 indicates these classifications and Table 5.9 includes teachers' average scores. In a paired-sample t-test, the difference between average and gifted CM scores was significant in the full sample, *paired t* (274) = 9.08, $p < .001$. Differences in average and gifted CC scores were also significant, *paired t* (288) = 8.82, $p < .001$. In this examination of teachers' reported classroom activities, differentiation does appear to be occurring in both curriculum modification and the offerings of challenge and choice. The frequency of important differentiation practices such as using pretests to determine students' mastery of content and eliminating mastered material is low – a few times a week.

When teachers are differentiating their practice by more frequently engaging in an activity with either their average or gifted students, it will be evident when we subtract average CC or CM scores from gifted CC or CM scores. To further test the difference in reported practice among teachers with different years of experience and of different levels, a split-plot repeated measures ANOVA was conducted, first with the difference between CM scores for average and gifted students as the dependent variable and then the same for the CC score. In the first analysis, years of teaching experience was the between-subjects factor. Teachers with various years of experience differ in the amount of differentiation practiced. Differences in curricular modification for average and gifted students are significant for teachers with more than 30 years of experience and those with 6 to 15 years of experience, Pillai's Trace = .22, $F = 74.62$, $df = (1, 268)$, $p < .001$, $\eta_p^2 = .22$ (see Table 5.9). More experienced teachers also engaged more frequently than less experienced teachers in curricular modification practices among their average students, $F = 3.01$, $df = (5, 293)$, $p < .05$, $\eta_p^2 = .05$, but not with their gifted students, $F = 2.02$, $df = (5, 282)$, $p > .05$. Although individuals differed in their own differentiation of challenge and choice (Pillai's Trace = .20, $F = 70.94$, $df = (1, 282)$, $p < .001$, $\eta_p^2 = .20$), there was no difference among more and less experienced teachers, $F = 1.24$, $df = (5, 282)$, $p > .05$, either in the differentiation for gifted students or in their overall frequency of practice with average or gifted students.

The second analysis of differentiation compared CM and CC scores among the various teaching levels: primary, secondary, and all levels. Curricular modification does occur differently among the teaching levels, Pillai's Trace = .10, $F = 29.98$, $df = (1, 268)$, $p < .001$, $\eta_p^2 = .10$. Primary teachers had a significantly greater difference in the frequency of CM practices among average and gifted students than did secondary teachers (see Table 5.9). Overall, primary teachers engage in curricular modification practices more frequently than their secondary colleagues for both average ($F = 8.44$, $df = (2, 293)$, $p < .001$, $\eta_p^2 = .05$) and gifted ($F = 5.69$, $df = (2, 282)$, $p < .01$, $\eta_p^2 = .04$) students. As was the case with teaching experience, differentiation of challenge and choice practices differed for individuals (Pillai's Trace = .15, $F = 48.01$, $df = (1, 283)$, $p < .001$, $\eta_p^2 = .15$), but not by their teaching level. Primary, secondary, and all-level teachers differentiated in challenge and choice similarly, $F = 1.72$, $df = (2, 283)$, $p > .05$. This was true for their differentiation between average and gifted students and their use of challenge and choice practices overall.

Classroom practice and teachers' sense of efficacy Both average and gifted CM and CC scores were significantly correlated with the three TSES factors (see Table 5.10), although the differences between average and gifted CM and CC scores were not. In other words, the frequency of the practices themselves was related to sense of efficacy—as teachers' sense of efficacy increases, the frequency of their CM and CC practices also increases—but there is no relationship between how these practices are differentiated and sense of efficacy. The highest correlations were seen with TSES scores in instructional strategies, which may indicate that improving teachers' confidence in their ability to use varied instructional strategies will increase the likelihood of their modifying the curriculum, challenging their students, and offering them choices. The correlations do not suggest that this would have an effect on the frequency with which they differentiate these practices for their high-ability students.

Summary of classroom practices Based on the analysis of teachers' reports of the frequency of classroom practices for average and gifted students, the greatest differentiation for high-ability students was in their assignment of reading of more advanced-level work, their provision of a different curricular experience by using a more advanced curriculum unit, and their greater expectation of sophisticated products and responses. Reported frequency of practices was higher for gifted students than average students for the use of curricular modifications and the provision of challenge and choices. Primary and more experienced teachers reported engaging in greater differentiation through curricular modifications than did their secondary and less experienced colleagues. Average scores indicate that teachers reported regular curricular modifications – more than a few times a week for both average and gifted students. They reported less frequent offerings of challenges and choices, but claimed to be making these provisions more than a few times a week for all students. Despite the difference in frequency of curriculum modification and challenge and choice between average and gifted students, some practices that will most benefit gifted students (determining mastery with pretests and eliminating mastered material) are happening only a few times a week, reflecting incomplete implementation. Observations of teacher behaviors are necessary to determine the differentiation actually occurring in Irish classrooms. Teachers' sense of efficacy in the classroom is positively correlated with their reported frequency of both curricular modifications and provisions of challenge and choice.

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Table 5.1
System to Identify and Acceleration Policy

			System to Identify			Acceleration Policy		
		n	Yes	No	I do not know	Yes	No	I do not know
	Total	837	537 (64%)	180 (22%)	63 (8%)	307 (37%)	395 (47%)	75 (9%)
School Level	Primary	570	397 (70%)	128 (23%)	40 (7%)	250 (45%)	263 (47%)	46 (8%)
	Secondary	207	134 (66%)	49 (24%)	19 (9%)	52 (25%)	127 (62%)	26 (13%)
	Both primary and secondary	7	2 (29%)	3 (43%)	2 (29%)	3 (43%)	2 (29%)	2 (29%)
School Type	Public	745	507 (69%)	169 (23%)	60 (8%)	294 (40%)	369 (50%)	70 (10%)
	Private	41	27 (68%)	10 (25%)	3 (8%)	13 (32%)	25 (61%)	3 (7%)
School Size	Small ≤ 200	414	305 (74%)	89 (22%)	16 (4%)	176 (43%)	208 (51%)	23 (6%)
	Medium > 200	263	175 (68%)	62 (24%)	22 (9%)	102 (39%)	130 (50%)	27 (10%)
	Large > 500	108	55 (51%)	28 (26%)	24 (22%)	28 (26%)	57 (53%)	22 (21%)
DEIS School	Yes	197	139 (71%)	37 (19%)	19 (10%)	75 (39%)	92 (47%)	27 (14%)
Position	Classroom teacher	301	147 (55%)	75 (28%)	47 (18%)	76 (28%)	138 (51%)	56 (21%)
	Special needs/ resource teacher	130	83 (66%)	30 (24%)	13 (10%)	45 (36%)	65 (52%)	14 (11%)
	Principal	286	228 (82%)	50 (18%)	1 (.4%)	136 (49%)	142 (51%)	1 (.4%)
	Assistant Principal	89	64 (74%)	21 (24%)	1 (1.2%)	43 (50%)	41 (48%)	2 (2%)
	Counselor	9	5 (63%)	2 (25%)	1 (13%)	3 (38%)	4 (50%)	1 (13%)
	Other	15	8 (80%)	2 (20%)	0 (0%)	2 (25%)	5 (63%)	1 (13%)
Gender	Male	159	99 (67%)	35 (24%)	13 (9%)	54 (37%)	76 (52%)	17 (12%)
	Female	671	433 (69%)	144 (23%)	50 (8%)	249 (40%)	317 (51%)	58 (9%)
	Prefer not to say	5	4 (100%)	0 (0%)	0 (0%)	3 (75%)	1 (25%)	0 (0%)
Years of Teaching Experience	0-5	120	45 (45%)	28 (28%)	27 (27%)	24 (24%)	50 (50%)	26 (26%)
	6-10	134	70 (57%)	36 (30%)	16 (13%)	44 (36%)	55 (46%)	24 (20%)
	11-15	143	90 (67%)	32 (24%)	13 (10%)	48 (35%)	74 (54%)	14 (10%)
	16-20	86	56 (69%)	20 (25%)	5 (6%)	28 (35%)	48 (59%)	5 (6%)
	21-30	192	152 (81%)	33 (18%)	2 (1%)	79 (43%)	98 (54%)	5 (3%)
	31+	155	121 (80%)	31 (20%)	0 (0%)	83 (55%)	69 (45%)	0 (0%)
Highest Degree	Bachelor's	291	184 (67%)	62 (23%)	28 (10%)	106 (39%)	135 (50%)	31 (11%)
	Master's	97	59 (65%)	27 (30%)	5 (6%)	36 (39%)	52 (57%)	4 (4%)
	Ed Specialist	66	39 (63%)	16 (26%)	7 (11%)	25 (39%)	34 (53%)	5 (8%)
	Ph.D.	55	35 (69%)	12 (24%)	4 (8%)	20 (41%)	24 (49%)	5 (10%)
	Professional	271	190 (75%)	50 (20%)	15 (6%)	105 (41%)	127 (50%)	23 (9%)
Level/Subject Taught	Early Primary	44	20 (48%)	15 (36%)	7 (17%)	15 (37%)	18 (44%)	8 (20%)
	Late Primary	36	14 (42%)	14 (42%)	5 (15%)	7 (21%)	23 (70%)	3 (9%)
	All Primary	238	145 (65%)	50 (23%)	27 (12%)	99 (45%)	94 (42%)	29 (13%)
	Humanities	46	24 (63%)	9 (24%)	5 (13%)	8 (21%)	27 (71%)	3 (8%)
	STEM	41	22 (58%)	11 (29%)	5 (13%)	11 (29%)	20 (53%)	7 (18%)
	Business	5	2 (40%)	2 (40%)	1 (20%)	0 (0%)	4 (80%)	1 (20%)

Humanities & STEM	24	12 (55%)	8 (36%)	2 (9%)	6 (26%)	13 (57%)	4 (17%)
Humanities & Business	5	2 (40%)	1 (20%)	2 (40%)	1 (20%)	3 (60%)	1 (20%)
Business & STEM	14	9 (75%)	3 (25%)	0 (0%)	0 (0%)	7 (54%)	6 (46%)

Table 5.2
Awareness of CTYI

			Aware of CTYI		Others Aware of CTYI				
		n	Yes	No	No others	A few others	Most others	All others	I do not know
	Total	837	657 (79%)	121 (15%)	13 (2%)	191 (23%)	243 (29%)	174 (21%)	157 (19%)
School Level	Primary	570	484 (86%)	77 (14%)	10 (2%)	108 (19%)	176 (31%)	166 (30%)	101 (18%)
	Secondary	207	165 (81%)	39 (19%)	3 (2%)	78 (38%)	62 (30%)	7 (3%)	54 (27%)
	Both primary and secondary	7	4 (57%)	3 (43%)	0 (0%)	1 (14%)	4 (57%)	0 (0%)	2 (29%)
School Type	Public	745	617 (84%)	116 (16%)	13 (2%)	177 (24%)	225 (31%)	168 (23%)	150 (21%)
	Private	41	36 (88%)	5 (12%)	0 (0%)	13 (32%)	17 (42%)	4 (10%)	7 (17%)
School Size	Small ≤ 200	414	348 (86%)	59 (15%)	7 (2%)	95 (23%)	113 (28%)	137 (34%)	57 (14%)
	Medium > 200	263	225 (86%)	37 (14%)	5 (2%)	62 (24%)	98 (38%)	34 (13%)	61 (24%)
	Large > 500	108	80 (76%)	25 (24%)	1 (1%)	33 (31%)	31 (30%)	2 (2%)	38 (36%)
DEIS School	Yes	197	170 (87%)	25 (13%)	2 (1%)	60 (31%)	59 (30%)	40 (20%)	36 (18%)
Position	Classroom teacher	301	202 (74%)	70 (26%)	4 (2%)	72 (27%)	68 (25%)	35 (13%)	90 (34%)
	Special needs/resource teacher	130	106 (85%)	19 (15%)	2 (2%)	26 (21%)	45 (36%)	22 (18%)	30 (24%)
	Principal	286	263 (95%)	15 (5%)	6 (2%)	57 (20%)	97 (25%)	102 (36%)	19 (7%)
	Assistant Principal	89	71 (84%)	14 (17%)	1 (1%)	27 (32%)	29 (34%)	13 (15%)	15 (18%)

	Counselor	9	5 (71%)	2 (29%)	0 (0%)	4 (57%)	1 (14%)	0 (0%)	2 (29%)
	Other	15	8 (89%)	1 (11%)	0 (0%)	5 (56%)	3 (33%)	0 (0%)	1 (11%)
Gender	Male	159	119 (83%)	25 (17%)	4 (3%)	45 (31%)	43 (30%)	28 (19%)	26 (18%)
	Female	671	533 (85%)	95 (15%)	9 (1%)	145 (23%)	197 (32%)	144 (23%)	131 (21%)
	Prefer not to say	5	4 (100%)	0 (0%)	0 (0%)	0 (0%)	2 (50%)	2 (50%)	0 (0%)
Years of Teaching Experience	0-5	120	68 (67%)	34 (33%)	2 (2%)	29 (29%)	21 (21%)	17 (17%)	30 (30%)
	6-10	134	93 (76%)	29 (24%)	4 (3%)	31 (25%)	40 (33%)	15 (12%)	33 (27%)
	11-15	143	110 (82%)	25 (19%)	3 (2%)	33 (24%)	34 (25%)	25 (19%)	40 (30%)
	16-20	86	75 (92%)	7 (9%)	1 (1%)	20 (24%)	26 (32%)	18 (22%)	17 (21%)
	21-30	192	167 (91%)	16 (9%)	3 (2%)	42 (23%)	63 (34 %)	53 (29%)	23 (13%)
	31+	155	141 (93%)	10 (7%)	0 (0%)	34 (22%)	59 (39%)	45 (30%)	14 (9%)
Highest Degree	Bachelor's	291	216 (79%)	57 (21%)	6 (2%)	56 (21%)	79 (29%)	71 (26%)	60 (22%)
	Master's	97	86 (94%)	6 (7%)	1 (1%)	26 (28%)	35 (38%)	15 (16%)	15 (16%)
	Ed Specialist	66	53 (84%)	10 (16%)	0 (0%)	18 (28%)	15 (22%)	15 (23%)	17 (27%)
	Ph.D.	55	43 (84%)	8 (16%)	2 (4%)	10 (20%)	14 (28%)	10 (20%)	14 (28%)
	Professional	271	222 (87%)	33 (13%)	4 (2%)	78 (31%)	82 (32%)	55 (22%)	36 (14%)
Level/Subject Taught	Early Primary	44	27 (64%)	15 (36%)	2 (5%)	14 (34%)	12 (29%)	3 (7%)	10 (24%)
	Late Primary	36	27 (79%)	7 (21%)	1 (3%)	9 (28%)	3 (9%)	7 (22%)	12 (38%)
	All Primary	238	182 (83%)	38 (17%)	2 (.9%)	45 (20%)	66 (30%)	48 (22%)	60 (27%)
	Humanities	46	34 (90%)	4 (11%)	1 (3%)	13 (34%)	9 (24%)	1 (3%)	14 (37%)

STEM	41	30 (79%)	8 (21%)	0 (0%)	11 (29%)	12 (32%)	1 (3%)	14 (37%)
Business	5	3 (60%)	2 (40%)	1 (20%)	0 (0%)	2 (40%)	0 (0%)	2 (40%)
Humanities & STEM	24	15 (65%)	8 (35%)	0 (0%)	4 (17%)	9 (39%)	0 (0%)	10 (44%)
Humanities & Business	5	4 (80%)	1 (20%)	0 (0%)	3 (60%)	1 (20%)	1 (20%)	0 (0%)
Business & STEM	14	10 (77%)	3 (23%)	0 (0%)	2 (17%)	7 (58%)	0 (0%)	3 (25%)

Table 5.3
Differentiation Practice (Teacher Survey Only)

			Do you differentiate?		
		n	Yes	No	I do not know
	Total	424	359 (85%)	45 (11%)	20 (5%)
School Level	Primary	286	257 (90%)	20 (7%)	9 (3%)
	Secondary	130	95 (73%)	25 (19%)	10 (8%)
	Both primary and secondary	6	6 (100%)	0 (0%)	0 (0%)
School Type	Public	392	337 (86%)	39 (10%)	16 (4%)
	Private	30	21 (70%)	6 (20%)	3 (10%)
School Size	Small ≤ 200	138	123 (89%)	11 (8%)	4 (3%)
	Medium > 200	176	159 (90%)	12 (7%)	5 (3%)
	Large > 500	107	75 (70%)	22 (21%)	10 (9%)
DEIS School	Yes	108	95 (88%)	10 (9%)	3 (3%)
Position	Classroom teacher	231	195 (84%)	26 (11%)	10 (4%)
	Special needs/resource teacher	96	83 (87%)	8 (8%)	5 (5%)
	Principal	40	34 (85%)	6 (15%)	0 (0%)
	Assistant Principal	49	43 (88%)	2 (4%)	4 (8%)
	Counselor	3	0 (0%)	3 (100%)	0 (0%)
	Other	4	3 (75%)	0 (0%)	1 (25%)
Gender	Male	65	51 (79%)	9 (14%)	5 (8%)
	Female	356	305 (86%)	36 (10%)	15 (4%)
	Prefer not to say	2	2 (100%)	0 (0%)	0 (0%)
Years of Teaching Experience	0-5	82	72 (88%)	6 (7%)	4 (5%)
	6-10	90	79 (88%)	9 (10%)	2 (2%)
	11-15	83	71 (86%)	8 (10%)	4 (5%)
	16-20	49	38 (78%)	9 (18%)	2 (4%)
	21-30	77	64 (83%)	8 (10%)	5 (7%)
	31+	41	34 (38%)	5 (12%)	2 (5%)
Highest Degree	Bachelor's	165	143 (87%)	15 (9%)	7 (4%)
	Master's	42	36 (86%)	5 (12%)	1 (2%)
	Ed Specialist	41	32 (78%)	7 (17%)	2 (5%)
	Ph.D.	23	18 (78%)	3 (13%)	2 (9%)
	Professional	128	111 (87%)	11 (9%)	6 (5%)

Level/Subject Taught	Early Primary	42	37 (88%)	3 (7%)	2 (5%)
	Late Primary	32	24 (75%)	6 (19%)	2 (6%)
	All Primary	220	200 (91%)	13 (6%)	7 (3%)
	Humanities	38	28 (74%)	9 (24%)	1 (3%)
	STEM	38	29 (76%)	7 (18%)	2 (5%)
	Business	5	5 (100%)	0 (0%)	0 (0%)
	Humanities & STEM	23	18 (78%)	3 (13%)	2 (9%)
	Humanities & Business	5	4 (80%)	0 (0%)	1 (20%)
	Business & STEM	13	11 (85%)	1 (8%)	1 (8%)

Table 5.4
Frequency of Measures by Number of Criteria Reported

	Single Criterion	Two Criteria	Multiple Criteria
Psychometric Tests	70	167	510
IQ tests (group or individual)	36	79	227
Achievement Tests	32	85	261
Creativity Tests	2	3	22
Grades, Student Products/Portfolios	15	62	267
Grades	4	35	179
Student Products/Portfolios	11	27	88
Rating Scales, Nominations, Interviews	9	70	466
Teacher Rating Scales	1	8	114
Teacher Nominations	6	48	227
Parent Nominations	1	7	104
Self- and Peer Nominations	2	2	14
Student Interview	1	4	11

Table 5.5
Frequency of Acceleration Options by Position

	Classroom teachers are encouraged to accelerate students into the next level or academic grade.	Classroom teachers are encouraged to provide higher level or enriched content material in their classrooms, but are not permitted to accelerate students into the next level or academic grade.	Classroom teachers are not allowed to provide advanced level curriculum for higher ability students and are not permitted to accelerate students into the next level or academic grade.	Other	Total
Classroom teacher	26 (34.2%)	83 (26.9%)	2 (50.0%)	6 (18.8%)	117 (27.8%)
Special needs/ resource teacher	6 (7.9%)	48 (15.5%)	1 (25.0%)	6 (18.8%)	61 (14.5%)
Principal	35 (46.1%)	139 (45.0%)	0 (0.0%)	12 (37.5%)	186 (44.2%)
Assistant Principal	8 (10.5%)	35 (11.3%)	0 (0.0%)	7 (21.9%)	50 (11.9%)
Counselor	1 (1.3%)	1 (0.3%)	1 (25.0%)	0 (0.0%)	3 (0.7%)
Other	0 (0.0%)	3 (1.0%)	0 (0.0%)	1 (3.1%)	4 (1.0%)
Total	76 (100%)	309 (100%)	4 (100%)	32 (100%)	421 (100%)

Table 5.6

Correlations Among TSES and Support Measures (n = 367)

	1	2	3	4	5	6	7	8
1. TSES Classroom Management	-							
2. TSES Student Engagement	.707**	-						
3. TSES Instructional Strategies	.615**	.625**	-					
4. Access to specialists	0.096	.112*	.162**	-				
5. Support for differentiation	.225**	.156**	.240**	.569**	-			
6. Objections to spec svcs	-.174**	-.217**	-.191**	-0.051	0.002	-		
7. Opposition to grade accel	.106*	0.059	0.038	0.005	0.04	.180**	-	
8. Support due to needs	0.001	-0.032	-0.002	-.103**	-.148**	-.347**	-.153**	-

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 5.7
Average Frequency of Classroom Practices

	Average		Gifted		Paired t-test	
	n	*M (SD)*	*n*	*M (SD)*	*t score*	*p value*
Make time available for students to pursue self-selected interest	330	3.16 (1.21)	330	3.55 (1.33)	-8.365	.000
Teach a unit on thinking skills, such as critical thinking or creative problem solving	326	3.12 (1.33)	326	3.18 (1.41)	-1.547	.123
Use contracts or management plans to help students organize independent projects	323	2.57 (1.37)	323	2.58 (1.43)	-.228	.820
Provide a different curricular experience by using a more advanced curriculum unit on a teacher-selected topic	317	2.83 (1.35)	317	3.36 (1.47)	-8.461	.000
Consider students' opinions in allocating time for various subjects within the classroom	321	2.88 (1.48)	321	2.99 (1.53)	-2.897	.004
Provide opportunities for students to use programmed or self-instructional materials at their own pace	318	3.07 (1.35)	318	3.38 (1.47)	-6.224	.000
Give assignments that encourage students to organize their own work schedules to complete a long-range project	322	2.65 (1.30)	322	2.89 (1.44)	-5.787	.000
Provide questions that encourage reasoning and logical thinking	323	4.58 (1.08)	323	4.81 (1.08)	-5.557	.000
Encourage students to ask higher-level questions	329	4.74 (1.10)	329	4.97 (1.09)	-5.614	.000
Allow for consideration and discussion of multiple perspectives	324	4.56 (1.20)	324	4.66 (1.20)	-2.860	.005

Use pretests to determine if students have mastered the material covered in a particular unit or content area	328	3.12 (1.28)	328	3.12 (1.27)	-.190	.849
Eliminate curricular material that students have mastered	321	2.80 (1.48)	321	3.07 (1.58)	-5.435	.000
Substitute different assignments for students who have mastered regular classroom work	328	3.65 (1.32)	328	4.09 (1.33)	-8.584	.000
Modify the instructional format for students who learn better using an alternative approach	328	4.27 (1.16)	328	4.18 (1.24)	1.770	.078
Assign different homework based on student ability	330	3.53 (1.56)	330	3.61 (1.54)	-1.231	.219
Use integrated, interdisciplinary curriculum	318	4.49 (1.20)	318	4.52 (1.23)	-.914	.362
Assign reading of more advanced level work	322	3.44 (1.29)	322	4.34 (1.27)	-14.154	.000
Use basic skills worksheets	321	4.23 (1.17)	321	3.80 (1.33)	7.360	.000
Use enrichment worksheets	324	3.54 (1.14)	324	3.95 (1.24)	-8.078	.000
Encourage students to move around the classroom to work in various locations	328	3.68 (1.37)	328	3.72 (1.36)	-1.273	.204
Use learning centers to reinforce basic skills	317	2.68 (1.46)	317	2.59 (1.46)	2.004	.046
Expect sophisticated products and responses	323	3.83 (1.39)	323	4.54 (1.38)	-12.549	.000

Table 5.8
Classification of Classroom Practice Items

Challenge and Choice	In my classes, I…
CC	… make time available for students to pursue self-selected interest
CC	… teach a unit on thinking skills, such as critical thinking or creative problem solving
CC	... use contracts or management plans to help students organize independent projects
CC	... provide a different curricular experience by using a more advanced curriculum unit on a teacher-selected topic
CC	... consider students' opinions in allocating time for various subjects within the classroom
CC	... provide opportunities for students to use programmed or self-instructional materials at their own pace
CC	... give assignments that encourage students to organize their own work schedules to complete a long-range project
CC	... provide questions that encourage reasoning and logical thinking
CC	... encourage students to ask higher-level questions
CC	... allow for consideration and discussion of multiple perspectives
Curricular Modification	In my classes, I…
CM	... use pretests to determine if students have mastered the material covered in a particular unit or content area
CM	... eliminate curricular material that students have mastered
CM	... substitute different assignments for students who have mastered regular classroom work
CM	... modify the instructional format for students who learn better using an alternative approach
CM	... assign different homework based on student ability
CM	... use integrated, interdisciplinary curriculum
CM	... assign reading of more advanced level work
Other	In my classes, I…
	… use basic skills worksheets
	... use enrichment worksheets
	... encourage students to move around the classroom to work in various locations
	... use learning centers to reinforce basic skills
	... expect sophisticated products and responses

Table 5.9
Average Scores of Curricular Modification and Challenge and Choice

	Curricular Modification				Challenge and Choice			
		Average	Gifted	Difference		Average	Gifted	Difference
	n	*M(SD)*	*M(SD)*	*M(SD)*	*n*	*M(SD)*	*M(SD)*	*M(SD)*
All teachers	300	3.54 (.79)	3.83 (.87)	.28 (.52)*	310	3.43 (.81)	3.66 (.89)	.24 (.47)*
Years of Teaching Experience								
0-5	54	3.67 (.70)	3.83 (.85)	.16 (.65)	60	3.58 (.72)	3.70 (.90)	.12 (.58)
6-10	61	3.30 (.75)[a]	3.64 (.88)	.34 (.42)	61	3.26 (.75)	3.59 (.88)	.33 (.46)
11-15	54	3.39 (.73)[b]	3.71 (.80)	.32 (.56)	54	3.34 (.75)	3.55 (.77)	.21 (.36)
16-20	27	3.64 (.88)	3.92 (.86)	.28 (.43)[e,f]	30	3.58 (.92)	3.77 (.88)	.19 (.46)
21-30	52	3.64 (.84)	3.93 (.96)	.29 (.42)[e]	57	3.37 (.89)	3.68 (.99)	.31 (.43)
31+	26	3.92 (.75)[a,b]	4.25 (.80)	.33 (.56)[f]	26	3.64 (.80)	3.95 (.89)	.32 (.50)
Teaching Level								
Primary	174	3.64 (.76)[g]	3.95 (.81)[h]	.32 (.42)[i]	186	3.37 (.78)	3.61 (.86)	.25 (.39)
Secondary	72	3.25 (.81)[g]	3.51 (.92)[h]	.26 (.66)[i]	74	3.55 (.84)	3.77 (.92)	.23 (.63)
All levels	25	3.81 (.72)	3.92 (1.02)	.12 (.66)	26	3.55 (.83)	3.86 (.98)	.31 (.50)

Note. Same superscript letters indicate means differing significantly at $p < .05$ with Tukey's post-hoc analysis.

*Difference is significant at $p < .05$.

Table 5.10
Correlations of TSES Scores and Reported Classroom Practice

	1	2	3	4	5	6	7	8	9
1. TSES Classroom Management	-								
2. TSES Student Engagement	.707**	-							
3. TSES Instructional Strategies	.615**	.625**	-						
4. Average curriculum modification	.277**	.373**	.422**	-					
5. Gifted curriculum modification	.218**	.333**	.400**	.812**	-				
6. Average challenge and choice	.215**	.329**	.382**	.712**	.593**	-			
7. Gifted challenge and choice	.203**	.334**	.396**	.618**	.769**	.849**	-		
8. CM Gifted-Average difference	-0.059	-0.021	0.052	-.150*	.455**	-0.08	.367**	-	
9. CC Gifted-Average difference	0.031	0.073	0.117	-0.004	.426**	-0.098	.442**	.730**	-

** Correlation is significant at the 0.01 level (2-tailed).

Figure 5.1. System to identify (*n* = 780)

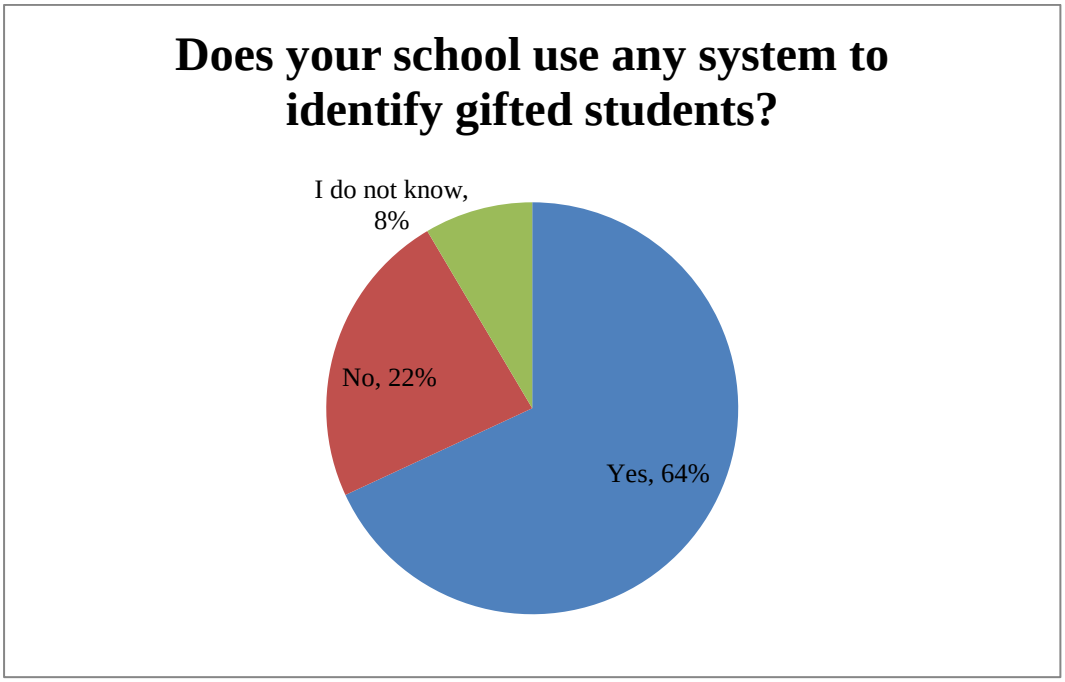
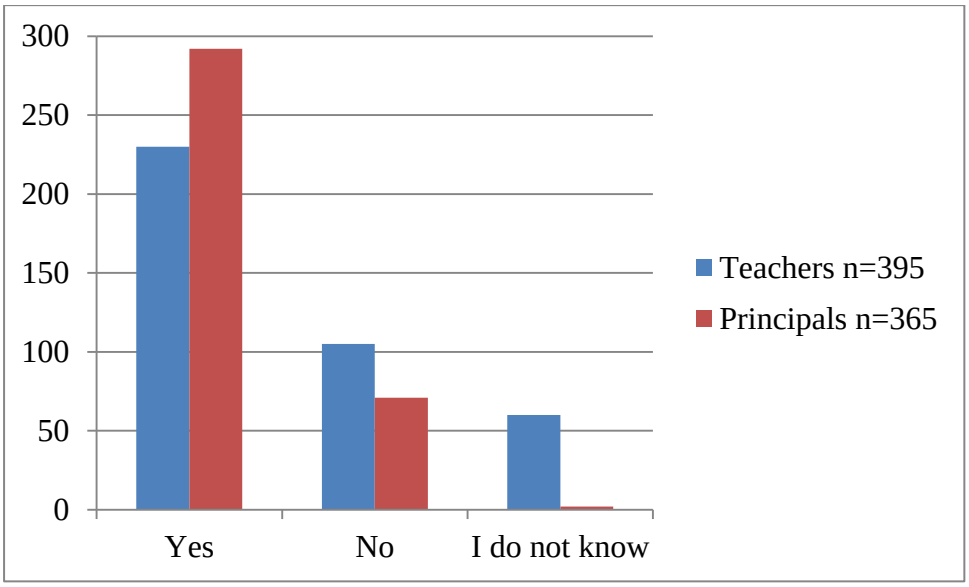
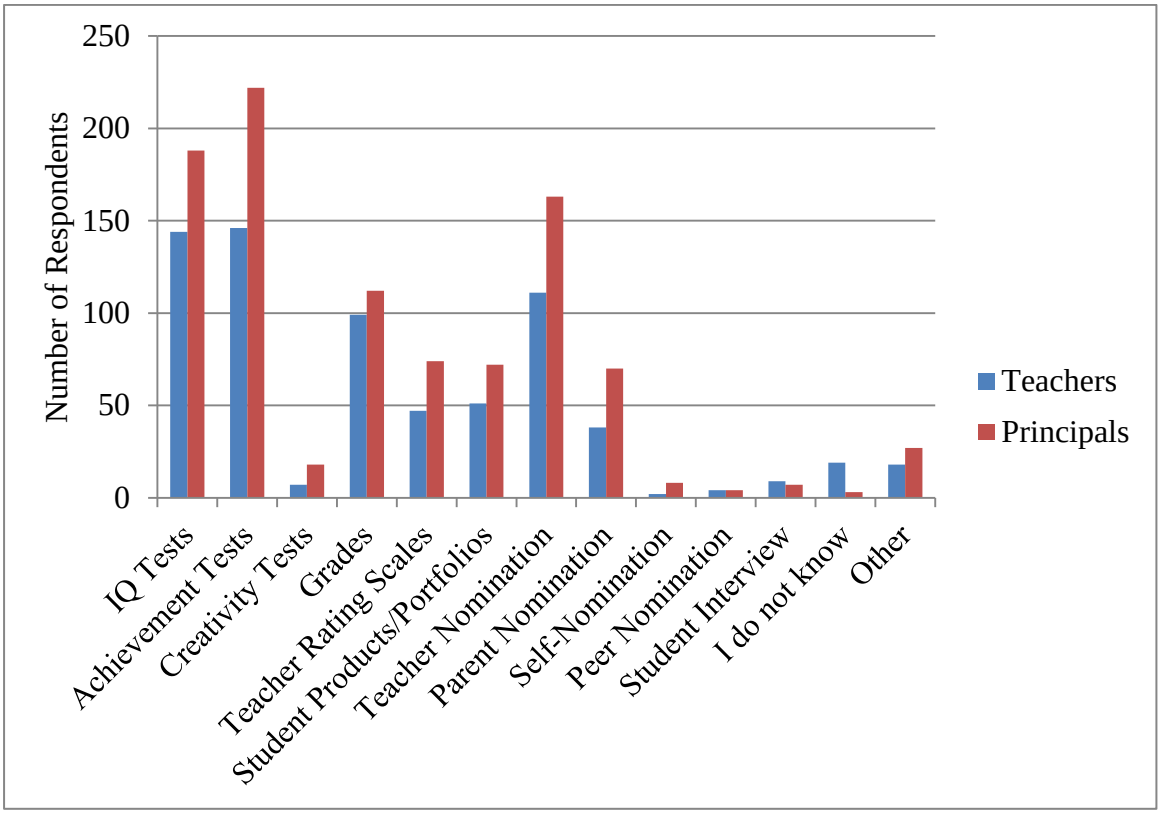


Figure 5.2. System to identify by teacher or principal



Note. "Teachers" includes special needs/resource teachers. "Principals" includes assistant principals.

Figure 5.3. Criteria used to identify gifted students



Note. "Teachers" includes special needs/resource teachers. "Principals" includes assistant principals. Respondents could select as many options as needed.

Figure 5.4. Percentage of identification methods used by number of criteria reported

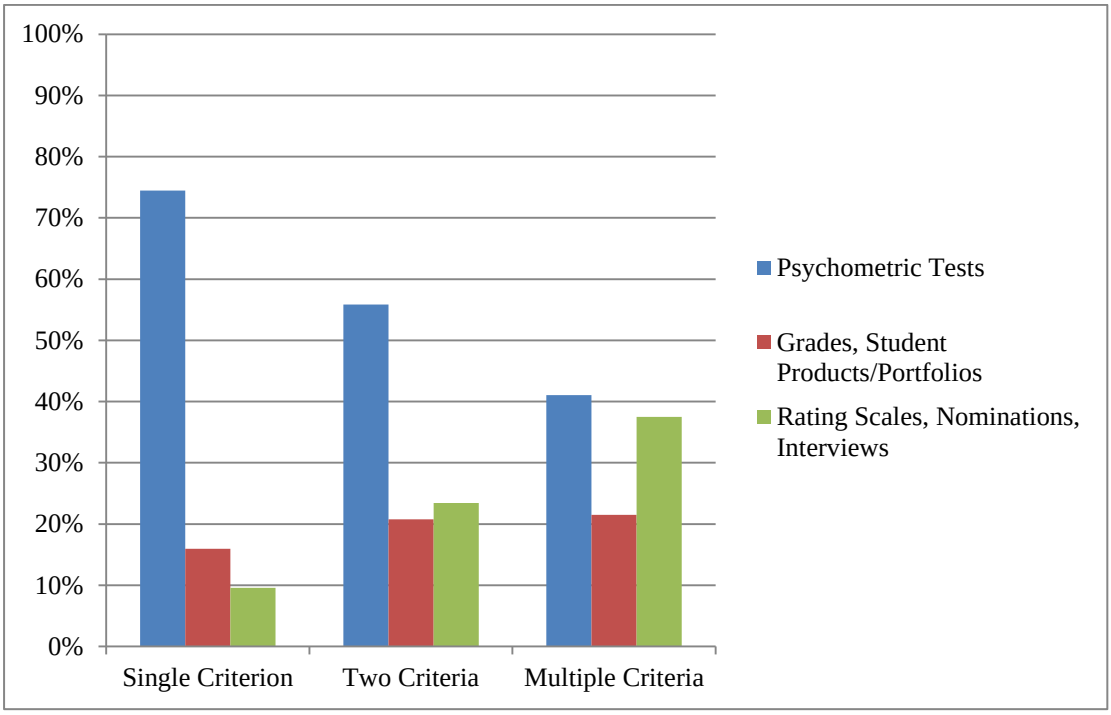


Figure 5.5. System for gifted identification by percentage of each school size

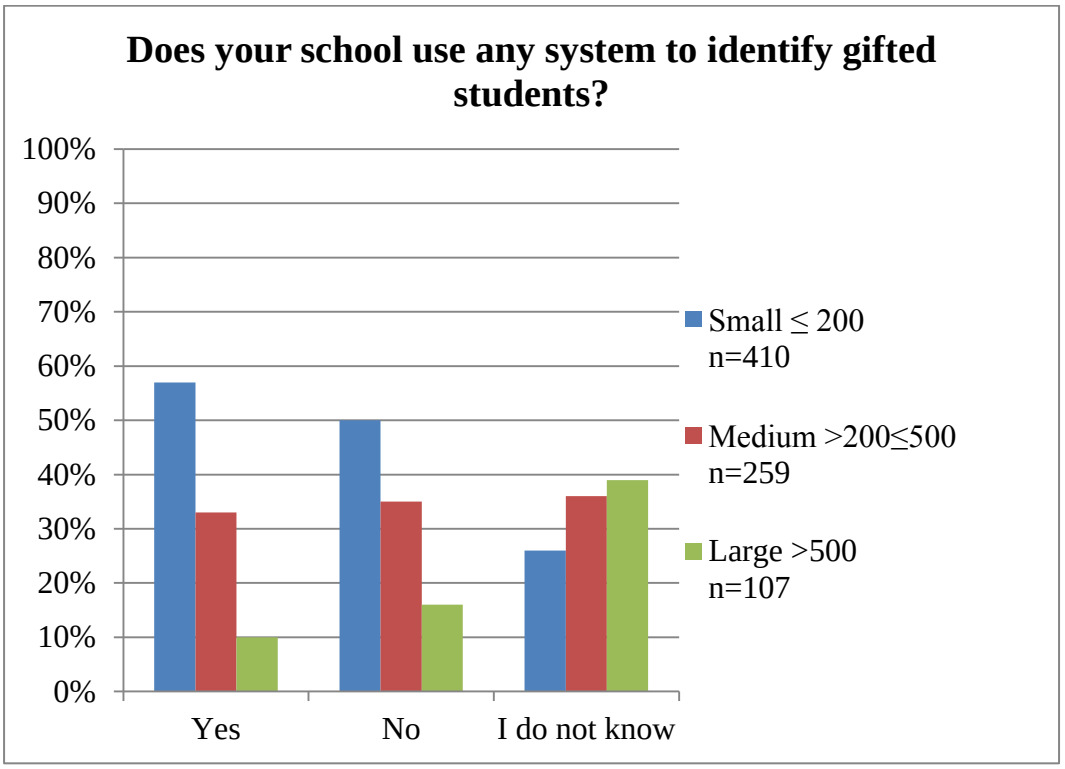


Figure 5.6. Acceleration policy (*n* = 777)

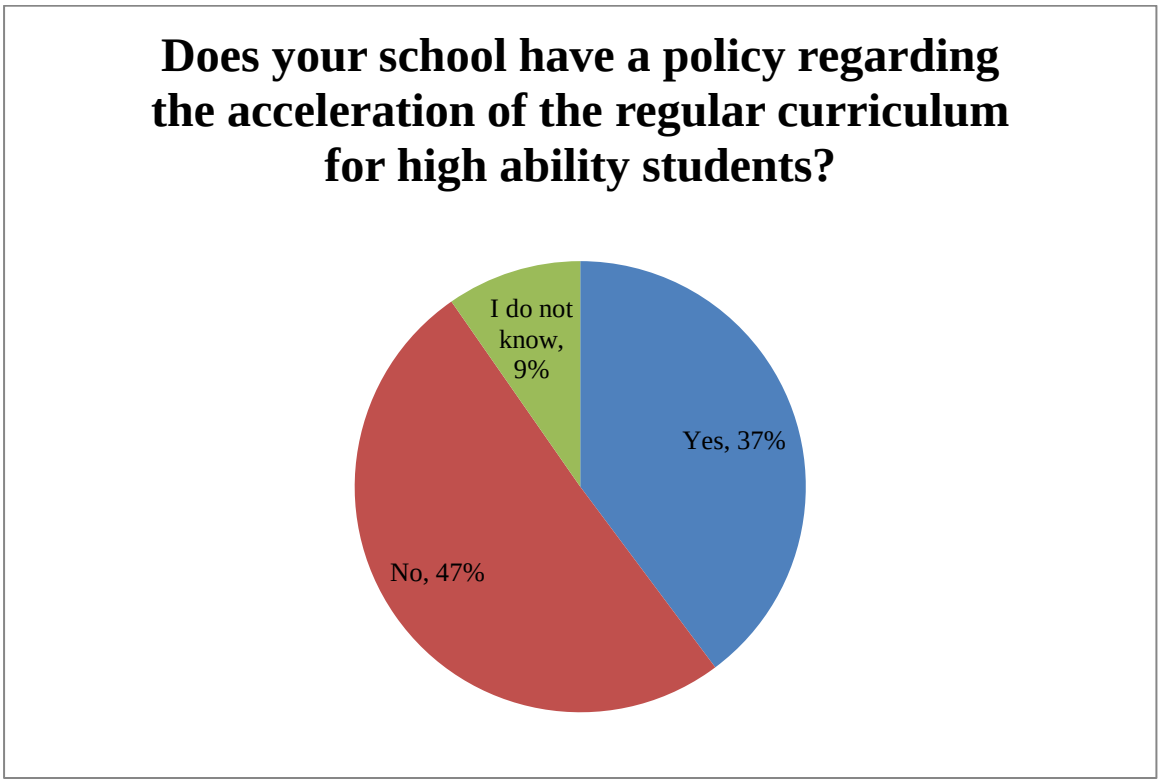


Figure 5.7. Acceleration options reported (*n* = 414)

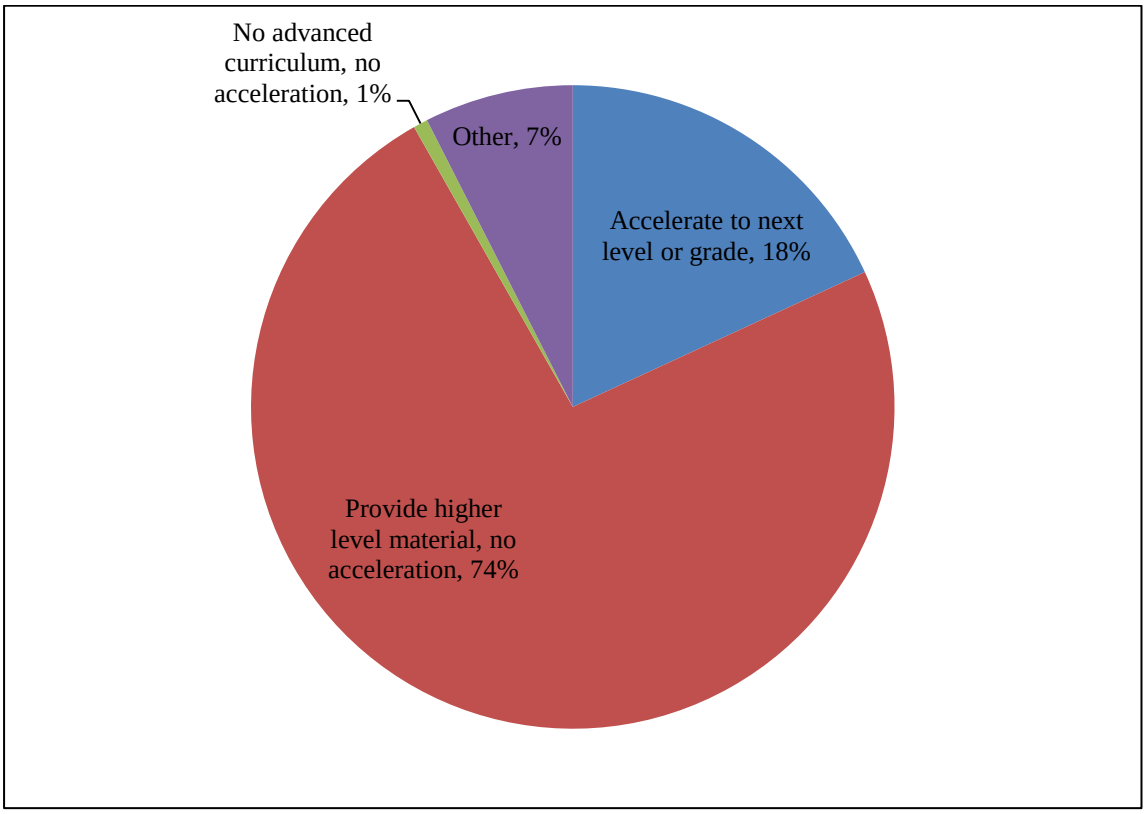
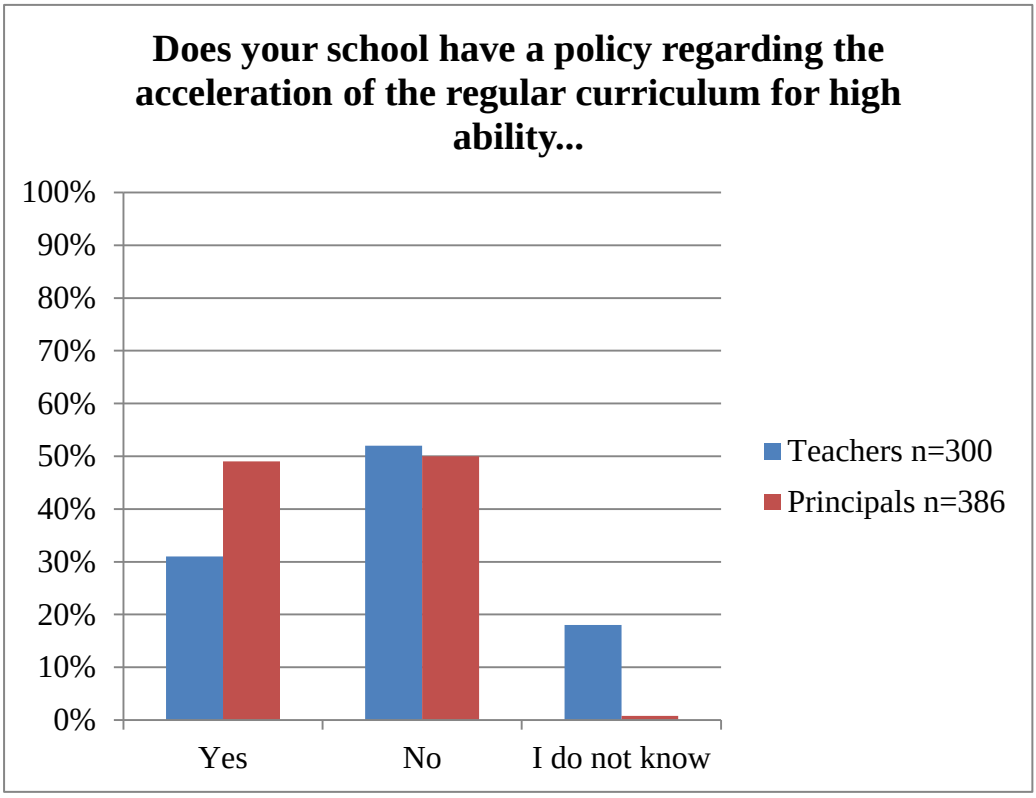


Figure 5.8. Acceleration policy by percentage of teachers or principals



Note. "Teachers" includes special needs/resource teachers. "Principals" includes assistant principals.

Figure 5.9. Acceleration policy by school level

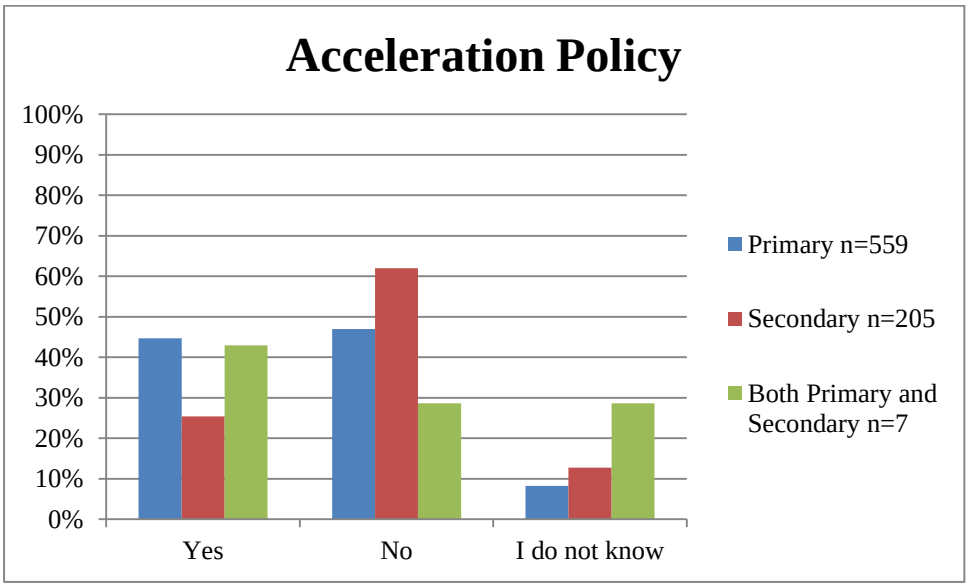


Figure 5.10. Acceleration policy by percentage within school size

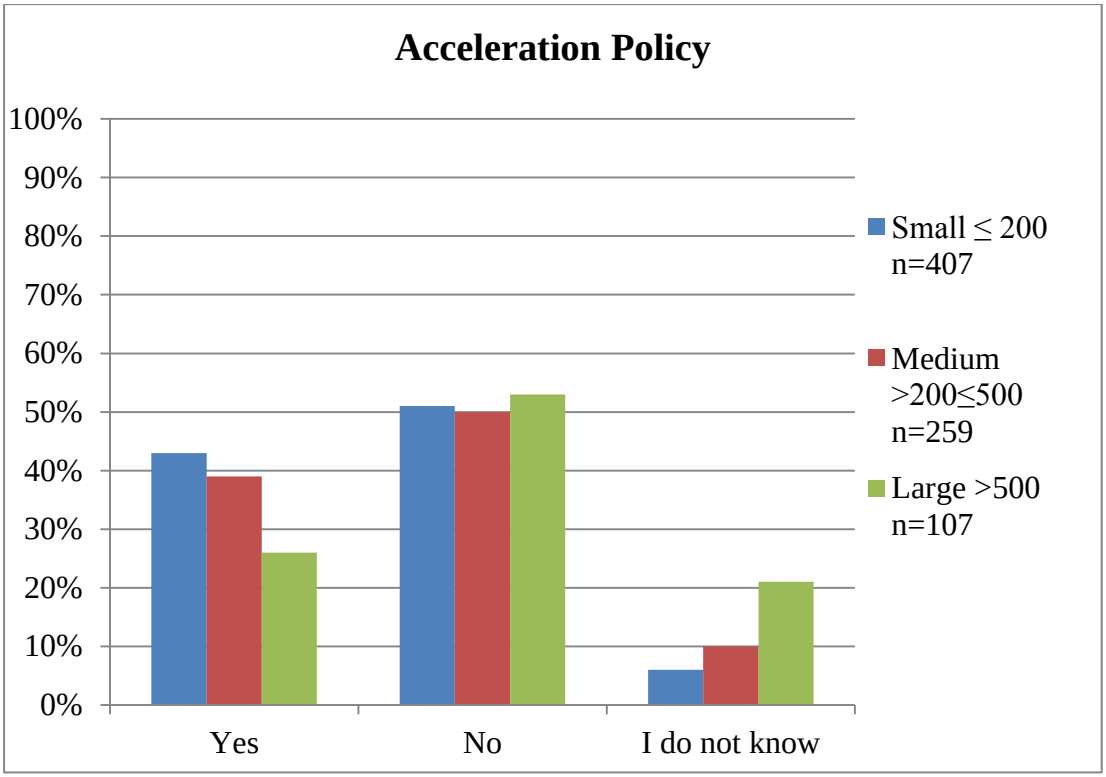


Figure 5.11. Awareness of gifted services provided by CTYI (*n* = 778)

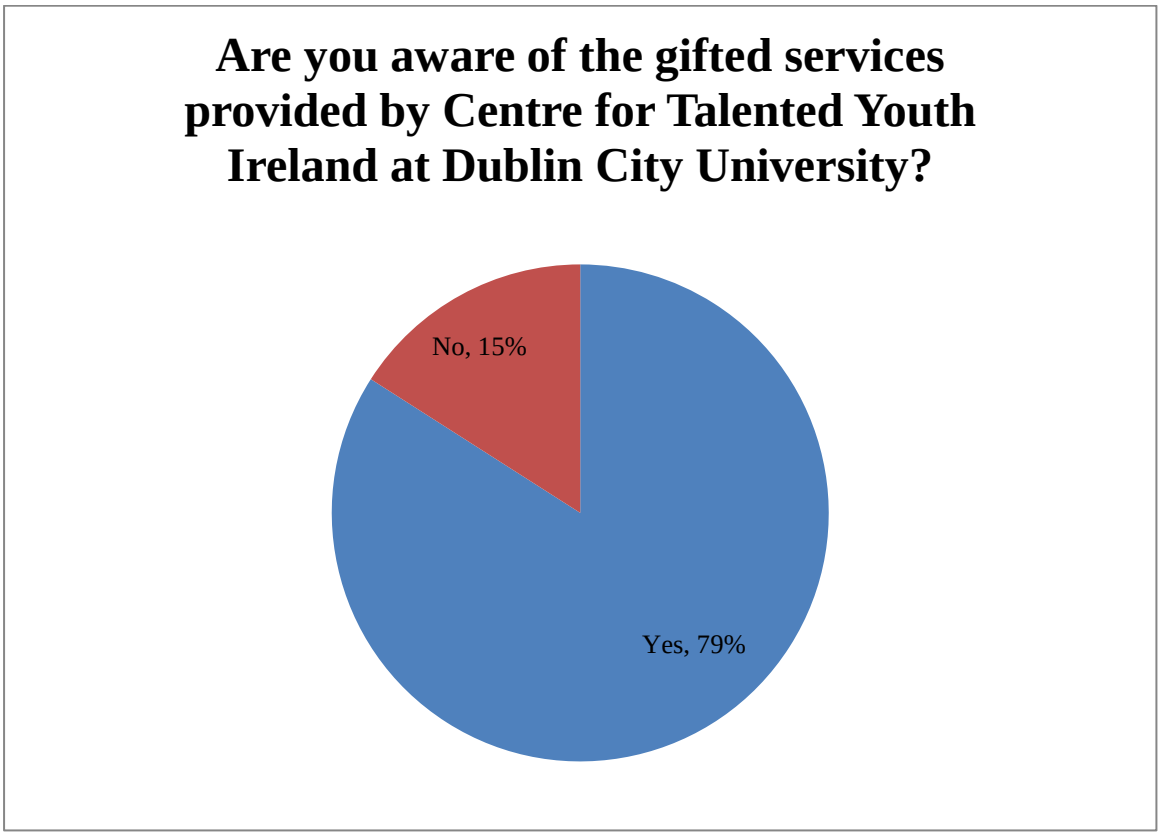


Figure 5.12. Percentage of teachers and principals who are aware of the gifted services provided by CTYI

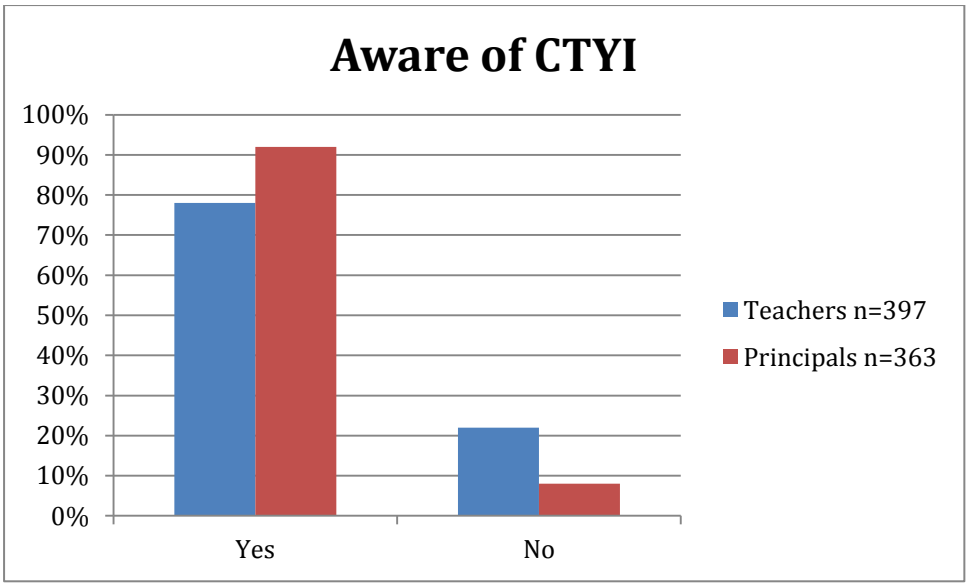


Figure 5.13. Other teachers' awareness of gifted services provided by CTYI (*n* = 778)

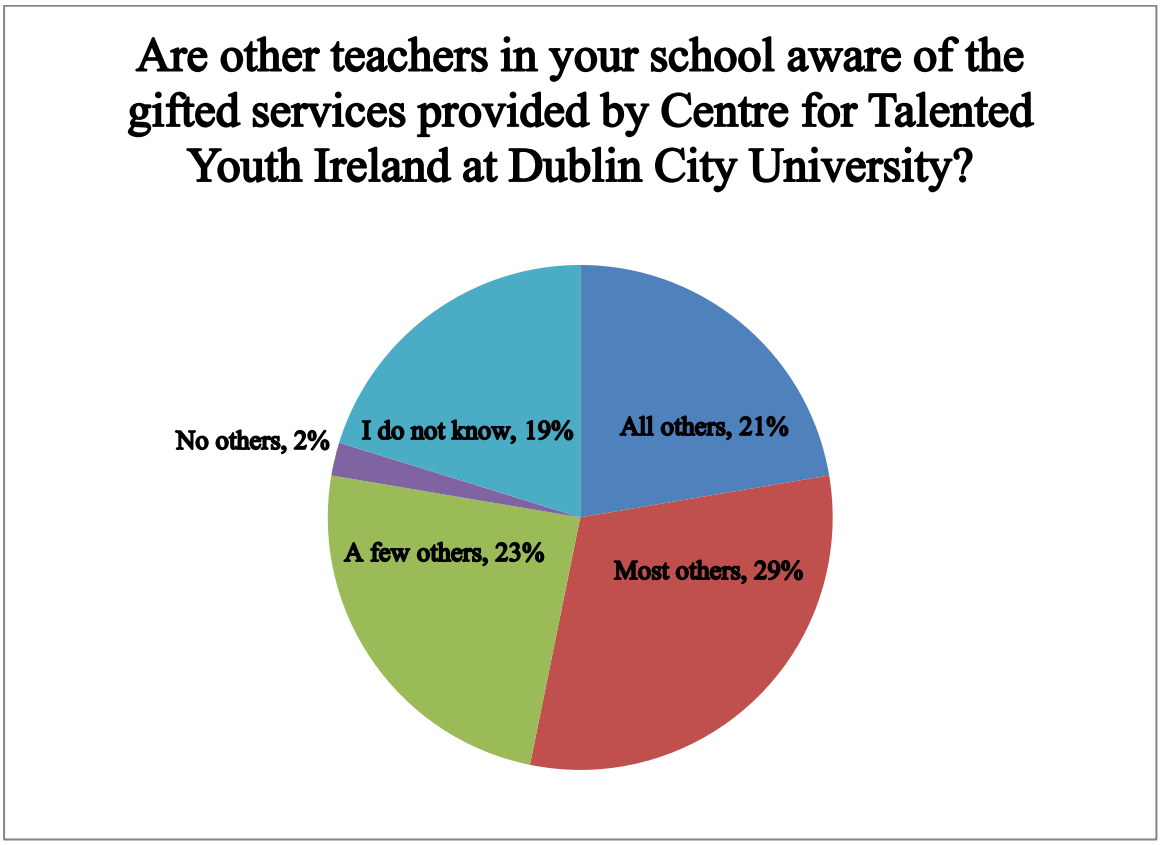


Figure 5.14. Other teachers' awareness of gifted services provided by CTYI by teacher and principal

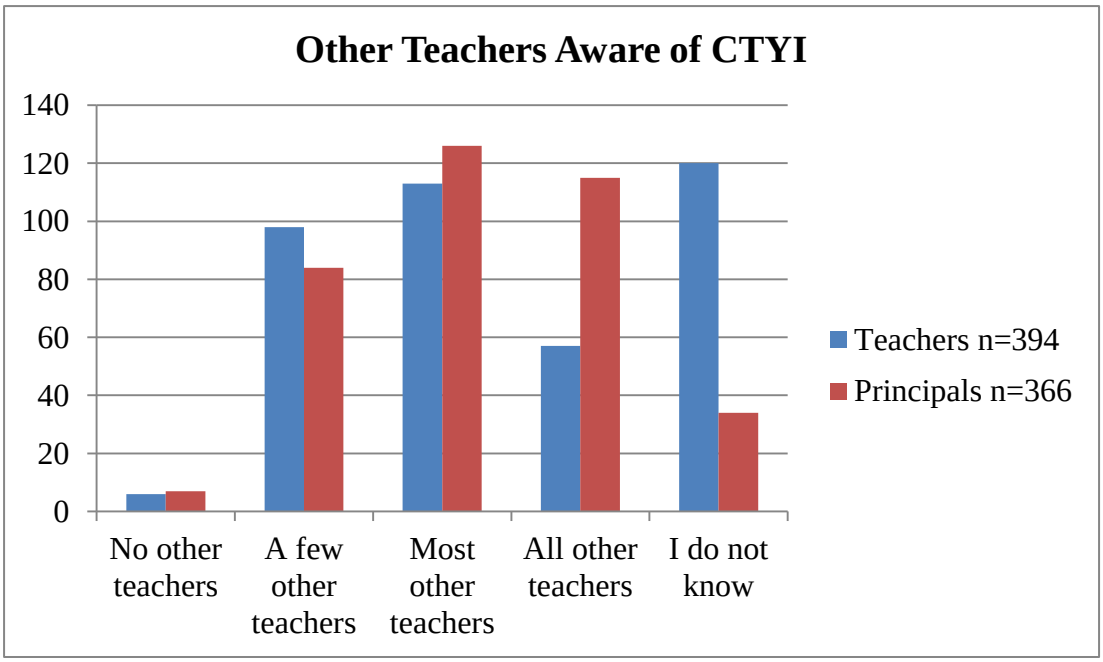


Figure 5.15. Differentiation practice reported (teacher survey only, *n* = 424)

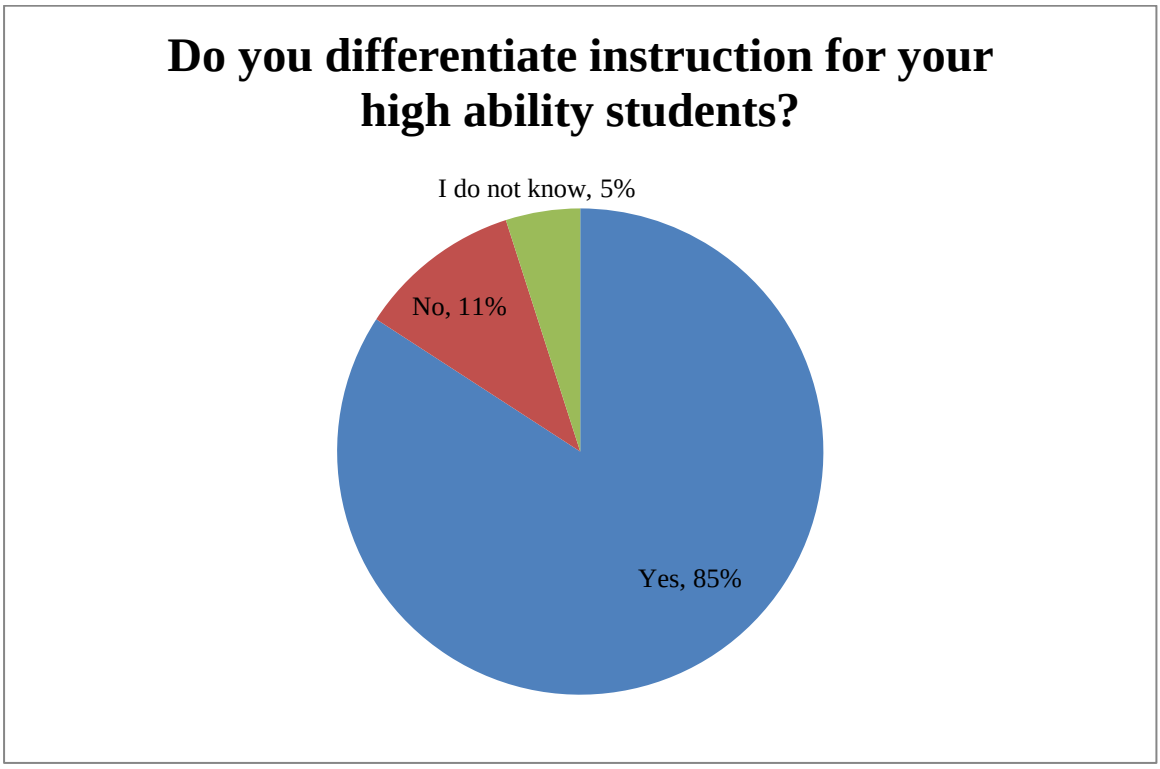


Figure 5.16. Percentage of teachers who report differentiating instruction for high-ability students by level taught

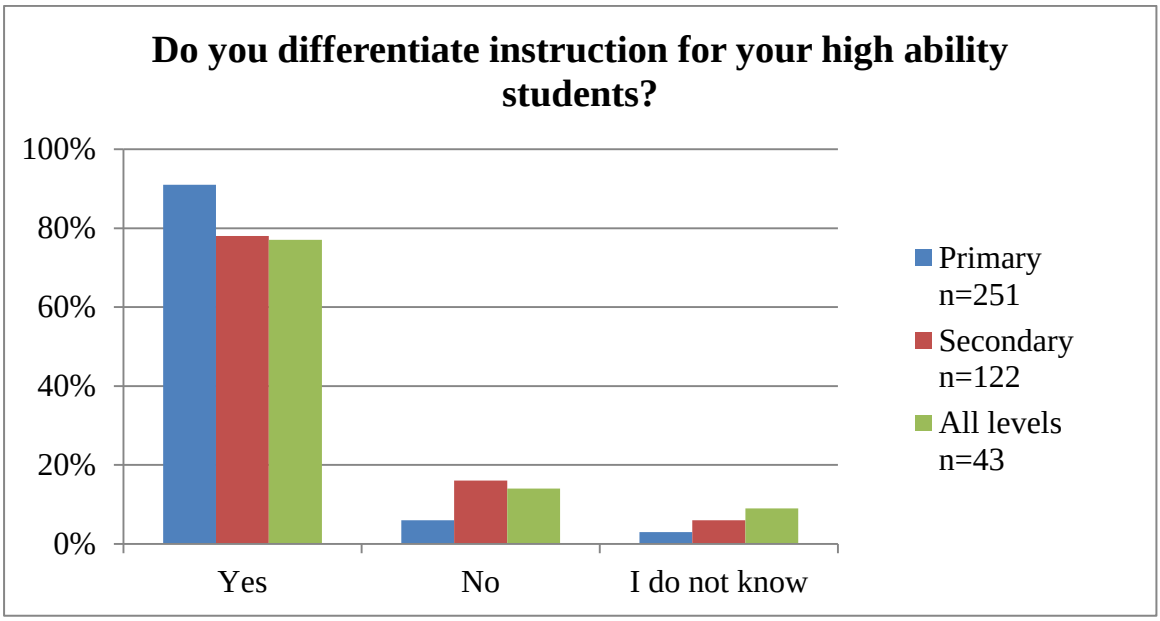


Figure 5.17. Percentage of teachers who report differentiating instruction for high-ability students by school size

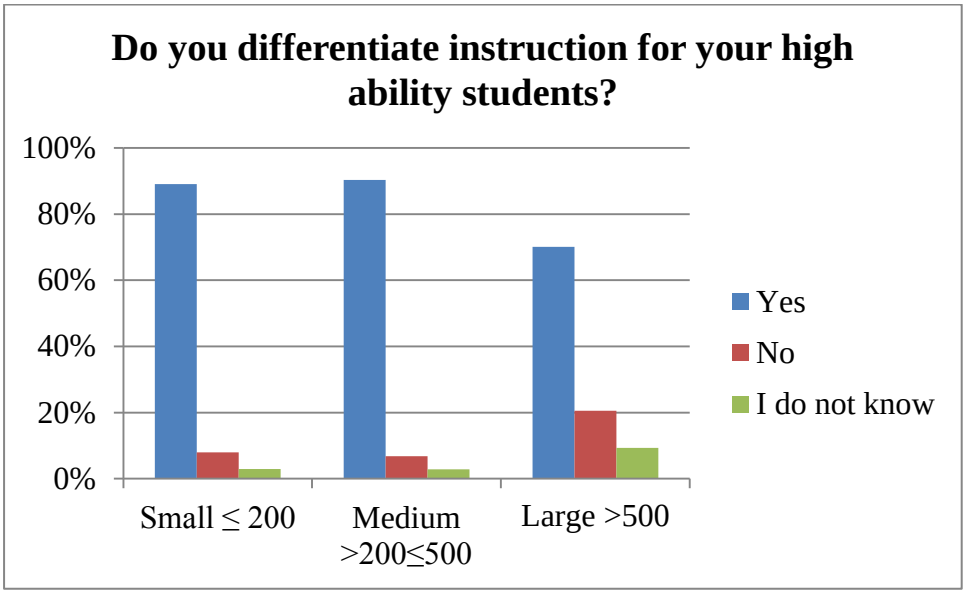
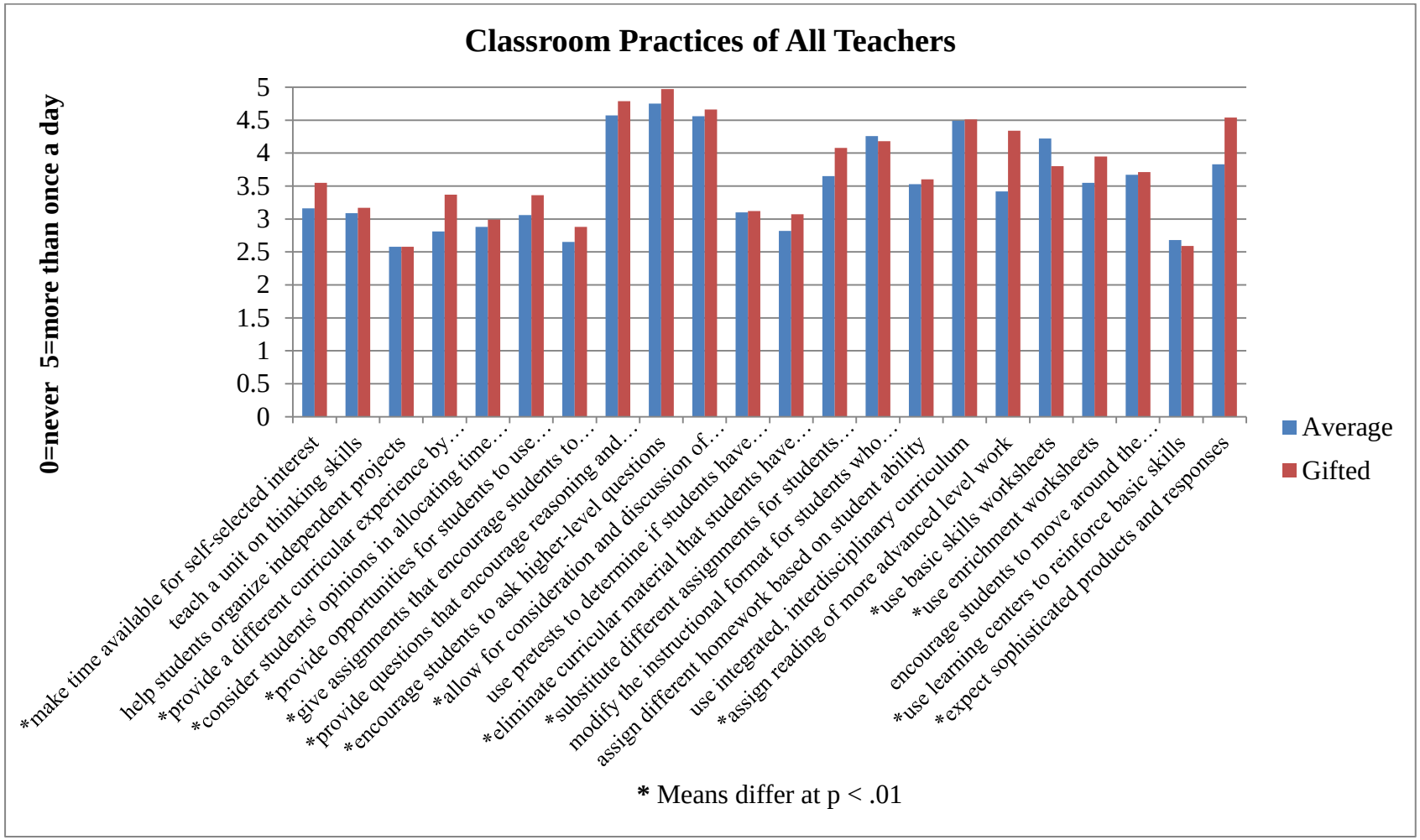


Figure 5.18. Average frequencies of classroom practices



Chapter 6

Gifted Education in DEIS Schools

Demographics. DEIS schools were well represented in the sample, with 197 respondents (24%) indicating their school had this classification (see Table 6.1 and Figures 6.1–6.4). Of 197 respondents, 106 (54%) were teachers and 91 (46%) school leaders and other staff members. Twenty percent were male and 80% female. A large majority (71%, $n = 139$) of the respondents have worked at the primary school level. Twelve percent ($n = 23$) reported master's and 7% ($n = 14$) Ph.D. as their highest degree and 10% of the respondents ($n = 19$) indicated that they have an educational specialist degree. More than two thirds of DEIS respondents have more than 10 years of teaching experience (68%, $n = 135$).

Identification. Most DEIS respondents reported that their school uses a system to identify gifted students (71%, $n = 139$). Nineteen percent ($n = 37$) of respondents indicated that they do not have any identification system and 19 respondents (10%) reported that they do not know whether they have any system to identify gifted students or not. Forty-five percent ($n = 88$) of DEIS respondents reported that they use IQ tests, 43.1% ($n = 85$) reported they use achievement tests, 30.5% ($n = 60$) reported they use grades, and 42.1% ($n = 83$) indicated that they use teacher nomination for identifying gifted students. Percentages in other criteria were lower: 18.3% ($n = 36$) reported they use student products or portfolios, 11.2% ($n = 22$) reported that they use parent nomination and 1.5% ($n = 3$) reported they use self- or peer nomination as gifted identification criteria.

Acceleration. On the responses to the item of acceleration policy, respondents from DEIS schools had very similar patterns with the overall sample, $\chi^2 (2, N = 767) = 5.55$, $p > .05$. At total of 38.1% ($n = 75$) of DEIS respondents indicated that they had an acceleration policy, 46.7% ($n = 92$) reported that they did not have a policy, and 13.7% ($n = 27$) did not know if their school had a policy regarding acceleration of curriculum.

Knowledge of CTYI. DEIS and non-DEIS teachers had similar awareness of CTYI, $\chi^2 (1, N = 767) = 1.32$, $p > .05$, and reported similarly about awareness of others in their school $\chi^2 (4, N = 767) = 6.17$, $p > .05$, respectively. Among DEIS respondents, 86.3% ($n = 170$) indicated that they were aware of the gifted services provided by CTYI. Twenty percent ($n = 40$) of respondents believed that all other teachers in their school are aware of the gifted services provided by CTYI, and 29.9% ($n = 59$) reported that they believe most other teachers in their school are aware of the gifted services provided by CTYI. Some DEIS respondents ($n = 36$; 18.3%) did not know if other teachers were aware of CTYI, and the remaining 31.5% ($n = 62$) indicated that only a few or no other teachers were aware of the gifted services provided by CTYI.

Support for gifted education. As described in Chapter 3, DEIS school respondents were slightly more likely to believe they have access to specialists than were non-DEIS respondents. They did not differ, however, in their perceptions of the support teachers have to differentiate instruction. Respondents from DEIS schools ($n = 175$) did not differ significantly from other respondents in their perceptions of

support to differentiate instruction, $F(1, 700) = 1.89$, $p > .05$. Perceptions of teachers' access to specialists was slightly higher among DEIS respondents ($M = 3.12$, $SD = 1.08$) than others ($M = 2.90$, $SD = 1.05$), $F(1, 704) = 5.46$, $p < .05$, $\eta_p^2 = .01$. The very small effect size, however, suggests that this is not a practically significant difference (see Table 6.3). Both DEIS principals ($M = 4.11$, $SD = 1.09$) and assistant principals ($M = 4.04$, $SD = 1.19$) perceived greater support for teachers to differentiate than do either classroom ($M = 3.38$, $SD = 1.11$) or special needs teachers ($M = 3.37$, $SD = .97$), $F(3, 162) = 5.86$, $p < .01$, $\eta_p^2 = .10$ (see Figure 6.5). The effect size indicates that 10% of the variance in support for differentiation is accounted for by position in school. In DEIS primary schools ($M = 3.81$, $SD = 1.17$), respondents believe teachers have greater support to differentiate than in DEIS secondary schools ($M = 3.40$, $SD = 1.02$), $F(1, 170) = 4.59$, $p < .05$, $\eta_p^2 = .03$ (see Figure 6.6). Although beliefs about access to specialists differ among teachers and principals in the full sample, this is not the case in DEIS schools. There are similar beliefs about the access teachers have among both teachers and principals, as can be seen in Figures 6.5 and 6.6. Perceptions of access ($M = 3.12$, $SD = 1.09$), are, however, lower than perceptions of support to differentiate ($M = 3.7$, $SD = 1.13$) among DEIS respondents, $t(168) = 7.93$, $p < .001$.

There was no difference between DEIS and other respondents in their support, objections, or opposition to acceleration (see Table 6.4). As with all respondents, DEIS respondents are moderately supportive of special services for gifted students; they tend to *somewhat agree* with statements supporting special services. They also tend to *disagree* with statements objecting to gifted education. In DEIS primary schools, there is greater opposition to grade acceleration than in secondary schools ($M = 3.68$, $SD = .95$), $F(1, 170) = 4.15$, $p < .05$, $\eta_p^2 = .02$, but other demographics are similar in their support for gifted education and opposition to grade acceleration.

Understanding gifted students. Respondents were asked to rate the accuracy of the several statements representing common myths and some facts about gifted students. Average beliefs of the full sample are displayed in Figure 4.1. Primary and secondary school educators in DEIS schools responded similarly to the myths/facts items, with a few statistically significant exceptions, Pillai's Trace = .25, $F(15, 154) = 3.33$, $p < .001$, $\eta_p^2 = .25$ (see Figure 4.2). The effect size (η_p^2) indicates that 25% of the variance in the combination of all items was accounted for by level taught. Primary teachers ($M = 3.72$, SD = .89) were more inclined to believe that gifted students may be significantly ahead of their peers than were secondary teachers ($M = 3.02$, $SD = .98$). They were also slightly more likely to believe (although disagreeing in general) that gifted students are equally developed socially, emotionally, and intellectually (primary $M = 1.85$, $SD = .94$; secondary $M = 1.52$, $SD = .84$). Although both primary and secondary teachers believed that gifted students require curricular modifications, primary teachers had a slightly stronger belief than secondary teachers (primary $M = 4.6$, $SD = .62$; secondary $M = 4.36$, $SD = .63$). These beliefs differ somewhat between DEIS schools and the full sample, where differences in school level additionally included such items as gifted students equating achievement and grades with self-esteem and self-worth, and they may need help with concrete study and test-taking skills.

Whereas teachers and principals differed in their belief that "gifted students will do fine in a regular classroom" and that curricular modifications are needed in the full sample, no differences were found in the DEIS school teachers and principals. There

were also no differences in beliefs by years of experience among DEIS school respondents.

DEIS teachers were classified according to their responses on the following five items:

Gifted students

… do not need help because if they are really gifted, they can manage on their own.

… will do fine in a regular classroom.

… need teachers who have been trained to appropriately challenge and support them.

… achieve at higher levels when given opportunities for classroom interactions with peers at similar performance levels.

… require modifications to the regular curriculum to ensure they are challenged and learn new material.

The Less Supportive Beliefs cluster (n = 75; 38%) had more beliefs counter to the research in gifted education, and the Supportive Beliefs cluster (n = 104; 53%) had beliefs more in keeping with research. Demographically, there are not differences in these clusters. There are, however, significant differences in support for gifted education and, among the teachers, in practice and efficacy beliefs. DEIS respondents who were classified in the Less Supportive Beliefs cluster had significantly stronger objections to special services for gifted students than did respondents in the Supportive Beliefs cluster (Less Supportive M =2.44, SD = .64; Supportive M = 1.81, SD =.6), t (168) = 6.53, p < .001. They also had lower support for gifted education (Less Supportive M =3.73, SD = .81; Supportive M = 4.19, SD =.79), t (168) = -3.68, p < .001. DEIS teachers in the Less Supportive Beliefs cluster had less confidence in their abilities to effectively use instructional strategies (TSES Instructional Strategies M = 6.96, SD = .94) than did the teachers in the Supportive Beliefs cluster (M = 7.66, SD = 1.07), t (90) = -3.28, p < .01. Teachers in the Supportive Beliefs cluster reported greater differentiation in curricular modification than did the Less Supportive Beliefs cluster, with a difference in the frequency of offering modifications of curriculum between gifted and average students of .45 for the Supportive Beliefs teachers and .15 for the Less Supportive Beliefs teachers, t (69) = -2.53, p < .05. No such difference existed for the differentiation of challenge and choice. Among DEIS teachers, the belief that gifted students require modifications to the curriculum is associated with actual differentiation for the gifted students. This relationship implies that greater efficacy with instructional strategies may encourage teachers to not only see the need for differentiation, but to practice it as well. This relationship was not found in the full sample.

Respondents were asked how many gifted students possess various characteristics: *All*, *Many*, *Some*, *Few*, or *None*. Recall that to further identify patterns of responses, cluster analysis yielded three classes: Low Recognizer (n = 40, 24%), Moderate Recognizer (n = 88, 54%), and High Recognizer (n = 36, 22%). Those in the Moderate Recognizer cluster usually responded *Some* to "How many gifted students…." The High Recognizer cluster had a tendency to respond from *Some* to *Many*. Low Recognizers reported that *Few* to *Some* gifted students have any of the characteristics listed. Respondents from DEIS schools were more likely to be in the Moderate Recognizer cluster (54% of DEIS vs. 45% of others), but less likely to be in

the High Recognizer cluster than others (22% of DEIS vs. 34% of others), χ^2 (2, N = 657) = 6.93, $p < .05$. Fewer respondents in DEIS schools believe that *Many* gifted students have various characteristics, although Moderate Recognizers had slightly higher perceptions of the number of minority and economically disadvantaged gifted students than even the High Recognizers (see Figure 4.6), which may be an advantage for gifted students in DEIS schools. Table 6.6 and Figure 6.9 present average scores of each characteristic factor (Ability, Misfit, Underrepresented, Creative, Family, Support, Adjustment, and Socially Valued) by three clusters. A significant multivariate analysis of variance suggested a closer look at these variables, Pillai's Trace = .78, $F(14, 312) = 14.3$, $p < .001$, $\eta_p^2 = .39$. In nearly all cases, Low Recognizers chose lower frequencies than Moderate Recognizers who chose lower frequencies than High Recognizers. The exception to this is in the Misfit factor, in which Low and Moderate Recognizer scores are not different, and in the Underrepresented factor, which is only different between the Low and Moderate Recognizers. High Recognizers do not expect many gifted students to come from minority or economically disadvantaged backgrounds, even in DEIS schools. Family Support would not lead Low or Moderate Recognizers in DEIS schools to expect more gifted students, but High Recognizers expect significantly more gifted students will have involved parents and other indicators of family support.

Teacher practices. Similar to other teachers in the study, most DEIS teachers (88%) report that they do differentiate instruction for their gifted students. Paired sample t-test results indicated that DEIS teachers use curriculum modifications for gifted students more frequently than for average students. DEIS teachers also offer gifted students greater challenge and choice than average students (see Table 6.7). When DEIS teachers were compared to non-DEIS teachers, no significant differences were found in curriculum modification and differentiation of challenge and choice.

DEIS and non-DEIS teachers had statistically similar scores in TSES Classroom Management, TSES Student Engagement, and TSES Instructional Strategies. There were no significant differences in TSES Classroom Management, TSES Student Engagement, and TSES Instructional Strategies among DEIS teachers of different years of teaching experiences or in the frequencies with which they offered curricular modification and challenge and choice. The correlations among these do differ among DEIS respondents and others (see Tables 6.8 and 6.9). For example, several of the lower correlations that were significant in the full sample are not in the smaller DEIS subsample (e.g., TSES classroom management with the curriculum modification and challenge and choice items). Several of the correlations are higher among the DEIS respondents (e.g., TSES Instructional Strategies and support for differentiation and the curriculum modification and challenge and choice items) and some are lower (e.g., TSES Student Engagement and the curriculum modification and challenge and choice items) but all have the same directional relationship and similar magnitudes. One correlation that was not significant in the full sample is significant in the DEIS sample: Objections to special services and access to specialists have a negative correlation of $r = -.21$, $p < .01$. Among DEIS teachers, as they perceive greater access to specialists, their objections to special services for gifted students decreases. The Objections factor includes such items as, "We should not have special education services for gifted children because children with difficulties need special education services the most." DEIS respondents perceived greater access to specialists than non-

DEIS. Perhaps, as specialists are more available, teachers have fewer concerns about the challenges of or value in appropriately serving gifted students.

Table 6.1
Demographics of DEIS Respondents

	n (% of DEIS)
Male	38 (19%)
Female	157 (80%)
Classroom Teacher	80 (41%)
Special Needs/Resource Teacher	26 (13%)
Principal	67 (34%)
Assistant Principal	17 (9%)
Counselor	6 (3%)
Highest Degree of Education	
Bachelor's	65 (33%)
Master's	23 (12%)
Ed. Specialist	19 (10%)
Ph.D.	14 (7%)
Professional Diploma	63 (32%)
Years of Experience	
0–5	27 (14%)
6–10	34 (17%)
11–15	34 (17%)
16–20	28 (14%)
21–30	34 (17%)
31+	39 (20%)
School Level	
Primary	139 (71%)
Secondary	57 (29%)
Both Primary and Secondary	1 (.5%)
School Size	
Small (≤ 200)	103 (52%)
Medium (>200 ≤ 500)	70 (36%)
Large (>500)	24 (12%)

Table 6.2
DEIS School County

County name	*n*	%
No Named County	64	32.5
Cavan	2	1.0
Clare	3	1.5
Cork	3	1.5
Donegal	15	7.6
Dublin	51	25.9
Galway	1	.5
Kerry	4	2.0
Kildare	5	2.5
Kilkenny	2	1.0
Leitrim	1	.5
Limerick	3	1.5
Louth	8	4.1
Mayo	7	3.6
Monaghan	1	.5
Offaly	2	1.0
Roscommon	3	1.5
Sligo	3	1.5
Tipperary	1	.5
Waterford	1	.5
Westmeath	3	1.5
Wexford	6	3.0
Wicklow	8	4.1
Total	197	100.0

Table 6.3
Teacher Support

	Support for Differentiation		Access to Specialists	
	N	Mean (SD)	*n*	Mean (SD)
DEIS school	172	3.70 (1.14)	175	3.12 (1.08)
Non-DEIS school	530	3.56 (1.07)	531	2.90 (1.05)

Table 6.4
Opinions of Gifted Education

	Objections to Special Services		Opposition to Acceleration		Support Due to Needs	
	n	Mean (SD)	*n*	Mean (SD)	*n*	Mean (SD)
DEIS school	172	2.07 (.68)	172	3.95 (1.03)	172	4.00 (.82)
Non-DEIS school	524	2.09 (.63)	524	3.93 (.97)	524	4.00 (.77)

Table 6.6
DEIS, Mean Scores by Cluster

	High Recognizer (*n* = 36)	Moderate Recognizer (*n* = 88)	Low Recognizer (*n* = 40)
Ability	4.32 (.40)[a]	3.72 (.27)[a]	3.28 (.35)[a]
Misfit	3.14 (.70)[b]	2.83 (.47)[b]	2.87 (.53)
Underrepresented	2.83 (.56)[c]	2.93 (.40)	2.69 (.43)[c]
Creative	3.79 (.61)[d]	3.33 (.46)[d]	3.05 (.34)[d]
Family Support	3.66 (.32)[e,f]	3.25 (.32)[e]	3.20 (.37)[f]
Adjusted	3.42 (.51)[g]	3.05 (.27)[g]	2.77 (.34)[g]
Socially Valued	4.06 (.45)[h]	3.56 (.47)[h]	3.18 (.36)[h]

Note. 1 = *None*, 2 = *Few*, 3 = *Some*, 4 = *Many*, 5 = *All*; Same superscript letters indicate means differing significantly at $p < .05$ with Tukey's post-hoc analysis.

Table 6.7
DEIS Teacher Practices

Practice	Average	Gifted	*N*	*t score*	*p value*
Curriculum modification	3.59	3.91	71	-4.99	<.01
Differentiation of challenge and choice	3.38	3.69	74	-5.03	<.01

Table 6.8

Correlations Among TSES and Support Measures in DEIS Schools (n = 94)

	1	2	3	4	5	6	7	8
1. TSES Classroom Management	-							
2. TSES Student Engagement	.604**	-						
3. TSES Instructional Strategies	.641**	.551**	-					
4. Access to specialists	0.092	.052	.093	-				
5. Support for differentiation	.225**	.108	.289**	.624**	-			
6. Objections to spec svcs	-.132	-.233**	-.225**	-.207**	-.114	-		
7. Opposition to grade accel	0.158	0.124	0179	-0.07	-0.057	.213**	-	
8. Support due to needs	-0.158	-0.102	0.003	-0.066	-0.028	-.335**	-.161*	-

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 6.9
Correlations of TSES Scores and Reported Classroom Practice in DEIS Schools (n = 77)

	1	2	3	4	5	6	7	8	9
1. TSES Classroom Management	-								
2. TSES Student Engagement	.604**	-							
3. TSES Instructional Strategies	.641**	.551**	-						
4. Average curriculum modification	0.157	.301**	.456**	-					
5. Gifted curriculum modification	0.109	.280**	.454**	.796**	-				
6. Average challenge and choice	0.168	.364**	.434**	.788**	.598**	-			
7. Gifted challenge and choice	0.108	.298**	.463**	.650**	.814**	.809**	-		
8. CM Gifted-Average difference	0.04	-0.019	0.09	-.239*	.398**	-1.186	.333**	-	
9. CC Gifted-Average difference	0.069	0.0	0.165	-0.125	.414**	-0.222	.394**	.818**	-

** Correlation is significant at the 0.01 level (2-tailed).

Figure 6.1. DEIS respondents in the total sample

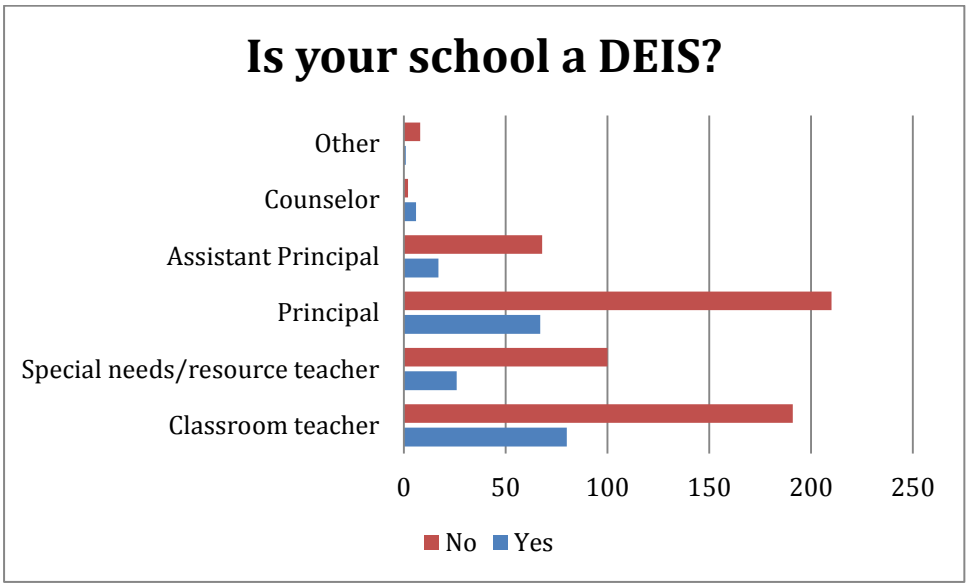


Figure 6.2. Position at school

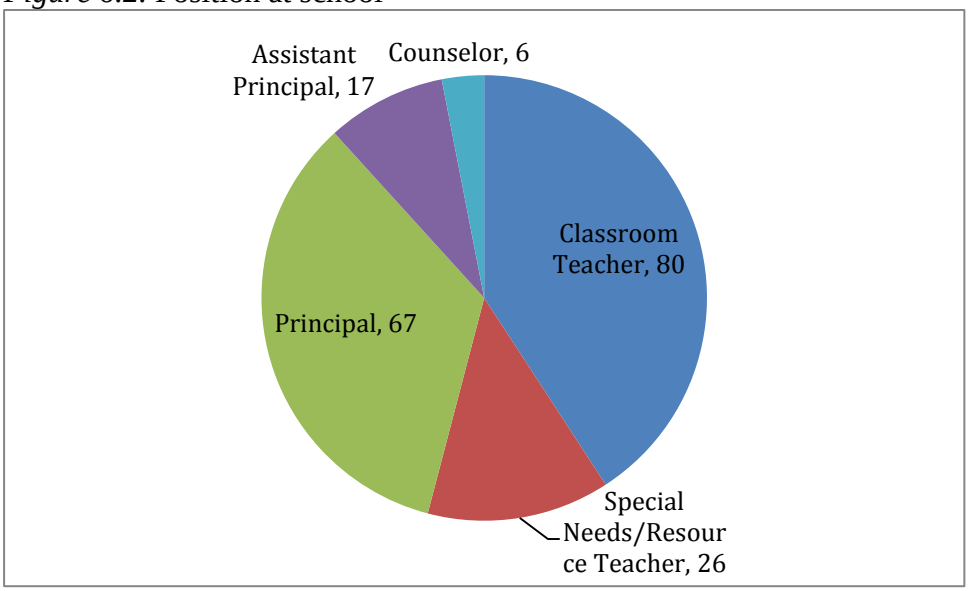


Figure 6.3. Gender distribution of the DEIS respondents

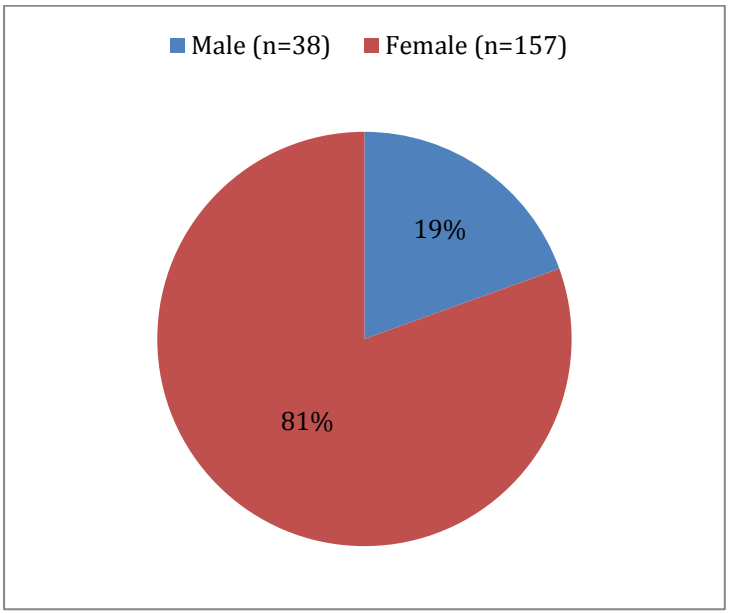


Figure 6.4. Highest degree of education

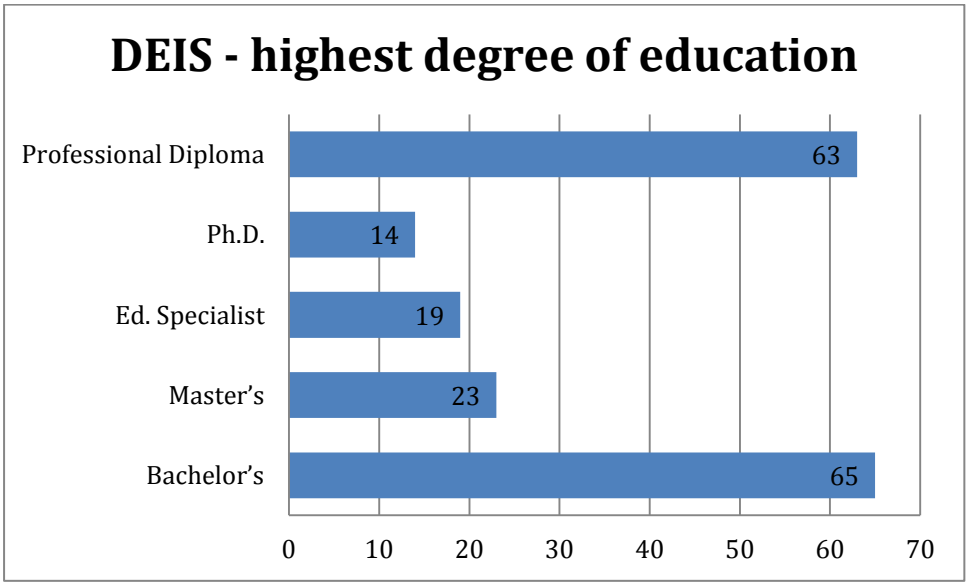
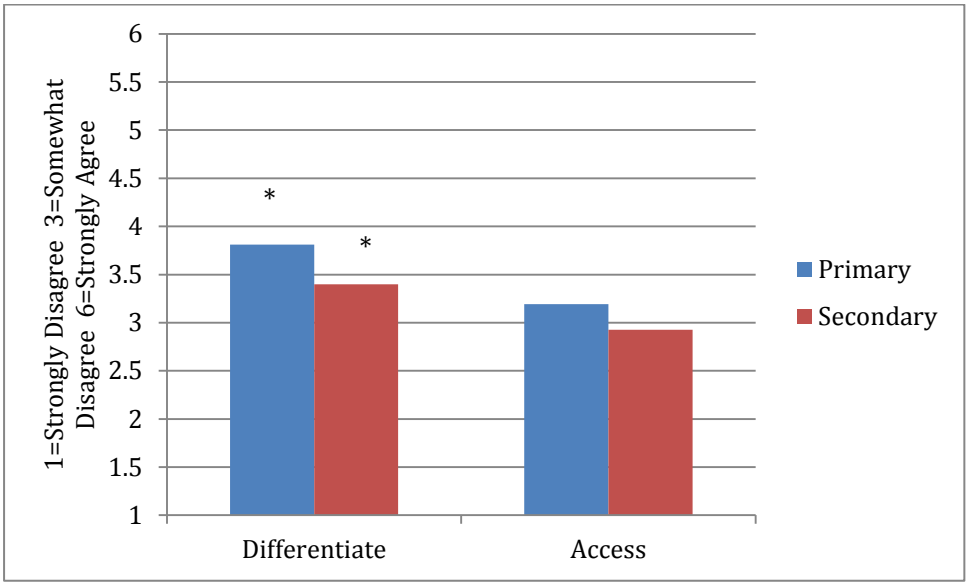


Figure 6.5. Teacher support in DEIS schools by school level



* Different at $p < .05$

Figure 6.6. Teacher support in DEIS schools by position

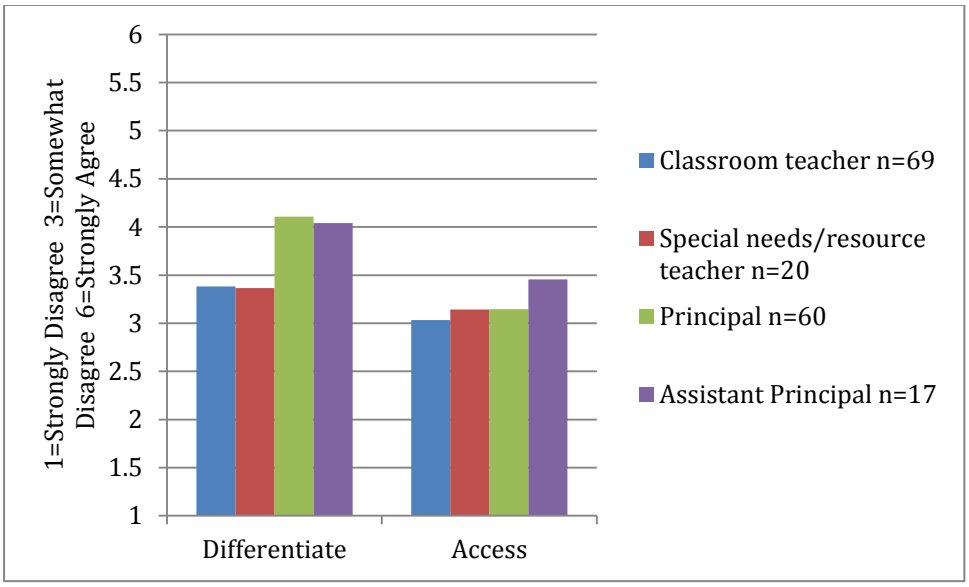


Figure 6.7. Perceptions of support to differentiate in DEIS schools

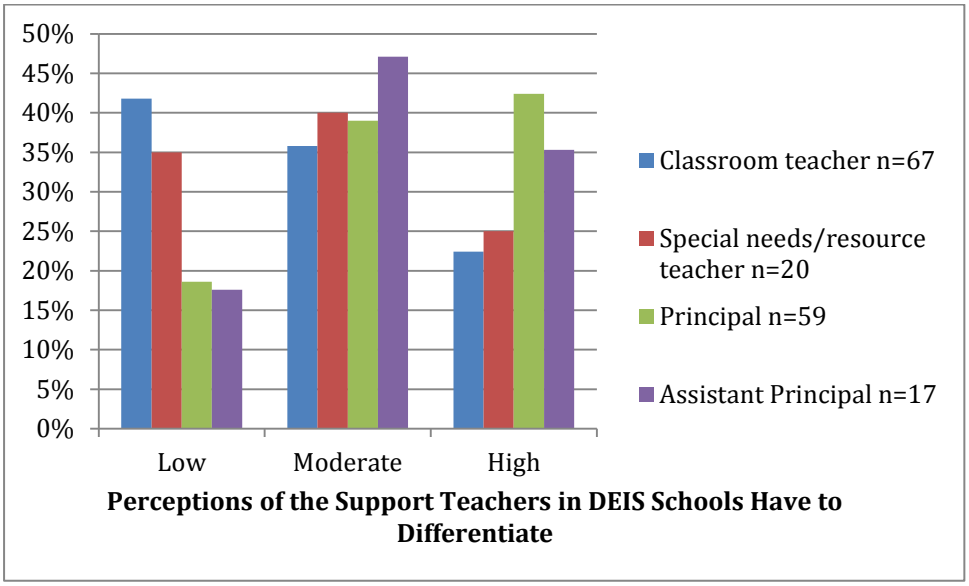


Figure 6.8. Perceptions of access to specialists in DEIS schools

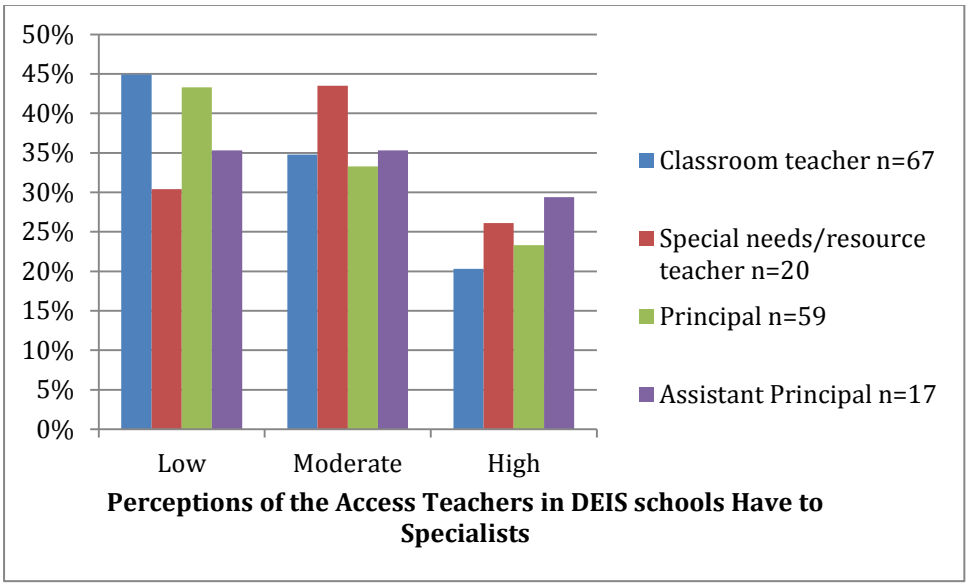


Figure 6.9. DEIS schools characteristics factors by cluster

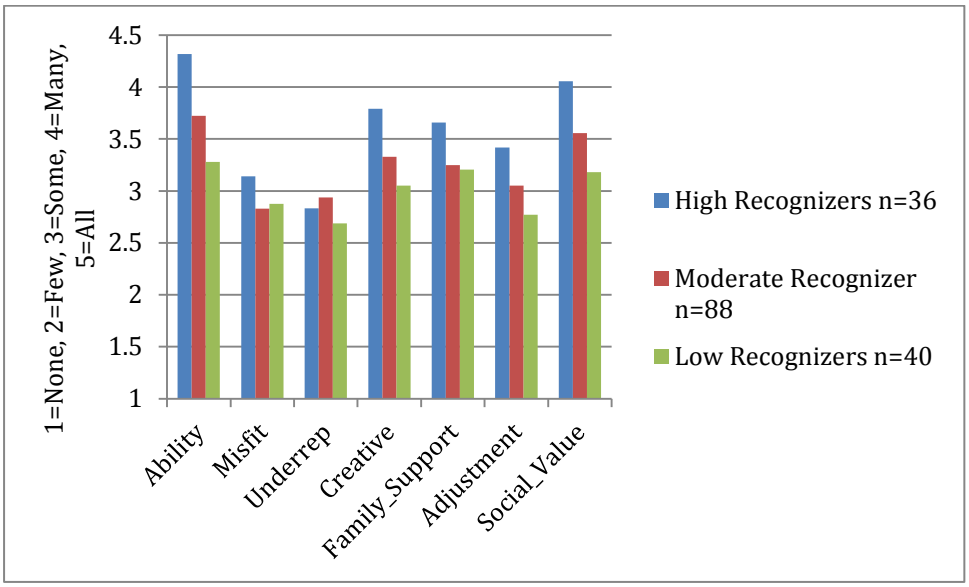
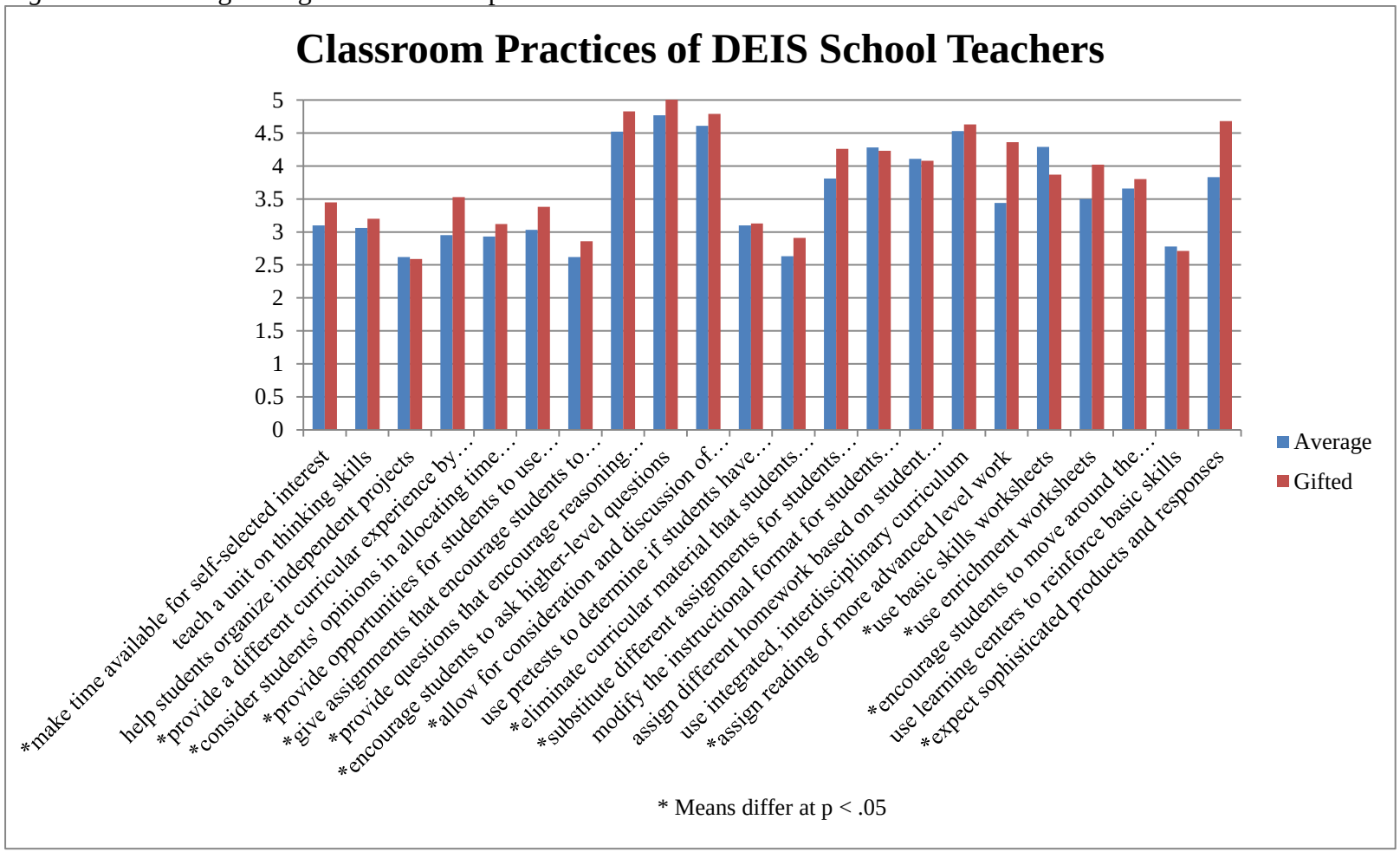
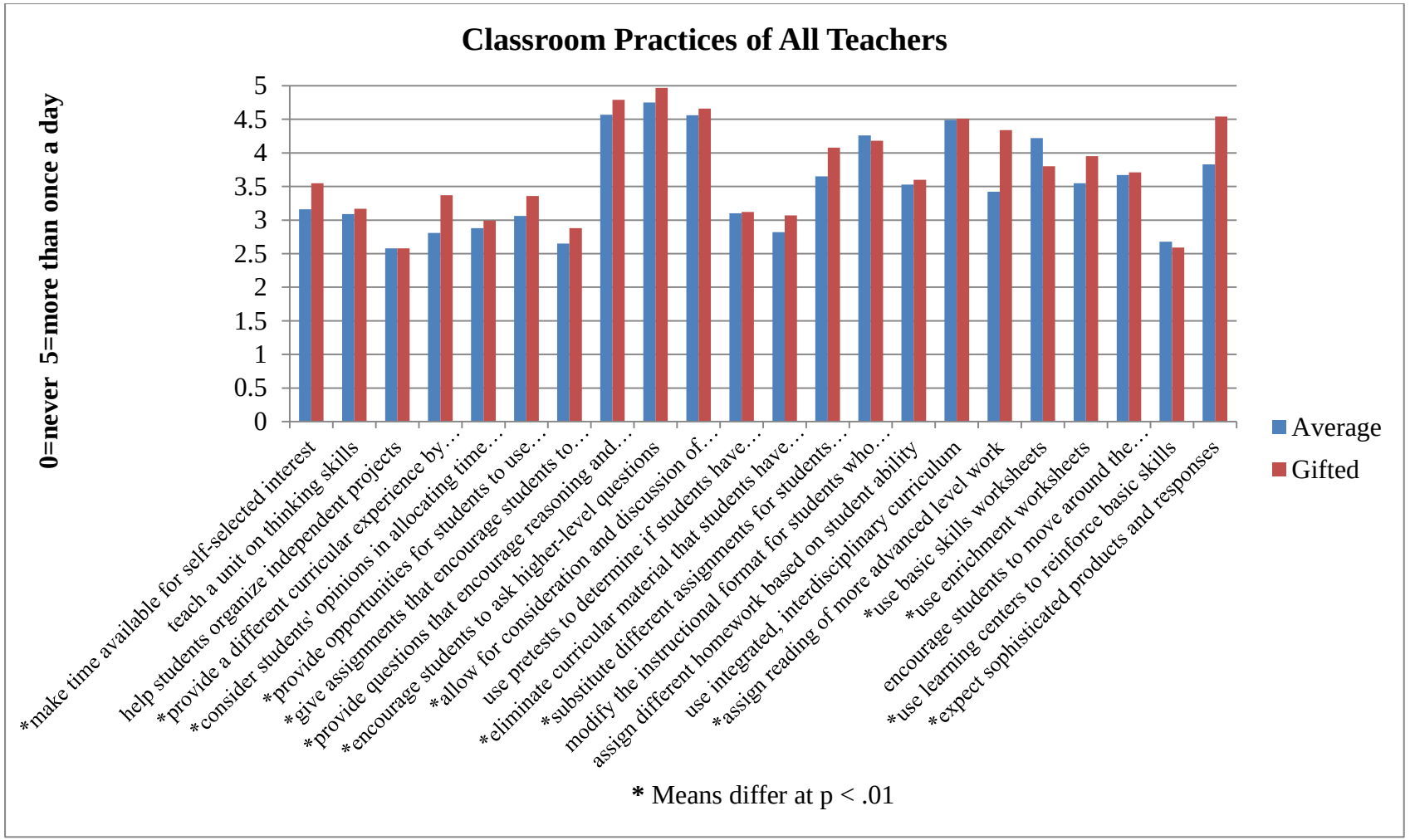


Figure 6.10. Average and gifted classroom practices in DEIS schools




Classroom Practices of All Teachers
0=never 5=more than once a day
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
*make time available for self-selected interest
teach a unit on thinking skills
help students organize independent projects
*provide a different curricular experience by…
*consider students' opinions in allocating time…
*provide opportunities for students to use…
*give assignments that encourage students to…
*provide questions that encourage reasoning and…
*encourage students to ask higher-level questions
*allow for consideration and discussion of…
use pretests to determine if students have…
*eliminate curricular material that students have…
*substitute different assignments for students…
modify the instructional format for students who…
assign different homework based on student ability
use integrated, interdisciplinary curriculum
*assign reading of more advanced level work
*use basic skills worksheets
*use enrichment worksheets
encourage students to move around the…
*use learning centers to reinforce basic skills
*expect sophisticated products and responses
Average
Gifted
* Means differ at p < .01

Appendices

A. Teacher survey
B. School leader and other staff survey
C. Informed consent (paper version)
D. Informed consent (online version)
E. Letter to schools with instructions
F. IRB approval
G. Frequencies of support and access item responses
H. Open-ended comments
I. DEIS Schools Executive Summary

APPENDIX A
Teacher Survey

Part 1: ***Respondent Demographics***

Please circle the answer that is most appropriate to you.

1. **Please select your gender.**
   a. Male
   b. Female
   c. Prefer not to say

2. **Please select your age range.**
   a. 18-24
   b. 25-29
   c. 30-34
   d. 35-39
   e. 40-44
   f. 45-49
   g. 50+

3. **Years of teaching experience.**
   a. 0-5
   b. 6-10
   c. 11-15
   d. 16-20
   e. 21-30
   f. 31+

4. **Please indicate degrees earned. (select all that apply)**
   a. BSc/BA
   b. MSc/MA
   c. Educational Specialist
   d. Ph.D./Ed.D.
   e. Professional diploma
   f. Other: _____

5. **What is your position at your school?**
   a. Classroom teacher
   b. Special needs/resource teacher
   c. Principal
   d. Assistant Principal
   e. Counselor
   f. Other: _____

6. **What levels do you/have you teach/taught? (select all that apply)**
   a. **Primary**

      Please list the classes taught. (select all that apply)
      a. Junior Infants
      b. Senior Infants
      c. First Class
      d. Second Class
      e. Third Class
      f. Fourth Class
      g. Fifth Class
      h. Sixth Class

   b. **Secondary**

      Please list the subjects taught. (select all that apply)
      a. Irish
      b. English
      c. Maths
      d. Science (Chemistry, Physics, or Biology
      e. History
      f. Geography
      g. Languages (French, German, Spanish)
      h. Business (Accountancy, Economics, or Business Studies)
      i. Art
      j. Music
      k. Technical Graphics
      l. Other: _____

Part 2: ***School Information***

Your school county:

_____

7. **What levels are contained in your school? (select all that apply)**
   a. Primary
   b. Secondary

8. **Is your school public or private?**
   a. Public
   b. Private

9. **Is your school a DEIS (designated disadvantaged) school?**
   a. Yes
   b. No

10. **How many pupils attend your school?**
    a. 1-50
    b. 51-100
    c. 101-150
    d. 151-200
    e. 201-300
    f. 301-400
    g. 401-500
    h. 501+

11. **Does your school use any system to identify gifted students?**
    a. Yes
    b. No
    c. I do not know

12. **If yes, which of the following measures and/or checklists does your school use to identify gifted students? (select all that apply)**
    a. IQ Tests (group or individual)
    b. Achievement Tests
    c. Creativity Tests
    d. Grades
    e. Teacher Rating Scales
    f. Student Products/Portfolios
    g. Teacher Nomination
    h. Parent Nomination
    i. Self-Nomination
    j. Peer Nomination
    k. Student Interview
    l. I do not know
    m. Other, specify:
    _____
    _____
    _____

13. **Does your school have a policy regarding the acceleration of the regular curriculum for high ability students?**
    a. Yes
    b. No
    c. I do not know

14. **If yes, which of the following applies?**
    a. Classroom teachers are encouraged to accelerate students into the next level or academic grade.
    b. Classroom teachers are encouraged to provide higher level or enriched content material in their classrooms, but are not permitted to accelerate students into the next level or academic grade.
    c. Classroom teachers are not allowed to provide advanced level curriculum for higher ability students and are not permitted to accelerate students into the next level or academic grade.
    d. Other - specify
    _____

15. **Are you aware of the gifted services provided by Centre for Talented Youth Ireland at Dublin City University?**
    a. Yes
    b. No

16. **Are other teachers in your school aware of the gifted services provided by Centre for Talented Youth Ireland at Dublin City University?**
    a. No other teachers are aware.
    b. A few other teachers are aware.
    c. Most other teachers are aware.
    d. All other teachers are aware.
    e. I do not know.

17. **Do you differentiate instruction for your high ability students?**
    a. Yes
    b. No
    c. I do not know

18. **If yes, how would you describe the differentiation that you do in the classroom?**

_____
_____
_____

Part 3: ***Support for Teachers***

For each of the following statements, rate how much you agree. Circle the best answer. **As a teacher, I have …**							
1	access to specialist teachers to work with individual groups of gifted students in a special pull-out program.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
2	adequate planning time to differentiate instruction for varied abilities among students.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
3	access to the instructional materials necessary to differentiate instruction.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
4	adequate planning time to accelerate instruction.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
5	access to the instructional materials necessary to accelerate instruction.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
6	sufficient space for specialist teachers to work with individual groups of students, including gifted students, in their regular classrooms.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
7	support of school administrators for the appropriate planning and implementation of differentiated instruction.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
8	support of fellow teachers for the appropriate planning and implementation of differentiated instruction.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
9	access to specialists within my school who can identify gifted students.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
10	access to specialists outside of my school who can identify gifted students.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Part 4: ***Student Characteristics***

Circle the best answer. **I believe gifted students ...**						
1	do not need help because if they are really gifted, they can manage on their own.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
2	often equate achievement and grades with self-esteem and self-worth.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
3	are sometimes so far ahead of their	Definitely False	Probably	Somewhat false/	Probably	Definitely True

	chronological peers that they know a great deal of the curriculum before the school year begins.		false	Somewhat true	true	
4	have fewer problems than others because their intelligence and abilities exempt them from the hassles of daily life.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
5	are equally developed socially and emotionally as they are intellectually.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
6	often think abstractly and with such complexity that they may need help with concrete study and test-taking skills.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
7	may define failure as a grade less than an "A."	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
8	may suffer from boredom that results in low achievement and grades.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
9	will do fine in a regular classroom.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True

Part 4: ***Student Characteristics (continued…)***

Circle the best answer. **I believe gifted students ...**						
10	make everyone else in the class smarter by providing a role model or a challenge.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
11	need teachers who have been trained to appropriately challenge and support them.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
12	achieve at higher levels when given opportunities for classroom interactions with peers at similar performance levels.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
13	require modifications to the regular curriculum to ensure they are challenged and learn new material.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
14	often feel bored or out of place with their age peers.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
15	may only try those things that guarantee their success.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True

Part 4: ***Student Characteristics (continued…)***

Please indicate how prevalent you believe these characteristics to be among gifted students. Circle the best answer. **How many gifted students…**						
1	have specific academic aptitude (doing very well in one or more core subjects such as reading, math, science, or social studies)?	All	Many	Some	Few	None
2	are high achievers?	All	Many	Some	Few	None
3	have an extensive vocabulary?	All	Many	Some	Few	None
4	have an excellent memory?	All	Many	Some	Few	None
5	process information rapidly?	All	Many	Some	Few	None
6	are early or avid readers (or intensely interested in books)?	All	Many	Some	Few	None
7	have a wide range of abilities?	All	Many	Some	Few	None
8	have mature judgment?	All	Many	Some	Few	None
9	have vivid imaginations?	All	Many	Some	Few	None
10	tend to question authority?	All	Many	Some	Few	None
11	have leadership ability or potential?	All	Many	Some	Few	None
12	have exceptional compassion for others?	All	Many	Some	Few	None
13	are easy to teach?	All	Many	Some	Few	None
14	are nerds and social isolates?	All	Many	Some	Few	None
15	are valued for their brain power?	All	Many	Some	Few	None
16	are valued by their family?	All	Many	Some	Few	None

Part 4: ***Student Characteristics (continued…)***

	Please indicate how prevalent you believe these characteristics to be among gifted students. Circle the best answer. **How many gifted students…**					
17	are valued by their peers?	All	Many	Some	Few	None
18	come from two-parent homes?	All	Many	Some	Few	None
19	dress well and are clean?	All	Many	Some	Few	None
20	have parents who are involved with their education?	All	Many	Some	Few	None
21	are a welcome addition to any classroom?	All	Many	Some	Few	None
22	learn rapidly?	All	Many	Some	Few	None
23	are highly creative?	All	Many	Some	Few	None
24	are good at everything they try?	All	Many	Some	Few	None
25	come from wealthy families?	All	Many	Some	Few	None
26	come from economically disadvantaged families?	All	Many	Some	Few	None
27	come from minority (i.e., immigrant) families?	All	Many	Some	Few	None
28	are self-directed and know where they are heading?	All	Many	Some	Few	None
29	refuse to work for grades alone?	All	Many	Some	Few	None
30	are happy, popular, and well-adjusted in school?	All	Many	Some	Few	None
31	feel guilty about bad grades?	All	Many	Some	Few	None

Part 5: ***Opinions about the Gifted***

For each of the following statements, rate how much you agree by circling the best answer.							
1	Our schools should offer special education services for the gifted.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
2	We should not have special education services for gifted children because children with difficulties need special education services the most.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
3	We should not have special programs for gifted children because they are elitist.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
4	We should not have special programs for gifted children because, when gifted children are put in special classes, it makes other children feel they are less valued.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
5	Gifted children should not be allowed to skip a grade because they will have trouble adjusting socially to being with older students.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
6	We should have special education services for gifted children because gifted children are often bored in school.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
7	We should not have special education services for gifted children because we have a greater moral responsibility to give special help to children with difficulties than gifted children.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
8	We should have special education services for gifted children because gifted children waste their time in regular classes.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
9	Gifted persons are a valuable resource for our society.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
10	We should have special education services for gifted children because schools too often ignore the specific educational needs of the gifted.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
11	We should not have special education services for gifted children because our schools are already adequate in meeting the needs of the gifted.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Part 5: ***Opinions about the Gifted (continued…)***

For each of the following statements, rate how much you agree by circling the best answer.							
12	We should not have special programs for gifted children because it is an unfair advantage for them to receive special educational services.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
13	I would like to be considered a gifted person.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
14	Gifted children should be left in regular classes because they are an intellectual stimulant for the other children.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
15	We should not have special programs for gifted children because they are already favored in our schools.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
16	In order to progress, a society must develop the talents of gifted individuals as much as possible.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
17	Taxpayers should not have to pay for special education for the children who are gifted.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
18	Gifted children should not be allowed to skip a grade because they will miss important ideas.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
19	We should have special education services for gifted children because the regular school program stifles gifted children's intellectual curiosity.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
20	Tomorrow's leaders will come mostly from the gifted students of today.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
21	A greater number of gifted children should be allowed to skip a grade.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
22	We should get rid of all special programs for the gifted.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Part 6: ***Teacher Beliefs***

Please indicate your opinion about each of the questions below by *circling* any one of the nine responses in the columns on the right side. Please respond to each of the questions by considering the combination of your *current ability*, resources, and opportunity to do each of the following in your present position.		**1= Not at all**		**3= Very little**		**5= Some degree**		**7= Quite a bit**		**9= A great deal**
1	How much can you do to control disruptive behaviour in the classroom?	1	2	3	4	5	6	7	8	9
2	How much can you do to motivate students who show low interest in school work?	1	2	3	4	5	6	7	8	9
3	How much can you do to calm a student who is disruptive or noisy?	1	2	3	4	5	6	7	8	9
4	How much can you do to help your students value learning?	1	2	3	4	5	6	7	8	9
5	To what extent can you craft good question for your students?	1	2	3	4	5	6	7	8	9
6	How much can you do to get children to follow classroom rules?	1	2	3	4	5	6	7	8	9
7	How much can you do to get students to believe they can do well in school work?	1	2	3	4	5	6	7	8	9
8	How well can you establish a classroom management system with each group of students?	1	2	3	4	5	6	7	8	9
9	To what extent can you use a variety of assessment strategies?	1	2	3	4	5	6	7	8	9
10	To what extent can you provide an alternative explanation or example when students are confused?	1	2	3	4	5	6	7	8	9
11	How much can you assist families in helping their children do well in school?	1	2	3	4	5	6	7	8	9
12	How well can you implement alternative teaching strategies in your classroom?	1	2	3	4	5	6	7	8	9

Part 7: ***Teacher Practices***

Please use the following response scale based upon the current academic school year to indicate what actually occurs in your classroom. Circle the most appropriate response for how often you engage in these activities with your average students (on the left) and gifted students (on the right). Be sure to answer for both student groups.

0= never 1= once a month or less frequently 2= a few times a month
3= a few times a week 4= daily 5= more than once a day

with my <u>Average Students</u>						***In my classes, I…***	**with my <u>Gifted Students</u>**					
0	1	2	3	4	5	use basic skills worksheets	0	1	2	3	4	5
0	1	2	3	4	5	use enrichment worksheets	0	1	2	3	4	5
0	1	2	3	4	5	assign reading of more advanced level work	0	1	2	3	4	5
0	1	2	3	4	5	make time available for students to pursue self-selected interest	0	1	2	3	4	5
0	1	2	3	4	5	use pretests to determine if students have mastered the material covered in a particular unit or content area	0	1	2	3	4	5
0	1	2	3	4	5	eliminate curricular material that students have mastered	0	1	2	3	4	5
0	1	2	3	4	5	substitute different assignments for students who have mastered regular classroom work	0	1	2	3	4	5
0	1	2	3	4	5	modify the instructional format for students who learn better using an alternative approach	0	1	2	3	4	5
0	1	2	3	4	5	encourage students to move around the classroom to work in various locations	0	1	2	3	4	5
0	1	2	3	4	5	assign different homework based on student ability	0	1	2	3	4	5

Part 7: ***Teacher Practices (continued…)***

Please use the following response scale based upon the current academic school year to indicate what actually occurs in your classroom. Circle the most appropriate response for how often you engage in these activities with your average students (on the left) and gifted students (on the right). Be sure to answer for both student groups.

0= never 1= once a month or less frequently 2= a few times a month
3= a few times a week 4= daily 5= more than once a day

with my <u>Average Students</u>						***In my classes, I…***	**with my <u>Gifted Students</u>**					
0	1	2	3	4	5	use learning centers to reinforce basic skills	0	1	2	3	4	5
0	1	2	3	4	5	teach a unit on thinking skills, such as critical thinking or creative problem solving	0	1	2	3	4	5
0	1	2	3	4	5	use contracts or management plans to help students organize independent projects	0	1	2	3	4	5
0	1	2	3	4	5	allow students within my classroom to work from a higher grade level	0	1	2	3	4	5
0	1	2	3	4	5	provide a different curricular experience by using a more advanced curriculum unit on a teacher-selected topic	0	1	2	3	4	5
0	1	2	3	4	5	consider students' opinions in allocating time for various subjects within the classroom	0	1	2	3	4	5
0	1	2	3	4	5	provide opportunities for students to use programmed or self-instructional materials at their own pace	0	1	2	3	4	5
0	1	2	3	4	5	give assignments that encourage students to organize their own work schedules to complete a long-range project	0	1	2	3	4	5

Part 7: ***Teacher Practices (continued…)***

Please use the following response scale based upon the current academic school year to indicate what actually occurs in your classroom. Circle the most appropriate response for how often you engage in these activities with your average students (on the left) and gifted students (on the right). Be sure to answer for both student groups.

0= never 1= once a month or less frequently 2= a few times a month
3= a few times a week 4= daily 5= more than once a day

with my <u>Average Students</u>						***In my classes, I…***	**with my <u>Gifted Students</u>**					
0	1	2	3	4	5	provide questions that encourage reasoning and logical thinking	0	1	2	3	4	5
0	1	2	3	4	5	encourage students to ask higher-level questions	0	1	2	3	4	5
0	1	2	3	4	5	use integrated, interdisciplinary curriculum	0	1	2	3	4	5
0	1	2	3	4	5	allow for consideration and discussion of multiple perspectives	0	1	2	3	4	5
0	1	2	3	4	5	expect sophisticated "products" and responses	0	1	2	3	4	5

Please share any additional comments about gifted education: _____
_____
_____

APPENDIX B

School Leader and Other Staff Survey

Part 1: ***Respondent Demographics***

Please circle the answer that is most appropriate to you.

19. Please select your gender.

d. Male
e. Female
f. Prefer not to say

20. Please select your age range.

a. 18-24
b. 25-29
c. 30-34
d. 35-39
e. 40-44
f. 45-49
g. 50+

21. Years of teaching experience.

g. 0-5
h. 6-10
i. 11-15
j. 16-20
k. 21-30
l. 31+

22. What is your position at your school?

g. Classroom teacher
h. Special needs/resource teacher
i. Principal
j. Assistant Principal
k. Counselor
l. Other: _____

23. What levels do you/have you teach/taught? (select all that apply)

a. Primary
b. Secondary

24. Please indicate degrees earned. (select all that apply)

a. BSc/BA
b. MSc/MA
c. Educational Specialist
d. Ph.D./Ed.D.
e. Professional diploma
f. Other: _____

Part 2: ***School Information***

Your school county:

_____

25. What levels are contained in your school? (select all that apply)

c. Primary
d. Secondary

26. Is your school public or private?

a. Public
b. Private

27. Is your school a DEIS (designated disadvantaged) school?

a. Yes
b. No

28. How many pupils attend your school?

a. 1-50
b. 51-100
c. 101-150
d. 151-200
e. 201-300
f. 301-400
g. 401-500
h. 501+

29. Does your school use any system to identify gifted students?

a. Yes
b. No
c. I do not know

30. If yes, which of the following measures and/or checklists does your school use to identify gifted students? (select all that apply)

a. IQ Tests (group or individual)
b. Achievement Tests
c. Creativity Tests
d. Grades
e. Teacher Rating Scales
f. Student Products/Portfolios
g. Teacher Nomination
h. Parent Nomination
i. Self-Nomination
j. Peer Nomination
k. Student Interview
l. I do not know

m. Other, specify:
_____
_____

31. Does your school have a policy regarding the acceleration of the regular curriculum for high ability students?

a. Yes
b. No
c. I do not know

32. If yes, which of the following applies?

a. Classroom teachers are encouraged to accelerate students into the next level or academic grade.
b. Classroom teachers are encouraged to provide higher level or enriched content material in their classrooms, but are not permitted to accelerate students into the next level or academic grade.
c. Classroom teachers are not allowed to provide advanced level curriculum for higher ability students and are not permitted to accelerate students into the next level or academic grade.
d. Other - specify
_____

33. Are you aware of the gifted services provided by Centre for Talented Youth Ireland at Dublin City University?

c. Yes
d. No

34. Are the teachers in your school aware of the gifted services provided by Centre for Talented Youth Ireland at Dublin City University?

a. No teachers are aware.
b. A few teachers are aware.
c. Most teachers are aware.
d. All teachers are aware.
e. I do not know.

Part 3: ***Support for Teachers***

For each of the following statements, rate how much you agree. Circle the best answer. **The teachers at my school have…**							
1	access to specialist teachers to work with individual groups of gifted students in a special pull-out program.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
2	adequate planning time to differentiate instruction for varied abilities among students.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
3	access to the instructional materials necessary to differentiate instruction.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
4	adequate planning time to accelerate instruction.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
5	access to the instructional materials necessary to accelerate instruction.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
6	sufficient space for specialist teachers to work with individual groups of students, including gifted students, in their regular classrooms.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
7	support of school administrators for the appropriate planning and implementation of differentiated instruction.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
8	support of fellow teachers for the appropriate planning and implementation of differentiated instruction.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
9	access to specialists within my school who can identify gifted students.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
10	access to specialists outside of my school who can identify gifted students.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Part 4: *Student Characteristics*

Circle the best answer. **I believe gifted students…**						
1	do not need help because if they are really gifted, they can manage on their own.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
2	often equate achievement and grades with self-esteem and self-worth.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
3	are sometimes so far ahead of their chronological peers that they know a great deal of the curriculum before the school year begins.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
4	have fewer problems than others because their intelligence and abilities exempt them from the hassles of daily life.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
5	are equally developed socially and emotionally as they are intellectually.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
6	often think abstractly and with such complexity that they may need help with concrete study and test-taking skills.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
7	may define failure as a grade less than an "A."	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
8	may suffer from boredom that results in low achievement and grades.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
9	will do fine in a regular classroom.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True

Part 4: ***Student Characteristics (continued…)***

Circle the best answer. **I believe gifted students…**						
10	make everyone else in the class smarter by providing a role model or a challenge.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
11	need teachers who have been trained to appropriately challenge and support them.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
12	achieve at higher levels when given opportunities for classroom interactions with peers at similar performance levels.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
13	require modifications to the regular curriculum to ensure they are challenged and learn new material.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
14	often feel bored or out of place with their age peers.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True
15	may only try those things that guarantee their success.	Definitely False	Probably false	Somewhat false/ Somewhat true	Probably true	Definitely True

Part 4: ***Student Characteristics (continued…)***

Please indicate how prevalent you believe these characteristics to be among gifted students. Circle the best answer. **How many gifted students…**						
1	have specific academic aptitude (doing very well in one or more core subjects such as reading, math, science, or social studies)?	All	Many	Some	Few	None
2	are high achievers?	All	Many	Some	Few	None
3	have an extensive vocabulary?	All	Many	Some	Few	None
4	have an excellent memory?	All	Many	Some	Few	None
5	process information rapidly?	All	Many	Some	Few	None
6	are early or avid readers (or intensely interested in books)?	All	Many	Some	Few	None
7	have a wide range of abilities?	All	Many	Some	Few	None
8	have mature judgment?	All	Many	Some	Few	None
9	have vivid imaginations?	All	Many	Some	Few	None
10	tend to question authority?	All	Many	Some	Few	None
11	have leadership ability or potential?	All	Many	Some	Few	None
12	have exceptional compassion for others?	All	Many	Some	Few	None
13	are easy to teach?	All	Many	Some	Few	None
14	are nerds and social isolates?	All	Many	Some	Few	None
15	are valued for their brain power?	All	Many	Some	Few	None
16	are valued by their family?	All	Many	Some	Few	None

Part 4: ***Student Characteristics (continued…)***

Please indicate how prevalent you believe these characteristics to be among gifted students. Circle the best answer. **How many gifted students…**						
17	are valued by their peers?	All	Many	Some	Few	None
18	come from two-parent homes?	All	Many	Some	Few	None
19	dress well and are clean?	All	Many	Some	Few	None
20	have parents who are involved with their education?	All	Many	Some	Few	None
21	are a welcome addition to any classroom?	All	Many	Some	Few	None
22	learn rapidly?	All	Many	Some	Few	None
23	are highly creative?	All	Many	Some	Few	None
24	are good at everything they try?	All	Many	Some	Few	None
25	come from wealthy families?	All	Many	Some	Few	None
26	come from economically disadvantaged families?	All	Many	Some	Few	None
27	come from minority (i.e., immigrant) families?	All	Many	Some	Few	None
28	are self-directed and know where they are heading?	All	Many	Some	Few	None
29	refuse to work for grades alone?	All	Many	Some	Few	None
30	are happy, popular, and well-adjusted in school?	All	Many	Some	Few	None
31	feel guilty about bad grades?	All	Many	Some	Few	None

Part 5: ***Opinions about the Gifted***

For each of the following statements, rate how much you agree by circling the best answer.							
1	Our schools should offer special education services for the gifted.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
2	We should not have special education services for gifted children because children with difficulties need special education services the most.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
3	We should not have special programs for gifted children because they are elitist.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
4	We should not have special programs for gifted children because, when gifted children are put in special classes, it makes other children feel they are less valued.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
5	Gifted children should not be allowed to skip a grade because they will have trouble adjusting socially to being with older students.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
6	We should have special education services for gifted children because gifted children are often bored in school.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
7	We should not have special education services for gifted children because we have a greater moral responsibility to give special help to children with difficulties than gifted children.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
8	We should have special education services for gifted children because gifted children waste their time in regular classes.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
9	Gifted persons are a valuable resource for our society.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
10	We should have special education services for gifted children because schools too often ignore the specific educational needs of the gifted.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
11	We should not have special education services for gifted children because our schools are already adequate in meeting the needs of the gifted.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Part 5: ***Opinions about the Gifted (continued…)***

For each of the following statements, rate how much you agree by circling the best answer.							
12	We should not have special programs for gifted children because it is an unfair advantage for them to receive special educational services.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
13	I would like to be considered a gifted person.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
14	Gifted children should be left in regular classes because they are an intellectual stimulant for the other children.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
15	We should not have special programs for gifted children because they are already favored in our schools.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
16	In order to progress, a society must develop the talents of gifted individuals as much as possible.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
17	Taxpayers should not have to pay for special education for the children who are gifted.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
18	Gifted children should not be allowed to skip a grade because they will miss important ideas.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
19	We should have special education services for gifted children because the regular school program stifles gifted children's intellectual curiosity.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
20	Tomorrow's leaders will come mostly from the gifted students of today.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
21	A greater number of gifted children should be allowed to skip a grade.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
22	We should get rid of all special programs for the gifted.	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Please share any additional comments about gifted education:

_____

_____

_____

_____

APPENDIX C
Informed Consent (paper version)

The College of
William & Mary
Center for Gifted Education
P.O. Box 8795
Williamsburg, VA 23187-8795
757-221-2362

Dublin City University
Centre for Talented Youth, Ireland
Dublin 9, Ireland
01 700 5634

Consent Form for Participation in a Research Study

Investigators: Tracy L. Cross, Ph. D., Jennifer Cross, Ph. D., Colm O'Reilly, Ph.D.

Study Title: Understanding the Teacher and Administrator Gifted Education Knowledge Base in Ireland

1. Invitation to Participate in a Research Study
   You are invited to participate in this research study that explores knowledge and attitudes of administrators and teachers in gifted education.
2. Purpose of the Research Study
   The purpose of this study is to explore school administrators' and teachers' knowledge of and beliefs about gifted students and their education.
3. Description of Procedures
   Participation in this study involves completing a survey that will take approximately 30 minutes to complete. Some participants will be invited to an hour-long interview. There are no anticipated risks to participation. The only inconvenience is the time that the participants spend completing the questionnaires.
5. Benefits
   The primary benefit of participation is the opportunity to contribute to an understanding of what is known about gifted education among education professionals in Ireland.
6. Confidentiality
   The questionnaires that the participants complete will be anonymous and interview data will be maintained confidentially. You should also know that The College of William and Mary Institutional Review Board (IRB) may inspect study records, but these reviews will only focus on the researchers and not on your responses or involvement. The IRB is a group of people who review research studies to make sure they are safe for participants.
7. Voluntary Participation
   You are not required to participate in this study if you do not want to. If you agree to be in the study, but later change your mind, you may drop out at any time. There are no penalties or consequences of any kind if you decide that you do not want to participate.
8. Do You Have Any Questions?
   We will be happy to answer any questions you have about this study. If you have further questions about this project or if you have a research-related problem, you may contact Colm O'Reilly at 01 700 5634 (colm.oreilly@dcu.ie), Tracy L. Cross at 757-221-2210 (tlcross@wm.edu), or Jennifer Cross at 757-221-2414 (jrcross@wm.edu) or IRB representative Tom Ward (tjward@wm.edu). Please let us know if you are interested in a report of the study's findings.

Principal Investigators:

Dr. Tracy L. Cross
Center for Gifted Education
College of William and Mary
Williamsburg, VA 23187
Telephone: (757) 221-2210
Email: tlcross@wm.edu

Dr. Jennifer Riedl Cross
Center for Gifted Education
College of William and Mary
Williamsburg, VA 23187
Telephone: (757) 221-2414
Email: jrcross@wm.edu

Dr. Colm O'Reilly
Centre for Talented Youth, Ireland
Dublin City University
Dublin 9, Ireland
Telephone: 01 700 5634
Email: colm.oreilly@dcu.ie

Participant Informed Consent

The general nature of this study entitled "Understanding the Teacher and Administrator Gifted Education Knowledge Base in Ireland" conducted by Tracy L. Cross, Jennifer Riedl Cross, and Colm O'Reilly, has been explained to me. I understand that I will be asked to complete a survey and/or participate in an interview. My participation in this study should take a total of about 30 minutes for the survey. If I am invited to be interviewed and agree to do so, I understand the interview will take about an hour. I understand that confidentiality will be preserved and that my name will not be associated with any results of this study. I know that I may refuse to answer any question asked and that I may discontinue participation at any time. Potential risks resulting from my participation in this project have been described to me. I know that I may request a report of the study's findings from the researchers. I am aware that I may report dissatisfactions with any aspect of this study to the Chair of the Protection of Human Subjects Committee at phone 1-855-800-7187 or consent@wm.edu. I am aware that I must be at least 18 years of age to participate. My signature below signifies my voluntary participation in this project, and that I have received a copy of this consent form.

_____

Print Name

_____ _____

Signature Date

APPENDIX D
Informed Consent (online version)

Understanding the Gifted Education Knowledge Base in Ireland – Teacher Survey

Online Participant Informed Consent

The purpose of this study entitled "Understanding the Gifted Education Knowledge Base in Ireland" conducted by Tracy L. Cross (tlcross@wm.edu), Jennifer Riedl Cross (jrcross@wm.edu), and Colm O'Reilly (colm.oreilly@dcu.ie), is to explore school leaders' and teachers' knowledge of and beliefs about gifted students and their education. The online survey should take a total of about 30 minutes for the survey. There are no anticipated risks or benefits to you from participation in the online survey. The benefits of this study will be to further what is known about gifted education among education professionals in Ireland. The online survey is anonymous and your name will not be associated with any results of this study.

You may request a report of the study's findings from the researchers. You may refuse to answer any question asked and may discontinue participation at any time. You may report dissatisfactions with any aspect of this study to the Chair of the Protection of Human Subjects Committee at U.S. phone 1-855-800-7187 or consent@wm.edu.

You must be at least 18 years of age to participate. Your continuation of the online survey that follows indicates your voluntary participation in this project.

THIS PROJECT WAS FOUND TO COMPLY WITH APPROPRIATE ETHICAL STANDARDS AND WAS EXEMPTED FROM THE NEED FOR FORMAL REVIEW BY THE COLLEGE OF WILLIAM AND MARY PROTECTION OF HUMAN SUBJECTS COMMITTEE (Phone 1-757-221-3966) ON 2013-10-15 AND EXPIRES ON 2014-10-15.

I have read the information describing this study. By continuing with this survey, I am agreeing that I meet the qualifications and am participating voluntarily.

I AGREE ○ I DO NOT AGREE ○

Next Page

APPENDIX E
Letter to Schools with Instructions

Survey of Gifted Education in Ireland

The Centre for Talented Youth – Ireland of Dublin City University and the Center for Gifted Education at the College of William and Mary have teamed together to study the state of gifted education in Ireland. Surveys are being disseminated to schools across the country. Results of the study will be used to design professional development and other support services for schools.

By distributing this survey in your school, **your school's preferences and needs will be represented in the findings**. Please support your high ability students by encouraging all teachers and staff to participate.

Survey Instructions

Two surveys are attached, one for teachers and the other for school leaders and other staff. **Please copy and distribute*** in your school. There should be a signed consent form for each survey, but these should be collected separately.

***Alternatively**, you can email the following links:

Teachers:
https://wmsurveys.qualtrics.com/SE/?SID=SV_6LioMINUkPL3PZr
School leaders and other staff:
https://wmsurveys.qualtrics.com/SE/?SID=SV_afJun3E8IflTB3v

Please mail surveys and signed consent forms in the enclosed envelope to

Colm O'Reilly
Centre for Talented Youth – Ireland
Dublin City University
Dublin 9, Ireland

Please contact Colm O'Reilly with any questions. Telephone: 01 700 5634 Email: colm.oreilly@dcu.ie

Teacher Surveys

Please make a **copy* for each teacher** in your school and distribute.

Signed consent forms should be collected separately from the survey to preserve anonymity.

Mail completed surveys and consent forms to

Colm O'Reilly
Centre for Talented Youth – Ireland
Dublin City University
Dublin 9, Ireland

Please contact Colm O'Reilly with any questions.

Telephone: 01 700 5634 Email: colm.oreilly@dcu.ie

* If you prefer, the **online teacher survey** can be found at

https://wmsurveys.qualtrics.com/SE/?SID=SV_6LioMINUkPL3PZr

Please email this link to all teachers.

School Leader and Other Staff Surveys

Please make a **copy* for the school leader and other staff** in your school and distribute.

Signed consent forms should be collected separately from the survey to preserve anonymity.

Mail completed surveys and consent forms to

Colm O'Reilly
Centre for Talented Youth – Ireland
Dublin City University
Dublin 9, Ireland

Please contact Colm O'Reilly with any questions.

Telephone: 01 700 5634 Email: colm.oreilly@dcu.ie

* If you prefer, the **online school leader and other staff survey** can be found at

https://wmsurveys.qualtrics.com/SE/?SID=SV_afJun3E8IflTB3v

Please email this link to the **school leader and other staff**.

APPENDIX F
Ireland Study IRB Approval

Tuesday, October 28, 2014 9:45:03 PM Eastern Daylight Time

Subject: Status of protocol EDIRC-2013-10-07-8999-jrcross set to active
Date: Tuesday, October 8, 2013 12:07:47 PM Eastern Daylight Time
From: WM Compliance
To: Cross, Jennifer R, Cross, Tracy L, edirc-l@wm.edu

This is to notify you on behalf of the Education Internal Review Committee (EDIRC) that protocol EDIRC-2013-10-07-8999-jrcross titled Understanding the Teacher and Administrator Gifted Education Knowledge Base in Ireland has been EXEMPTED from formal review because it falls under the following category(ies) defined by DHHS Federal Regulations: 45CFR46.101.b.1, 45CFR46.101.b.2.

Work on this protocol may begin on 2013-10-15 and must be discontinued on 2014-10-15.

Should there be any changes to this protocol, please submit these changes to the committee for determination of continuing exemption using the Protocol and Compliance Management application (https://compliance.wm.edu).

Please add the following statement to the footer of all consent forms, cover letters, etc.:

THIS PROJECT WAS FOUND TO COMPLY WITH APPROPRIATE ETHICAL STANDARDS AND WAS EXEMPTED FROM THE NEED FOR FORMAL REVIEW BY THE COLLEGE OF WILLIAM AND MARY PROTECTION OF HUMAN SUBJECTS COMMITTEE (Phone 757-221-3966) ON 2013-10-15 AND EXPIRES ON 2014-10-15.

You are required to notify Dr. Ward, chair of the EDIRC, at 757-221-2358 (EDIRC-L@wm.edu) and Dr. Ray McCoy, Chair of the PHSC at 757-221-2783(rwmcco@wm.edu) if any issues arise during this study.

Good luck with your study.

COMMENTS

No comments available

BASIC INFO

Title: Understanding the Teacher and Administrator Gifted Education Knowledge Base in Ireland
Start Date: 2013-10-15
Year Number: 1
Years Total: 1
Campus: Main
Committee(s): EDIRC
Cc: Emails:

APPENDIX G
Frequencies of Support and Access Item Responses

Appendix G Table 1

I have/Teachers have adequate planning time to differentiate instruction for varied abilities among my students.

		Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Total
School Level	Primary	97	121	76	117	95	32	538
		18.0%	22.5%	14.1%	21.7%	17.7%	5.9%	100.0%
	Secondary	40	53	27	41	22	5	188
		21.3%	28.2%	14.4%	21.8%	11.7%	2.7%	100.0%
	Both primary and secondary	1	3	2	0	0	0	6
		16.7%	50.0%	33.3%	0.0%	0.0%	0.0%	100.0%
DEIS School	Yes	31	42	26	36	33	11	179
		17.3%	23.5%	14.5%	20.1%	18.4%	6.1%	100.0%
School Type	Public	129	165	98	152	117	36	697
		18.5%	23.7%	14.1%	21.8%	16.8%	5.2%	100.0%
	Private	10	12	7	5	2	1	37
		27.0%	32.4%	18.9%	13.5%	5.4%	2.7%	100.0%
Position	Classroom teacher	51	73	41	43	33	8	249
		20.5%	29.3%	16.5%	17.3%	13.3%	3.2%	100.0%
	Special needs/resource teacher	23	35	15	29	12	1	115
		20.0%	30.4%	13.0%	25.2%	10.4%	0.9%	100.0%
	Principal	45	50	34	63	56	23	271
		16.6%	18.5%	12.5%	23.2%	20.7%	8.5%	100.0%

	Assistant Principal	12	19	13	22	14	4	84
		14.3%	22.6%	15.5%	26.2%	16.7%	4.8%	100.0%
	Counselor	4	0	1	1	1	0	7
		57.1%	0.0%	14.3%	14.3%	14.3%	0.0%	100.0%
	Other	4	0	1	1	1	1	8
		50.0%	0.0%	12.5%	12.5%	12.5%	12.5%	100.0%
Level/Subject Taught	Early Primary	6	7	9	7	9	2	40
		15.0%	17.5%	22.5%	17.5%	22.5%	5.0%	100.0%
	Late Primary	6	8	6	5	4	2	31
		19.4%	25.8%	19.4%	16.1%	12.9%	6.5%	100.0%
	All Primary	48	58	30	41	23	5	205
		23.4%	28.3%	14.6%	20.0%	11.2%	2.4%	100.0%
	Humanities	10	15	2	3	2	2	34
		29.4%	44.1%	5.9%	8.8%	5.9%	5.9%	100.0%
	STEM	5	14	10	6	1	0	36
		13.9%	38.9%	27.8%	16.7%	2.8%	0.0%	100.0%
	Business	1	3	0	0	0	0	4
		25.0%	75.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Humanities & STEM	4	5	1	5	3	0	18
		22.2%	27.8%	5.6%	27.8%	16.7%	0.0%	100.0%
	Humanities & Business	1	3	0	0	1	0	5
		20.0%	60.0%	0.0%	0.0%	20.0%	0.0%	100.0%
	Business & STEM	6	2	1	1	2	0	12
		50.0%	16.7%	8.3%	8.3%	16.7%	0.0%	100.0%
School	No Named County	46	51	35	47	30	6	215

County							
	21.4%	23.7%	16.3%	21.9%	14.0%	2.8%	100.0%
Carlow	0	3	1	0	4	0	8
	0.0%	37.5%	12.5%	0.0%	50.0%	0.0%	100.0%
Cavan	3	3	1	2	4	1	14
	21.4%	21.4%	7.1%	14.3%	28.6%	7.1%	100.0%
Clare	3	4	4	3	3	0	17
	17.6%	23.5%	23.5%	17.6%	17.6%	0.0%	100.0%
Cork	5	6	9	7	1	2	30
	16.7%	20.0%	30.0%	23.3%	3.3%	6.7%	100.0%
Donegal	7	6	2	6	5	5	31
	22.6%	19.4%	6.5%	19.4%	16.1%	16.1%	100.0%
Dublin	20	27	20	29	22	10	128
	15.6%	21.1%	15.6%	22.7%	17.2%	7.8%	100.0%
Galway	1	12	1	7	7	0	28
	3.6%	42.9%	3.6%	25.0%	25.0%	0.0%	100.0%
Kerry	1	6	1	3	3	1	15
	6.7%	40.0%	6.7%	20.0%	20.0%	6.7%	100.0%
Kildare	4	5	5	9	3	1	27
	14.8%	18.5%	18.5%	33.3%	11.1%	3.7%	100.0%
Kilkenny	1	1	0	3	1	1	7
	14.3%	14.3%	0.0%	42.9%	14.3%	14.3%	100.0%
Laois	1	4	1	4	3	0	13
	7.7%	30.8%	7.7%	30.8%	23.1%	0.0%	100.0%
Leitrim	2	1	0	1	0	0	4

	50.0%	25.0%	0.0%	25.0%	0.0%	0.0%	100.0%
Limerick	7	6	4	3	5	1	26
	26.9%	23.1%	15.4%	11.5%	19.2%	3.8%	100.0%
Longford	2	1	0	4	2	1	10
	20.0%	10.0%	0.0%	40.0%	20.0%	10.0%	100.0%
Louth	2	3	3	2	2	1	13
	15.4%	23.1%	23.1%	15.4%	15.4%	7.7%	100.0%
Mayo	9	3	3	4	1	0	20
	45.0%	15.0%	15.0%	20.0%	5.0%	0.0%	100.0%
Meath	4	1	3	1	4	0	13
	30.8%	7.7%	23.1%	7.7%	30.8%	0.0%	100.0%
Monaghan	4	4	2	7	1	2	20
	20.0%	20.0%	10.0%	35.0%	5.0%	10.0%	100.0%
Offaly	1	1	2	2	1	1	8
	12.5%	12.5%	25.0%	25.0%	12.5%	12.5%	100.0%
Roscommon	2	3	0	3	2	0	10
	20.0%	30.0%	0.0%	30.0%	20.0%	0.0%	100.0%
Sligo	4	2	0	1	2	2	11
	36.4%	18.2%	0.0%	9.1%	18.2%	18.2%	100.0%
Tipperary	4	4	1	3	3	1	16
	25.0%	25.0%	6.3%	18.8%	18.8%	6.3%	100.0%
Waterford	1	3	1	0	1	0	6
	16.7%	50.0%	16.7%	0.0%	16.7%	0.0%	100.0%
Westmeath	0	1	0	1	1	0	3
	0.0%	33.3%	0.0%	33.3%	33.3%	0.0%	100.0%

	Wexford	1	7	3	1	2	0	14
		7.1%	50.0%	21.4%	7.1%	14.3%	0.0%	100.0%
	Wicklow	4	9	3	6	6	1	29
		13.8%	31.0%	10.3%	20.7%	20.7%	3.4%	100.0%

Appendix G Table 2

I have/Teachers have access to the instructional materials necessary to differentiate instruction.

		Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Total
School Level	Primary	21	79	66	164	162	49	541
		3.9%	14.6%	12.2%	30.3%	29.9%	9.1%	100.0%
	Secondary	20	32	34	47	50	4	187
		10.7%	17.1%	18.2%	25.1%	26.7%	2.1%	100.0%
	Both primary and secondary	1	1	2	1	1	0	6
		16.7%	16.7%	33.3%	16.7%	16.7%	0.0%	100.0%
DEIS School	Yes	9	33	24	50	44	20	180
		5.0%	18.3%	13.3%	27.8%	24.4%	11.1%	100.0%
School Type	Public	39	104	96	201	209	51	700
		5.6%	14.9%	13.7%	28.7%	29.9%	7.3%	100.0%
	Private	5	8	6	10	7	1	37
		13.5%	21.6%	16.2%	27.0%	18.9%	2.7%	100.0%
Position	Classroom teacher	22	51	45	66	56	10	250
		8.8%	20.4%	18.0%	26.4%	22.4%	4.0%	100.0%
	Special needs/resource teacher	6	16	21	39	30	5	117
		5.1%	13.7%	17.9%	33.3%	25.6%	4.3%	100.0%

	Principal	9	37	23	68	102	32	271
		3.3%	13.7%	8.5%	25.1%	37.6%	11.8%	100.0%
	Assistant Principal	3	7	11	35	25	3	84
		3.6%	8.3%	13.1%	41.7%	29.8%	3.6%	100.0%
	Counselor	1	1	1	2	0	2	7
		14.3%	14.3%	14.3%	28.6%	0.0%	28.6%	100.0%
	Other	3	0	0	2	2	1	8
		37.5%	0.0%	0.0%	25.0%	25.0%	12.5%	100.0%
Level/Subject Taught	Early Primary	1	3	7	12	13	3	39
		2.6%	7.7%	17.9%	30.8%	33.3%	7.7%	100.0%
	Late Primary	1	6	6	8	7	2	30
		3.3%	20.0%	20.0%	26.7%	23.3%	6.7%	100.0%
	All Primary	15	41	33	66	42	13	210
		7.1%	19.5%	15.7%	31.4%	20.0%	6.2%	100.0%
	Humanities	7	7	5	6	7	2	34
		20.6%	20.6%	14.7%	17.6%	20.6%	5.9%	100.0%
	STEM	3	7	7	12	6	0	35
		8.6%	20.0%	20.0%	34.3%	17.1%	0.0%	100.0%
	Business	0	1	2	0	1	0	4
		0.0%	25.0%	50.0%	0.0%	25.0%	0.0%	100.0%
	Humanities & STEM	3	3	5	3	4	0	18
		16.7%	16.7%	27.8%	16.7%	22.2%	0.0%	100.0%
	Humanities & Business	1	1	0	0	3	0	5
		20.0%	20.0%	0.0%	0.0%	60.0%	0.0%	100.0%
	Business & STEM	3	2	5	1	1	0	12

		25.0%	16.7%	41.7%	8.3%	8.3%	0.0%	100.0%
School County	No Named County	13	37	35	60	55	15	215
		6.0%	17.2%	16.3%	27.9%	25.6%	7.0%	100.0%
	Carlow	0	2	0	2	3	1	8
		0.0%	25.0%	0.0%	25.0%	37.5%	12.5%	100.0%
	Cavan	1	1	1	5	5	1	14
		7.1%	7.1%	7.1%	35.7%	35.7%	7.1%	100.0%
	Clare	0	4	3	5	5	0	17
		0.0%	23.5%	17.6%	29.4%	29.4%	0.0%	100.0%
	Cork	2	4	5	11	7	2	31
		6.5%	12.9%	16.1%	35.5%	22.6%	6.5%	100.0%
	Donegal	2	4	2	8	12	3	31
		6.5%	12.9%	6.5%	25.8%	38.7%	9.7%	100.0%
	Dublin	7	19	15	35	38	16	130
		5.4%	14.6%	11.5%	26.9%	29.2%	12.3%	100.0%
	Galway	1	6	0	11	11	0	29
		3.4%	20.7%	0.0%	37.9%	37.9%	0.0%	100.0%
	Kerry	0	3	1	5	5	1	15
		0.0%	20.0%	6.7%	33.3%	33.3%	6.7%	100.0%
	Kildare	2	4	5	8	6	2	27
		7.4%	14.8%	18.5%	29.6%	22.2%	7.4%	100.0%
	Kilkenny	1	0	2	3	1	0	7
		14.3%	0.0%	28.6%	42.9%	14.3%	0.0%	100.0%
	Laois	0	2	1	3	7	0	13
		0.0%	15.4%	7.7%	23.1%	53.8%	0.0%	100.0%

Leitrim	1	1	1	1	0	0	4
	25.0%	25.0%	25.0%	25.0%	0.0%	0.0%	100.0%
Limerick	1	3	4	11	6	0	25
	4.0%	12.0%	16.0%	44.0%	24.0%	0.0%	100.0%
Longford	0	2	1	2	4	1	10
	0.0%	20.0%	10.0%	20.0%	40.0%	10.0%	100.0%
Louth	1	1	2	3	3	3	13
	7.7%	7.7%	15.4%	23.1%	23.1%	23.1%	100.0%
Mayo	2	6	2	5	5	0	20
	10.0%	30.0%	10.0%	25.0%	25.0%	0.0%	100.0%
Meath	2	1	1	1	8	0	13
	15.4%	7.7%	7.7%	7.7%	61.5%	0.0%	100.0%
Monaghan	3	1	2	6	7	1	20
	15.0%	5.0%	10.0%	30.0%	35.0%	5.0%	100.0%
Offaly	1	1	1	2	2	1	8
	12.5%	12.5%	12.5%	25.0%	25.0%	12.5%	100.0%
Roscommon	0	2	1	3	4	0	10
	0.0%	20.0%	10.0%	30.0%	40.0%	0.0%	100.0%
Sligo	0	1	3	3	2	2	11
	0.0%	9.1%	27.3%	27.3%	18.2%	18.2%	100.0%
Tipperary	1	1	4	4	5	1	16
	6.3%	6.3%	25.0%	25.0%	31.3%	6.3%	100.0%
Waterford	1	4	0	1	1	0	7
	14.3%	57.1%	0.0%	14.3%	14.3%	0.0%	100.0%
Westmeath	0	0	1	1	0	1	3

	0.0%	0.0%	33.3%	33.3%	0.0%	33.3%	100.0%
Wexford	1	2	3	5	2	1	14
	7.1%	14.3%	21.4%	35.7%	14.3%	7.1%	100.0%
Wicklow	1	0	6	8	12	1	28
	3.6%	0.0%	21.4%	28.6%	42.9%	3.6%	100.0%

Appendix G Table 3

I have/Teachers have adequate planning time to accelerate instruction.

		Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Total
School Level	Primary	75	139	89	138	82	16	539
		13.9%	25.8%	16.5%	25.6%	15.2%	3.0%	100.0%
	Secondary	38	56	33	38	21	1	187
		20.3%	29.9%	17.6%	20.3%	11.2%	0.5%	100.0%
	Both primary and secondary	1	3	1	1	0	0	6
		16.7%	50.0%	16.7%	16.7%	0.0%	0.0%	100.0%
DEIS School	Yes	25	45	33	45	25	7	180
		13.9%	25.0%	18.3%	25.0%	13.9%	3.9%	100.0%
School Type	Public	104	191	115	169	101	17	697
		14.9%	27.4%	16.5%	24.2%	14.5%	2.4%	100.0%
	Private	10	9	8	9	1	0	37
		27.0%	24.3%	21.6%	24.3%	2.7%	0.0%	100.0%
Position	Classroom teacher	44	73	45	55	30	2	249
		17.7%	29.3%	18.1%	22.1%	12.0%	0.8%	100.0%
	Special needs/resource teacher	20	35	17	32	11	1	116
		17.2%	30.2%	14.7%	27.6%	9.5%	0.9%	100.0%
	Principal	30	69	44	66	49	12	270
		11.1%	25.6%	16.3%	24.4%	18.1%	4.4%	100.0%
	Assistant Principal	15	20	15	23	9	2	84
		17.9%	23.8%	17.9%	27.4%	10.7%	2.4%	100.0%
	Counselor	3	1	1	2	0	0	7
		42.9%	14.3%	14.3%	28.6%	0.0%	0.0%	100.0%

	Other	2	2	1	1	2	0	8
		25.0%	25.0%	12.5%	12.5%	25.0%	0.0%	100.0%
Level/Subject Taught	Early Primary	4	7	10	13	4	2	40
		10.0%	17.5%	25.0%	32.5%	10.0%	5.0%	100.0%
	Late Primary	6	5	8	7	3	1	30
		20.0%	16.7%	26.7%	23.3%	10.0%	3.3%	100.0%
	All Primary	39	64	34	41	26	3	207
		18.8%	30.9%	16.4%	19.8%	12.6%	1.4%	100.0%
	Humanities	11	15	2	3	3	0	34
		32.4%	44.1%	5.9%	8.8%	8.8%	0.0%	100.0%
	STEM	6	13	9	5	2	0	35
		17.1%	37.1%	25.7%	14.3%	5.7%	0.0%	100.0%
	Business	1	3	0	0	0	0	4
		25.0%	75.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Humanities & STEM	3	5	3	5	1	1	18
		16.7%	27.8%	16.7%	27.8%	5.6%	5.6%	100.0%
	Humanities & Business	1	1	1	2	0	0	5
		20.0%	20.0%	20.0%	40.0%	0.0%	0.0%	100.0%
	Business & STEM	6	4	1	0	1	0	12
		50.0%	33.3%	8.3%	0.0%	8.3%	0.0%	100.0%
School County	No Named County	40	63	42	40	29	1	215
		18.6%	29.3%	19.5%	18.6%	13.5%	0.5%	100.0%
	Carlow	0	3	1	2	2	0	8
		0.0%	37.5%	12.5%	25.0%	25.0%	0.0%	100.0%

Cavan	3	2	1	5	2	1	14
	21.4%	14.3%	7.1%	35.7%	14.3%	7.1%	100.0%
Clare	2	5	4	3	3	0	17
	11.8%	29.4%	23.5%	17.6%	17.6%	0.0%	100.0%
Cork	2	10	5	10	3	1	31
	6.5%	32.3%	16.1%	32.3%	9.7%	3.2%	100.0%
Donegal	6	9	3	6	4	3	31
	19.4%	29.0%	9.7%	19.4%	12.9%	9.7%	100.0%
Dublin	16	27	28	39	16	4	130
	12.3%	20.8%	21.5%	30.0%	12.3%	3.1%	100.0%
Galway	1	10	4	12	2	0	29
	3.4%	34.5%	13.8%	41.4%	6.9%	0.0%	100.0%
Kerry	1	5	0	4	4	1	15
	6.7%	33.3%	0.0%	26.7%	26.7%	6.7%	100.0%
Kildare	4	6	6	8	3	0	27
	14.8%	22.2%	22.2%	29.6%	11.1%	0.0%	100.0%
Kilkenny	1	1	1	3	1	0	7
	14.3%	14.3%	14.3%	42.9%	14.3%	0.0%	100.0%
Laois	2	2	2	3	4	0	13
	15.4%	15.4%	15.4%	23.1%	30.8%	0.0%	100.0%
Leitrim	2	1	0	0	1	0	4
	50.0%	25.0%	0.0%	0.0%	25.0%	0.0%	100.0%
Limerick	3	7	5	6	5	0	26
	11.5%	26.9%	19.2%	23.1%	19.2%	0.0%	100.0%
Longford	0	2	1	4	1	1	9

	0.0%	22.2%	11.1%	44.4%	11.1%	11.1%	100.0%
Louth	2	3	1	5	2	0	13
	15.4%	23.1%	7.7%	38.5%	15.4%	0.0%	100.0%
Mayo	7	6	2	4	1	0	20
	35.0%	30.0%	10.0%	20.0%	5.0%	0.0%	100.0%
Meath	5	0	3	2	2	0	12
	41.7%	0.0%	25.0%	16.7%	16.7%	0.0%	100.0%
Monaghan	4	4	3	6	3	0	20
	20.0%	20.0%	15.0%	30.0%	15.0%	0.0%	100.0%
Offaly	0	3	2	2	0	1	8
	0.0%	37.5%	25.0%	25.0%	0.0%	12.5%	100.0%
Roscommon	2	5	1	0	2	0	10
	20.0%	50.0%	10.0%	0.0%	20.0%	0.0%	100.0%
Sligo	2	4	0	1	2	2	11
	18.2%	36.4%	0.0%	9.1%	18.2%	18.2%	100.0%
Tipperary	3	7	0	2	3	1	16
	18.8%	43.8%	0.0%	12.5%	18.8%	6.3%	100.0%
Waterford	1	3	2	0	0	0	6
	16.7%	50.0%	33.3%	0.0%	0.0%	0.0%	100.0%
Westmeath	1	0	0	1	1	0	3
	33.3%	0.0%	0.0%	33.3%	33.3%	0.0%	100.0%
Wexford	1	4	3	4	2	0	14
	7.1%	28.6%	21.4%	28.6%	14.3%	0.0%	100.0%
Wicklow	3	8	3	7	5	1	27
	11.1%	27.2%	16.7%	24.3%	14.0%	2.3%	100.0%

Appendix G Table 4

I have/Teachers have access to the instructional materials necessary to accelerate instruction.

		Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Total
School Level	Primary	33	97	103	151	118	31	533
		6.2%	18.2%	19.3%	28.3%	22.1%	5.8%	100.0%
	Secondary	27	39	31	52	30	7	186
		14.5%	21.0%	16.7%	28.0%	16.1%	3.8%	100.0%
	Both primary and secondary	1	2	1	2	0	0	6
		16.7%	33.3%	16.7%	33.3%	0.0%	0.0%	100.0%
DEIS School	Yes	7	38	35	52	30	15	177
		4.0%	21.5%	19.8%	29.4%	16.9%	8.5%	100.0%
School Type	Public	54	132	128	194	144	38	690
		7.8%	19.1%	18.6%	28.1%	20.9%	5.5%	100.0%
	Private	7	10	7	10	3	0	37
		18.9%	27.0%	18.9%	27.0%	8.1%	0.0%	100.0%
Position	Classroom teacher	29	52	59	66	30	8	244
		11.9%	21.3%	24.2%	27.0%	12.3%	3.3%	100.0%
	Special needs/resource teacher	11	28	17	33	22	3	114
		9.6%	24.6%	14.9%	28.9%	19.3%	2.6%	100.0%
	Principal	10	51	37	79	72	21	270
		3.7%	18.9%	13.7%	29.3%	26.7%	7.8%	100.0%
	Assistant Principal	7	10	20	23	20	4	84
		8.3%	11.9%	23.8%	27.4%	23.8%	4.8%	100.0%
	Counselor	2	0	1	2	0	2	7
		28.6%	0.0%	14.3%	28.6%	0.0%	28.6%	100.0%

	Other	2	1	1	2	2	0	8
		25.0%	12.5%	12.5%	25.0%	25.0%	0.0%	100.0%
Level/Subject Taught	Early Primary	3	5	8	10	7	3	36
		8.3%	13.9%	22.2%	27.8%	19.4%	8.3%	100.0%
	Late Primary	0	7	11	8	4	1	31
		0.0%	22.6%	35.5%	25.8%	12.9%	3.2%	100.0%
	All Primary	23	41	44	53	33	9	203
		11.3%	20.2%	21.7%	26.1%	16.3%	4.4%	100.0%
	Humanities	8	7	6	7	5	1	34
		23.5%	20.6%	17.6%	20.6%	14.7%	2.9%	100.0%
	STEM	3	9	7	14	2	1	36
		8.3%	25.0%	19.4%	38.9%	5.6%	2.8%	100.0%
	Business	1	1	1	0	1	0	4
		25.0%	25.0%	25.0%	0.0%	25.0%	0.0%	100.0%
	Humanities & STEM	4	5	2	3	3	1	18
		22.2%	27.8%	11.1%	16.7%	16.7%	5.6%	100.0%
	Humanities & Business	1	0	2	1	1	0	5
		20.0%	0.0%	40.0%	20.0%	20.0%	0.0%	100.0%
	Business & STEM	3	3	2	3	1	0	12
		25.0%	25.0%	16.7%	25.0%	8.3%	0.0%	100.0%
School County	No Named County	27	39	46	49	44	7	212
		12.7%	18.4%	21.7%	23.1%	20.8%	3.3%	100.0%
	Carlow	0	4	2	0	2	0	8
		0.0%	50.0%	25.0%	0.0%	25.0%	0.0%	100.0%

Cavan	1	2	2	7	1	1	14
	7.1%	14.3%	14.3%	50.0%	7.1%	7.1%	100.0%
Clare	0	5	4	3	5	0	17
	0.0%	29.4%	23.5%	17.6%	29.4%	0.0%	100.0%
Cork	1	5	8	10	5	2	31
	3.2%	16.1%	25.8%	32.3%	16.1%	6.5%	100.0%
Donegal	1	9	3	9	6	3	31
	3.2%	29.0%	9.7%	29.0%	19.4%	9.7%	100.0%
Dublin	9	27	13	40	31	9	129
	7.0%	20.9%	10.1%	31.0%	24.0%	7.0%	100.0%
Galway	2	6	4	10	6	1	29
	6.9%	20.7%	13.8%	34.5%	20.7%	3.4%	100.0%
Kerry	1	0	3	5	5	1	15
	6.7%	0.0%	20.0%	33.3%	33.3%	6.7%	100.0%
Kildare	2	5	6	7	5	1	26
	7.7%	19.2%	23.1%	26.9%	19.2%	3.8%	100.0%
Kilkenny	1	1	1	3	1	0	7
	14.3%	14.3%	14.3%	42.9%	14.3%	0.0%	100.0%
Laois	2	1	1	6	1	0	11
	18.2%	9.1%	9.1%	54.5%	9.1%	0.0%	100.0%
Leitrim	0	1	1	2	0	0	4
	0.0%	25.0%	25.0%	50.0%	0.0%	0.0%	100.0%
Limerick	2	7	5	4	6	0	24
	8.3%	29.2%	20.8%	16.7%	25.0%	0.0%	100.0%
Longford	0	2	2	5	0	1	10

	0.0%	20.0%	20.0%	50.0%	0.0%	10.0%	100.0%
Louth	0	2	3	4	1	3	13
	0.0%	15.4%	23.1%	30.8%	7.7%	23.1%	100.0%
Mayo	2	9	3	5	1	0	20
	10.0%	45.0%	15.0%	25.0%	5.0%	0.0%	100.0%
Meath	2	2	2	3	3	1	13
	15.4%	15.4%	15.4%	23.1%	23.1%	7.7%	100.0%
Monaghan	3	1	7	4	5	0	20
	15.0%	5.0%	35.0%	20.0%	25.0%	0.0%	100.0%
Offaly	0	0	1	6	0	1	8
	0.0%	0.0%	12.5%	75.0%	0.0%	12.5%	100.0%
Roscommon	0	2	0	5	3	0	10
	0.0%	20.0%	0.0%	50.0%	30.0%	0.0%	100.0%
Sligo	0	2	2	3	2	2	11
	0.0%	18.2%	18.2%	27.3%	18.2%	18.2%	100.0%
Tipperary	2	3	1	4	4	2	16
	12.5%	18.8%	6.3%	25.0%	25.0%	12.5%	100.0%
Waterford	0	3	2	1	0	0	6
	0.0%	50.0%	33.3%	16.7%	0.0%	0.0%	100.0%
Westmeath	0	0	1	1	0	1	3
	0.0%	0.0%	33.3%	33.3%	0.0%	33.3%	100.0%
Wexford	1	2	4	2	5	0	14
	7.1%	14.3%	28.6%	14.3%	35.7%	0.0%	100.0%
Wicklow	2	2	8	7	6	2	27
	7.4%	7.4%	29.6%	25.9%	22.2%	7.4%	100.0%

Appendix G Table 5

I have/Teachers have support of school administrators for the appropriate planning and implementation of differentiated instruction.

		Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Total
School Level	Primary	30	52	53	154	182	67	538
		5.6%	9.7%	9.9%	28.6%	33.8%	12.5%	100%
	Secondary	17	34	21	48	45	21	186
		9.1%	18.3%	11.3%	25.8%	24.2%	11.3%	100%
	Both primary and secondary	1	0	1	2	2	0	6
		16.70%	0%	16.70%	33.3%	33.3%	0.00%	100%
DEIS School	Yes	14	35	22	51	40	15	177
		7.9%	19.8%	12.4%	28.8%	22.6%	8.5%	100%
School Type	Public	42	80	75	189	225	84	695
		6.0%	11.5%	10.80%	27.2%	32.4%	12.1%	100%
	Private	7	6	2	14	4	4	37
		18.9%	16.2%	5.4%	37.8%	10.8%	10.8%	100%
Position	Classroom teacher	20	37	32	71	71	16	247
		8.1%	15.0%	13.%	28.7%	28.7%	6.5%	100%
	Special needs/resource teacher	6	9	16	43	28	15	117
		5.1%	7.7%	13.7%	36.8%	23.9%	12.8%	100%
	Principal	19	25	18	58	100	49	269
		7.1%	9.3%	6.7%	21.6%	37.2%	18.2%	100%
	Assistant Principal	2	12	10	28	25	7	84
		2.4%	14.3%	11.9%	33.3 %	29.8%	8.30%	100%
	Counselor	0	2	1	1	2	1	7
		0%	28.6%	14.3%	14.3%	28.6%	14.3%	100%

	Other	2	0	0	3	2	1	8
		25.0%	0%	0%	37.5%	25%	12.5%	100%
Level/Subject Taught	Early Primary	1	4	3	12	15	3	38
		2.6%	10.5%	7.9%	31.6%	39.5%	7.9%	100.0%
	Late Primary	2	5	3	8	10	3	31
		6.5%	16.1%	9.7%	25.8%	32.3%	9.7%	100.0%
	All Primary	12	24	26	69	58	19	208
		5.8%	11.5%	12.5%	33.2%	27.9%	9.1%	100.0%
	Humanities	3	9	1	10	7	4	34
		8.8%	26.5%	2.9%	29.4%	20.6%	11.8%	100.0%
	STEM	4	6	4	10	10	1	35
		11.4%	17.1%	11.4%	28.6%	28.6%	2.9%	100.0%
	Business	1	0	2	0	0	1	4
		25.0%	0.0%	50.0%	0.0%	0.0%	25.0%	100.0%
	Humanities & STEM	2	1	3	6	4	2	18
		11.1%	5.6%	16.7%	33.3%	22.2%	11.1%	100.0%
	Humanities & Business	1	0	2	1	1	0	5
		20.0%	0.0%	40.0%	20.0%	20.0%	0.0%	100.0%
	Business & STEM	3	1	2	2	3	1	12
		25.0%	8.3%	16.7%	16.7%	25.0%	8.3%	100.0%
School County	No Named County	18	28	15	65	62	27	215
		8.4%	13.0%	7.0%	30.2%	28.8%	12.6%	100.0%
	Carlow	0	0	3	2	2	1	8
		0.0%	0.0%	37.5%	25.0%	25.0%	12.5%	100.0%

Cavan	2	1	1	5	3	2	14
	14.3%	7.1%	7.1%	35.7%	21.4%	14.3%	100.0%
Clare	2	0	1	6	6	2	17
	11.8%	0.0%	5.9%	35.3%	35.3%	11.8%	100.0%
Cork	3	2	4	11	7	4	31
	9.7%	6.5%	12.9%	35.5%	22.6%	12.9%	100.0%
Donegal	1	2	2	7	11	8	31
	3.2%	6.5%	6.5%	22.6%	35.5%	25.8%	100.0%
Dublin	9	18	18	26	38	20	129
	7.0%	14.0%	14.0%	20.2%	29.5%	15.5%	100.0%
Galway	1	4	8	4	11	1	29
	3.4%	13.8%	27.6%	13.8%	37.9%	3.4%	100.0%
Kerry	1	1	2	3	5	3	15
	6.7%	6.7%	13.3%	20.0%	33.3%	20.0%	100.0%
Kildare	1	3	2	10	8	3	27
	3.7%	11.1%	7.4%	37.0%	29.6%	11.1%	100.0%
Kilkenny	0	0	0	3	3	1	7
	0.0%	0.0%	0.0%	42.9%	42.9%	14.3%	100.0%
Laois	0	3	1	2	5	1	12
	0.0%	25.0%	8.3%	16.7%	41.7%	8.3%	100.0%
Leitrim	0	0	1	0	3	0	4
	0.0%	0.0%	25.0%	0.0%	75.0%	0.0%	100.0%
Limerick	3	3	1	9	8	1	25
	12.0%	12.0%	4.0%	36.0%	32.0%	4.0%	100.0%
Longford	0	3	1	1	4	1	10

	0.0%	30.0%	10.0%	10.0%	40.0%	10.0%	100.0%
Louth	1	2	1	3	3	3	13
	7.7%	15.4%	7.7%	23.1%	23.1%	23.1%	100.0%
Mayo	2	3	3	7	4	1	20
	10.0%	15.0%	15.0%	35.0%	20.0%	5.0%	100.0%
Meath	0	1	0	5	5	2	13
	0.0%	7.7%	0.0%	38.5%	38.5%	15.4%	100.0%
Monaghan	1	2	0	9	8	0	20
	5.0%	10.0%	0.0%	45.0%	40.0%	0.0%	100.0%
Offaly	0	0	2	3	1	2	8
	0.0%	0.0%	25.0%	37.5%	12.5%	25.0%	100.0%
Roscommon	0	2	1	3	3	0	9
	0.0%	22.2%	11.1%	33.3%	33.3%	0.0%	100.0%
Sligo	1	1	2	0	5	2	11
	9.1%	9.1%	18.2%	0.0%	45.5%	18.2%	100.0%
Tipperary	0	2	2	3	5	3	15
	0.0%	13.3%	13.3%	20.0%	33.3%	20.0%	100.0%
Waterford	0	2	0	1	3	0	6
	0.0%	33.3%	0.0%	16.7%	50.0%	0.0%	100.0%
Westmeath	0	0	1	1	1	0	3
	0.0%	0.0%	33.3%	33.3%	33.3%	0.0%	100.0%
Wexford	0	3	2	4	5	0	14
	0.0%	21.4%	14.3%	28.6%	35.7%	0.0%	100.0%
Wicklow	3	0	3	11	10	1	28
	10.7%	0.0%	10.7%	39.3%	35.7%	3.6%	100.0%

Appendix G Table 6

I have/Teachers have support of fellow teachers for the appropriate planning and implementation of differentiated instruction.

		Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Total
School Level	Primary	12	35	40	178	210	64	540
		2.2%	6.5%	7.40%	33%	39%	11.9%	100%
	Secondary	14	16	30	69	46	9	184
		7.6%	8.7%	16.3%	37.5%	25%	4.9%	100%
	Both primary and secondary	1	0	1	2	2	0	6
		16.70%	0.0%	16.70%	33.3%	33.3%	0%	100%
DEIS School	Yes	4	15	17	54	59	28	177
		2.3%	8.5%	9.6%	30.5%	33.3%	15.8%	100%
School Type	Public	22	48	63	239	253	69	694
		3.2%	6.9%	9.1%	34.4%	36.5%	9.9%	100%
	Private	6	3	8	11	6	3	37
		16.2%	8.1%	21.6%	29.7%	16.2%	8.1%	100%
Position	Classroom teacher	14	23	30	88	81	13	249
		5.6%	9.2%	12.0%	35.3%	32.5%	5.2%	100%
	Special needs/resource teacher	7	2	11	48	38	11	117
		6.0%	1.7%	9.4%	41.0%	32.5%	9.4%	100%
	Principal	4	15	20	73	111	44	267
		1.5%	5.6%	7.5%	27.3%	41.6%	16.5%	100%
	Assistant Principal	1	9	7	37	25	4	83
		1.2%	10.8%	8.4%	44.6%	30.1%	4.8%	100%
	Counselor	0	1	2	1	3	0	7
		0.0%	14.3%	28.6%	14.3%	42.9%	0.00%	100%

	Other	2	0	1	4	0	1	8
		25.0%	6.8%	9.7%	34.3%	0%	12.5%	100%
Level/Subject Taught	Early Primary	1	1	2	12	19	4	39
		2.6%	2.6%	5.1%	30.8%	48.7%	10.3%	100.0%
	Late Primary	2	5	2	8	13	1	31
		6.5%	16.1%	6.5%	25.8%	41.9%	3.2%	100.0%
	All Primary	3	14	20	81	74	17	209
		1.4%	6.7%	9.6%	38.8%	35.4%	8.1%	100.0%
	Humanities	2	3	5	15	8	0	33
		6.1%	9.1%	15.2%	45.5%	24.2%	0.0%	100.0%
	STEM	4	1	9	16	5	0	35
		11.4%	2.9%	25.7%	45.7%	14.3%	0.0%	100.0%
	Business	1	0	1	1	0	1	4
		25.0%	0.0%	25.0%	25.0%	0.0%	25.0%	100.0%
	Humanities & STEM	2	1	3	5	5	2	18
		11.1%	5.6%	16.7%	27.8%	27.8%	11.1%	100.0%
	Humanities & Business	0	1	0	3	1	0	5
		0.0%	20.0%	0.0%	60.0%	20.0%	0.0%	100.0%
	Business & STEM	4	1	1	2	3	1	12
		33.3%	8.3%	8.3%	16.7%	25.0%	8.3%	100.0%
School County	No Named County	10	15	21	84	68	16	214
		4.7%	7.0%	9.8%	39.3%	31.8%	7.5%	100.0%
	Carlow	0	1	0	3	3	1	8
		0.0%	12.5%	0.0%	37.5%	37.5%	12.5%	100.0%

Cavan	1	0	0	7	3	2	13
	7.7%	0.0%	0.0%	53.8%	23.1%	15.4%	100.0%
Clare	0	2	0	7	6	2	17
	0.0%	11.8%	0.0%	41.2%	35.3%	11.8%	100.0%
Cork	3	1	2	13	9	3	31
	9.7%	3.2%	6.5%	41.9%	29.0%	9.7%	100.0%
Donegal	1	3	1	7	13	6	31
	3.2%	9.7%	3.2%	22.6%	41.9%	19.4%	100.0%
Dublin	4	10	19	31	49	14	127
	3.1%	7.9%	15.0%	24.4%	38.6%	11.0%	100.0%
Galway	0	2	6	10	9	1	28
	0.0%	7.1%	21.4%	35.7%	32.1%	3.6%	100.0%
Kerry	1	1	0	3	7	3	15
	6.7%	6.7%	0.0%	20.0%	46.7%	20.0%	100.0%
Kildare	0	2	3	13	7	2	27
	0.0%	7.4%	11.1%	48.1%	25.9%	7.4%	100.0%
Kilkenny	0	0	1	2	3	1	7
	0.0%	0.0%	14.3%	28.6%	42.9%	14.3%	100.0%
Laois	1	1	1	4	4	2	13
	7.7%	7.7%	7.7%	30.8%	30.8%	15.4%	100.0%
Leitrim	1	0	0	0	3	0	4
	25.0%	0.0%	0.0%	0.0%	75.0%	0.0%	100.0%
Limerick	2	2	3	5	10	3	25
	8.0%	8.0%	12.0%	20.0%	40.0%	12.0%	100.0%
Longford	0	1	0	3	5	1	10

	0.0%	10.0%	0.0%	30.0%	50.0%	10.0%	100.0%
Louth	1	0	0	3	7	2	13
	7.7%	0.0%	0.0%	23.1%	53.8%	15.4%	100.0%
Mayo	0	3	3	7	5	2	20
	0.0%	15.0%	15.0%	35.0%	25.0%	10.0%	100.0%
Meath	0	0	0	5	7	1	13
	0.0%	0.0%	0.0%	38.5%	53.8%	7.7%	100.0%
Monaghan	0	1	1	10	7	1	20
	0.0%	5.0%	5.0%	50.0%	35.0%	5.0%	100.0%
Offaly	0	0	1	3	2	2	8
	0.0%	0.0%	12.5%	37.5%	25.0%	25.0%	100.0%
Roscommon	0	0	0	4	5	1	10
	0.0%	0.0%	0.0%	40.0%	50.0%	10.0%	100.0%
Sligo	0	1	3	0	5	2	11
	0.0%	9.1%	27.3%	0.0%	45.5%	18.2%	100.0%
Tipperary	0	1	1	6	6	2	16
	0.0%	6.3%	6.3%	37.5%	37.5%	12.5%	100.0%
Waterford	0	1	0	1	4	0	6
	0.0%	16.7%	0.0%	16.7%	66.7%	0.0%	100.0%
Westmeath	0	1	0	1	0	1	3
	0.0%	33.3%	0.0%	33.3%	0.0%	33.3%	100.0%
Wexford	0	2	2	5	4	1	14
	0.0%	14.3%	14.3%	35.7%	28.6%	7.1%	100.0%
Wicklow	3	0	3	14	8	1	29
	10.3%	0.0%	10.3%	48.3%	27.6%	3.4%	100.0%

Appendix G Table 7

I have/Teachers have access to specialist teachers to work with individual groups of gifted students in a special pull-out program.

		Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Total
School Level	Primary	175	141	40	106	55	23	540
		32.4%	26.1%	7.4%	19.6%	10.2%	4.3%	100.0%
	Secondary	79	59	16	19	7	2	182
		43.4%	32.4%	8.8%	10.4%	3.8%	1.1%	100.0%
	Both primary and secondary	1	3	1	1	0	0	6
		16.7%	50.0%	16.7%	16.7%	0.0%	0.0%	100.0%
DEIS School	Yes	58	48	14	38	13	9	180
		32.2%	26.7%	7.8%	21.1%	7.2%	5.0%	100.0%
School Type	Public	240	193	55	121	62	24	695
		34.5%	27.8%	7.9%	17.4%	8.9%	3.5%	100.0%
	Private	17	12	1	5	0	1	36
		47.2%	33.3%	2.8%	13.9%	0.0%	2.8%	100.0%
Position	Classroom teacher	91	75	28	38	14	5	251
		36.3%	29.9%	11.2%	15.1%	5.6%	2.0%	100.0%
	Special needs/resource teacher	32	33	8	24	11	4	112
		28.6%	29.5%	7.1%	21.4%	9.8%	3.6%	100.0%
	Principal	89	74	15	53	29	10	270
		33.0%	27.4%	5.6%	19.6%	10.7%	3.7%	100.0%
	Assistant Principal	36	21	4	11	6	5	83
		43.4%	25.3%	4.8%	13.3%	7.2%	6.0%	100.0%
	Counselor	5	1	0	0	1	0	7
		71.4%	14.3%	0.0%	0.0%	14.3%	0.0%	100.0%

	Other	4	1	2	0	0	1	8
		50.0%	12.5%	25.0%	0.0%	0.0%	12.5%	100.0%
Level/Subject Taught	Early Primary	12	12	3	7	2	3	39
		30.8%	30.8%	7.7%	17.9%	5.1%	7.7%	100.0%
	Late Primary	15	8	3	3	1	1	31
		48.4%	25.8%	9.7%	9.7%	3.2%	3.2%	100.0%
	All Primary	72	47	17	44	23	5	208
		34.6%	22.6%	8.2%	21.2%	11.1%	2.4%	100.0%
	Humanities	15	13	3	1	1	1	34
		44.1%	38.2%	8.8%	2.9%	2.9%	2.9%	100.0%
	STEM	15	11	3	4	1	0	34
		44.1%	32.4%	8.8%	11.8%	2.9%	0.0%	100.0%
	Business	3	0	0	1	0	0	4
		75.0%	0.0%	0.0%	25.0%	0.0%	0.0%	100.0%
	Humanities & STEM	5	8	2	1	1	0	17
		29.4%	47.1%	11.8%	5.9%	5.9%	0.0%	100.0%
	Humanities & Business	1	1	2	0	0	0	4
		25.0%	25.0%	50.0%	0.0%	0.0%	0.0%	100.0%
	Business & STEM	7	2	1	0	2	0	12
		58.3%	16.7%	8.3%	0.0%	16.7%	0.0%	100.0%
School County	No Named County	77	61	19	36	16	4	213
		36.2%	28.6%	8.9%	16.9%	7.5%	1.9%	100.0%
	Carlow	3	4	0	0	0	1	8
		37.5%	50.0%	0.0%	0.0%	0.0%	12.5%	100.0%

Cavan	3	2	1	4	1	2	13
	23.1%	15.4%	7.7%	30.8%	7.7%	15.4%	100.0%
Clare	6	3	2	4	2	0	17
	35.3%	17.6%	11.8%	23.5%	11.8%	0.0%	100.0%
Cork	11	9	2	7	1	0	30
	36.7%	30.0%	6.7%	23.3%	3.3%	0.0%	100.0%
Donegal	9	9	6	4	2	1	31
	29.0%	29.0%	19.4%	12.9%	6.5%	3.2%	100.0%
Dublin	39	43	8	23	9	8	130
	30.0%	33.1%	6.2%	17.7%	6.9%	6.2%	100.0%
Galway	12	5	0	8	2	0	27
	44.4%	18.5%	0.0%	29.6%	7.4%	0.0%	100.0%
Kerry	3	4	2	1	2	2	14
	21.4%	28.6%	14.3%	7.1%	14.3%	14.3%	100.0%
Kildare	7	6	1	9	3	1	27
	25.9%	22.2%	3.7%	33.3%	11.1%	3.7%	100.0%
Kilkenny	2	2	0	3	0	0	7
	28.6%	28.6%	0.0%	42.9%	0.0%	0.0%	100.0%
Laois	4	6	1	1	0	1	13
	30.8%	46.2%	7.7%	7.7%	0.0%	7.7%	100.0%
Leitrim	2	1	0	0	1	0	4
	50.0%	25.0%	0.0%	0.0%	25.0%	0.0%	100.0%
Limerick	13	3	5	1	3	0	25
	52.0%	12.0%	20.0%	4.0%	12.0%	0.0%	100.0%
Longford	6	2	0	1	0	1	10

	60.0%	20.0%	0.0%	10.0%	0.0%	10.0%	100.0%
Louth	3	3	3	1	1	2	13
	23.1%	23.1%	23.1%	7.7%	7.7%	15.4%	100.0%
Mayo	11	5	2	0	2	0	20
	55.0%	25.0%	10.0%	0.0%	10.0%	0.0%	100.0%
Meath	4	3	0	2	4	0	13
	30.8%	23.1%	0.0%	15.4%	30.8%	0.0%	100.0%
Monaghan	8	5	0	7	0	0	20
	40.0%	25.0%	0.0%	35.0%	0.0%	0.0%	100.0%
Offaly	5	2	0	0	0	1	8
	62.5%	25.0%	0.0%	0.0%	0.0%	12.5%	100.0%
Roscommon	3	5	0	1	1	0	10
	30.0%	50.0%	0.0%	10.0%	10.0%	0.0%	100.0%
Sligo	3	2	0	3	2	1	11
	27.3%	18.2%	0.0%	27.3%	18.2%	9.1%	100.0%
Tipperary	4	5	3	0	4	0	16
	25.0%	31.3%	18.8%	0.0%	25.0%	0.0%	100.0%
Waterford	4	1	0	1	1	0	7
	57.1%	14.3%	0.0%	14.3%	14.3%	0.0%	100.0%
Westmeath	1	2	0	0	0	0	3
	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	100.0%
Wexford	6	4	1	3	0	0	14
	42.9%	28.6%	7.1%	21.4%	0.0%	0.0%	100.0%
Wicklow	8	9	1	6	5	0	29
	27.6%	31.0%	3.4%	20.7%	17.2%	0.0%	100.0%

Appendix G Table 8

I have/Teachers have sufficient space for specialist teachers to work with individual groups of students, including gifted students, in their regular classroom.

		Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Total
School Level	Primary	110	134	68	104	92	31	539
		20.4%	24.9%	12.6%	19.3%	17.1%	5.8%	100%
	Secondary	46	54	35	23	22	6	186
		24.7%	29%	18.8%	12.4%	11.8%	3.2%	100%
	Both primary and secondary	1	0	2	3	0	0	6
		16.70%	0.00%	33.3%	50.0%	0.00%	0.00%	100%
DEIS School	Yes	32	41	27	34	31	13	178
		18%	23%	15.2%	19.1%	17.4%	7.3%	
School Type	Public	151	179	95	123	112	36	696
		21.7%	25.7%	13.6%	17.7%	16.1%	5.2%	100%
	Private	9	9	10	7	1	1	37
		24.3%	24.3%	2.70%	18.90%	2.7%	2.70%	100%
Position	Classroom teacher	65	64	37	39	34	12	251
		25.9%	25.5%	14.7%	15.50%	13.5%	4.8%	100%
	Special needs/resource teacher	18	25	20	34	17	2	116
		15.5%	21.6%	17.2%	29.3%	14.7%	1.7%	100%
	Principal	47	76	33	44	51	17	268
		17.5%	28.4%	12.3%	16.4%	19%	6.3%	100%
	Assistant Principal	24	21	13	11	9	5	83
		28.9%	25.3%	15.7%	13.3%	10.8%	6.0%	100%
	Counselor	2	2	0	2	1	0	7
		28.6%	28.6%	0.00%	28.6%	16.70%	0.00%	100.%

	Other	4	0	1	1	1	1	8
		50.%	0%	12.5%	12.5%	12.5%	12.5%	100%
Level/Subject Taught	Early Primary	7	6	4	12	9	2	40
		17.5%	15.0%	10.0%	30.0%	22.5%	5.0%	100.0%
	Late Primary	9	4	5	5	6	2	31
		29.0%	12.9%	16.1%	16.1%	19.4%	6.5%	100.0%
	All Primary	39	55	28	45	30	9	206
		18.9%	26.7%	13.6%	21.8%	14.6%	4.4%	100.0%
	Humanities	9	12	3	4	4	2	34
		26.5%	35.3%	8.8%	11.8%	11.8%	5.9%	100.0%
	STEM	9	8	10	3	4	1	35
		25.7%	22.9%	28.6%	8.6%	11.4%	2.9%	100.0%
	Business	2	0	0	1	1	0	4
		50.0%	0.0%	0.0%	25.0%	25.0%	0.0%	100.0%
	Humanities & STEM	3	5	3	3	2	2	18
		16.7%	27.8%	16.7%	16.7%	11.1%	11.1%	100.0%
	Humanities & Business	1	1	0	3	0	0	5
		20.0%	20.0%	0.0%	60.0%	0.0%	0.0%	100.0%
	Business & STEM	5	4	0	2	1	0	12
		41.7%	33.3%	0.0%	16.7%	8.3%	0.0%	100.0%
School County	No Named County	53	47	36	37	35	6	214
		24.8%	22.0%	16.8%	17.3%	16.4%	2.8%	100.0%
	Carlow	2	5	0	1	0	0	8
		25.0%	62.5%	0.0%	12.5%	0.0%	0.0%	100.0%

Cavan	4	2	2	4	0	1	13
	30.8%	15.4%	15.4%	30.8%	0.0%	7.7%	100.0%
Clare	3	2	0	7	5	0	17
	17.6%	11.8%	0.0%	41.2%	29.4%	0.0%	100.0%
Cork	7	8	4	6	4	1	30
	23.3%	26.7%	13.3%	20.0%	13.3%	3.3%	100.0%
Donegal	6	6	4	5	5	5	31
	19.4%	19.4%	12.9%	16.1%	16.1%	16.1%	100.0%
Dublin	25	37	18	26	14	8	128
	19.5%	28.9%	14.1%	20.3%	10.9%	6.3%	100.0%
Galway	8	12	1	4	1	3	29
	27.6%	41.4%	3.4%	13.8%	3.4%	10.3%	100.0%
Kerry	2	5	1	2	3	2	15
	13.3%	33.3%	6.7%	13.3%	20.0%	13.3%	100.0%
Kildare	7	11	3	3	3	0	27
	25.9%	40.7%	11.1%	11.1%	11.1%	0.0%	100.0%
Kilkenny	2	0	2	2	1	0	7
	28.6%	0.0%	28.6%	28.6%	14.3%	0.0%	100.0%
Laois	6	2	1	2	2	0	13
	46.2%	15.4%	7.7%	15.4%	15.4%	0.0%	100.0%
Leitrim	1	1	0	0	2	0	4
	25.0%	25.0%	0.0%	0.0%	50.0%	0.0%	100.0%
Limerick	7	5	7	5	1	1	26
	26.9%	19.2%	26.9%	19.2%	3.8%	3.8%	100.0%
Longford	0	3	2	1	3	1	10

	0.0%	30.0%	20.0%	10.0%	30.0%	10.0%	100.0%
Louth	3	2	2	1	2	3	13
	23.1%	15.4%	15.4%	7.7%	15.4%	23.1%	100.0%
Mayo	2	7	4	2	3	2	20
	10.0%	35.0%	20.0%	10.0%	15.0%	10.0%	100.0%
Meath	3	4	1	1	4	0	13
	23.1%	30.8%	7.7%	7.7%	30.8%	0.0%	100.0%
Monaghan	3	4	2	5	5	1	20
	15.0%	20.0%	10.0%	25.0%	25.0%	5.0%	100.0%
Offaly	4	2	0	0	2	0	8
	50.0%	25.0%	0.0%	0.0%	25.0%	0.0%	100.0%
Roscommon	1	4	1	1	3	0	10
	10.0%	40.0%	10.0%	10.0%	30.0%	0.0%	100.0%
Sligo	1	3	2	1	2	2	11
	9.1%	27.3%	18.2%	9.1%	18.2%	18.2%	100.0%
Tipperary	3	4	3	2	4	0	16
	18.8%	25.0%	18.8%	12.5%	25.0%	0.0%	100.0%
Waterford	1	1	1	2	1	0	6
	16.7%	16.7%	16.7%	33.3%	16.7%	0.0%	100.0%
Westmeath	1	1	0	0	1	0	3
	33.3%	33.3%	0.0%	0.0%	33.3%	0.0%	100.0%
Wexford	1	3	3	2	5	0	14
	7.1%	21.4%	21.4%	14.3%	35.7%	0.0%	100.0%
Wicklow	4	7	5	9	3	1	29
	13.8%	24.1%	17.2%	31.0%	10.3%	3.4%	100.0%

Appendix G Table 9

I have/Teachers have access to specialists within my school who can identify gifted students.

		Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Total
School Level	Primary	57	118	81	139	111	32	538
		10.6%	21.9%	15.1%	25.8%	20.6%	5.9%	100%
	Secondary	19	35	20	59	43	9	185
		10.3%	18.9%	10.8%	31.9%	23.2%	4.9%	100%
	Both primary and secondary	1	1	1	2	1	0	6
		16.7%	16.7%	16.70%	33.3%	16.7%	0.00%	100%
DEIS School	Yes	14	35	22	51	40	15	177
		7.9%	19.8%	12.4%	28.8%	22.6%	8.5%	100%
School Type	Public	73	149	98	187	148	39	694
		10.5%	21.5%	14.1%	26.9%	21.3%	5.6%	100%
	Private	5	5	3	15	8	1	37
		13.5%	13.5%	8.1%	40.5%	21.6%	2.70%	100%
Position	Classroom teacher	29	52	39	70	52	6	248
		11.7%	21.0%	15.7%	28.2%	21.0%	2.4%	100%
	Special needs/resource teacher	8	23	15	40	22	8	116
		6.9%	19.8%	12.9%	34.5%	19.0%	6.9%	100%
	Principal	31	58	30	65	64	20	268
		11.6%	21.6%	11.2%	24.3%	23.9%	7.5%	100%
	Assistant Principal	6	19	13	24	18	4	84
		7.1%	22.6%	15.5%	28.6%	21.4%	4.8%	100%
	Counselor	1	1	3	0	0	2	7
		14.3%	14.3%	42.9%	0.00%	0.0%	28.6%	100%
	Other	3	0	1	3	0	1	8

		37.5%	0%	12.5%	37.5%	0%	12.5%	100%
Level/Subject Taught	Early Primary	8	9	11	5	2	2	37
		21.6%	24.3%	29.7%	13.5%	5.4%	5.4%	100.0%
	Late Primary	4	14	5	7	0	0	30
		13.3%	46.7%	16.7%	23.3%	0.0%	0.0%	100.0%
	All Primary	34	62	39	30	33	9	207
		16.4%	30.0%	18.8%	14.5%	15.9%	4.3%	100.0%
	Humanities	7	10	6	8	2	0	33
		21.2%	30.3%	18.2%	24.2%	6.1%	0.0%	100.0%
	STEM	6	10	10	6	3	0	35
		17.1%	28.6%	28.6%	17.1%	8.6%	0.0%	100.0%
	Business	2	1	0	0	1	0	4
		50.0%	25.0%	0.0%	0.0%	25.0%	0.0%	100.0%
	Humanities & STEM	3	4	3	4	1	2	17
		17.6%	23.5%	17.6%	23.5%	5.9%	11.8%	100.0%
	Humanities & Business	1	2	0	2	0	0	5
		20.0%	40.0%	0.0%	40.0%	0.0%	0.0%	100.0%
	Business & STEM	3	2	3	2	2	0	12
		25.0%	16.7%	25.0%	16.7%	16.7%	0.0%	100.0%
School County	No Named County	24	50	28	56	43	14	215
		11.2%	23.3%	13.0%	26.0%	20.0%	6.5%	100.0%
	Carlow	0	2	2	4	0	0	8
		0.0%	25.0%	25.0%	50.0%	0.0%	0.0%	100.0%
	Cavan	3	2	2	3	2	1	13

	23.1%	15.4%	15.4%	23.1%	15.4%	7.7%	100.0%
Clare	3	3	2	8	1	0	17
	17.6%	17.6%	11.8%	47.1%	5.9%	0.0%	100.0%
Cork	7	7	3	6	7	0	30
	23.3%	23.3%	10.0%	20.0%	23.3%	0.0%	100.0%
Donegal	4	9	5	3	8	2	31
	12.9%	29.0%	16.1%	9.7%	25.8%	6.5%	100.0%
Dublin	11	19	20	34	35	9	128
	8.6%	14.8%	15.6%	26.6%	27.3%	7.0%	100.0%
Galway	5	6	3	12	2	1	29
	17.2%	20.7%	10.3%	41.4%	6.9%	3.4%	100.0%
Kerry	0	6	0	3	4	2	15
	0.0%	40.0%	0.0%	20.0%	26.7%	13.3%	100.0%
Kildare	4	4	2	9	5	3	27
	14.8%	14.8%	7.4%	33.3%	18.5%	11.1%	100.0%
Kilkenny	1	0	2	0	4	0	7
	14.3%	0.0%	28.6%	0.0%	57.1%	0.0%	100.0%
Laois	3	1	1	4	2	1	12
	25.0%	8.3%	8.3%	33.3%	16.7%	8.3%	100.0%
Leitrim	0	0	0	3	1	0	4
	0.0%	0.0%	0.0%	75.0%	25.0%	0.0%	100.0%
Limerick	2	3	5	7	8	0	25
	8.0%	12.0%	20.0%	28.0%	32.0%	0.0%	100.0%
Longford	1	2	2	3	1	1	10
	10.0%	20.0%	20.0%	30.0%	10.0%	10.0%	100.0%

Louth	1	1	4	5	0	2	13
	7.7%	7.7%	30.8%	38.5%	0.0%	15.4%	100.0%
Mayo	1	7	0	9	2	1	20
	5.0%	35.0%	0.0%	45.0%	10.0%	5.0%	100.0%
Meath	2	3	2	1	5	0	13
	15.4%	23.1%	15.4%	7.7%	38.5%	0.0%	100.0%
Monaghan	0	5	5	6	1	2	19
	0.0%	26.3%	26.3%	31.6%	5.3%	10.5%	100.0%
Offaly	1	2	1	2	1	1	8
	12.5%	25.0%	12.5%	25.0%	12.5%	12.5%	100.0%
Roscommon	0	3	1	3	3	0	10
	0.0%	30.0%	10.0%	30.0%	30.0%	0.0%	100.0%
Sligo	0	5	0	3	3	0	11
	0.0%	45.5%	0.0%	27.3%	27.3%	0.0%	100.0%
Tipperary	2	5	2	4	3	0	16
	12.5%	31.3%	12.5%	25.0%	18.8%	0.0%	100.0%
Waterford	0	1	0	0	4	1	6
	0.0%	16.7%	0.0%	0.0%	66.7%	16.7%	100.0%
Westmeath	0	1	0	1	1	0	3
	0.0%	33.3%	0.0%	33.3%	33.3%	0.0%	100.0%
Wexford	1	4	2	5	2	0	14
	7.1%	28.6%	14.3%	35.7%	14.3%	0.0%	100.0%
Wicklow	2	3	8	8	8	0	29
	6.9%	10.3%	27.6%	27.6%	27.6%	0.0%	100.0%

Appendix G Table 10

I have/Teachers have access to specialists outside of my school who can identify gifted students.

		Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Total
School Level	Primary	82	148	96	106	77	24	533
		15.4%	27.8%	18.0%	19.9%	14.4%	4.5%	100.0%
	Secondary	38	43	44	37	16	5	183
		20.8%	23.5%	24.0%	20.2%	8.7%	2.7%	100.0%
	Both primary and secondary	1	1	2	2	0	0	6
		16.7%	16.7%	33.3%	33.3%	0.0%	0.0%	100.0%
DEIS School	Yes	29	45	36	37	22	8	177
		16.4%	25.4%	20.3%	20.9%	12.4%	4.5%	100.0%
School Type	Public	115	187	128	141	92	26	689
		16.7%	27.1%	18.6%	20.5%	13.4%	3.8%	100.0%
	Private	7	5	13	6	2	2	35
		20.0%	14.3%	37.1%	17.1%	5.7%	5.7%	100.0%
Position	Classroom teacher	47	72	55	43	20	5	242
		19.4%	29.8%	22.7%	17.8%	8.3%	2.1%	100.0%
	Special needs/resource teacher	11	35	25	23	19	5	118
		9.3%	29.7%	21.2%	19.5%	16.1%	4.2%	100.0%
	Principal	46	58	45	60	43	14	266
		17.3%	21.8%	16.9%	22.6%	16.2%	5.3%	100.0%
	Assistant Principal	12	25	15	17	11	3	83
		14.5%	30.1%	18.1%	20.5%	13.3%	3.6%	100.0%
	Counselor	3	0	1	1	1	1	7
		42.9%	0.0%	14.3%	14.3%	14.3%	14.3%	100.0%

	Other	3	1	1	2	0	1	8
		37.5%	12.5%	12.5%	25.0%	0.0%	12.5%	100.0%
Level/Subject Taught	Early Primary	8	9	11	5	2	2	37
		21.6%	24.3%	29.7%	13.5%	5.4%	5.4%	100.0%
	Late Primary	4	14	5	7	0	0	30
		13.3%	46.7%	16.7%	23.3%	0.0%	0.0%	100.0%
	All Primary	34	62	39	30	33	9	207
		16.4%	30.0%	18.8%	14.5%	15.9%	4.3%	100.0%
	Humanities	7	10	6	8	2	0	33
		21.2%	30.3%	18.2%	24.2%	6.1%	0.0%	100.0%
	STEM	6	10	10	6	3	0	35
		17.1%	28.6%	28.6%	17.1%	8.6%	0.0%	100.0%
	Business	2	1	0	0	1	0	4
		50.0%	25.0%	0.0%	0.0%	25.0%	0.0%	100.0%
	Humanities & STEM	3	4	3	4	1	2	17
		17.6%	23.5%	17.6%	23.5%	5.9%	11.8%	100.0%
	Humanities & Business	1	2	0	2	0	0	5
		20.0%	40.0%	0.0%	40.0%	0.0%	0.0%	100.0%
	Business & STEM	3	2	3	2	2	0	12
		25.0%	16.7%	25.0%	16.7%	16.7%	0.0%	100.0%
School County	No Named County	77	61	19	36	16	4	213
		36.2%	28.6%	8.9%	16.9%	7.5%	1.9%	100.0%
	Carlow	3	4	0	0	0	1	8
		37.5%	50.0%	0.0%	0.0%	0.0%	12.5%	100.0%

Cavan	3	2	1	4	1	2	13
	23.1%	15.4%	7.7%	30.8%	7.7%	15.4%	100.0%
Clare	6	3	2	4	2	0	17
	35.3%	17.6%	11.8%	23.5%	11.8%	0.0%	100.0%
Cork	11	9	2	7	1	0	30
	36.7%	30.0%	6.7%	23.3%	3.3%	0.0%	100.0%
Donegal	9	9	6	4	2	1	31
	29.0%	29.0%	19.4%	12.9%	6.5%	3.2%	100.0%
Dublin	39	43	8	23	9	8	130
	30.0%	33.1%	6.2%	17.7%	6.9%	6.2%	100.0%
Galway	12	5	0	8	2	0	27
	44.4%	18.5%	0.0%	29.6%	7.4%	0.0%	100.0%
Kerry	3	4	2	1	2	2	14
	21.4%	28.6%	14.3%	7.1%	14.3%	14.3%	100.0%
Kildare	7	6	1	9	3	1	27
	25.9%	22.2%	3.7%	33.3%	11.1%	3.7%	100.0%
Kilkenny	2	2	0	3	0	0	7
	28.6%	28.6%	0.0%	42.9%	0.0%	0.0%	100.0%
Laois	4	6	1	1	0	1	13
	30.8%	46.2%	7.7%	7.7%	0.0%	7.7%	100.0%
Leitrim	2	1	0	0	1	0	4
	50.0%	25.0%	0.0%	0.0%	25.0%	0.0%	100.0%
Limerick	13	3	5	1	3	0	25
	52.0%	12.0%	20.0%	4.0%	12.0%	0.0%	100.0%
Longford	6	2	0	1	0	1	10

	60.0%	20.0%	0.0%	10.0%	0.0%	10.0%	100.0%
Louth	3	3	3	1	1	2	13
	23.1%	23.1%	23.1%	7.7%	7.7%	15.4%	100.0%
Mayo	11	5	2	0	2	0	20
	55.0%	25.0%	10.0%	0.0%	10.0%	0.0%	100.0%
Meath	4	3	0	2	4	0	13
	30.8%	23.1%	0.0%	15.4%	30.8%	0.0%	100.0%
Monaghan	8	5	0	7	0	0	20
	40.0%	25.0%	0.0%	35.0%	0.0%	0.0%	100.0%
Offaly	5	2	0	0	0	1	8
	62.5%	25.0%	0.0%	0.0%	0.0%	12.5%	100.0%
Roscommon	3	5	0	1	1	0	10
	30.0%	50.0%	0.0%	10.0%	10.0%	0.0%	100.0%
Sligo	3	2	0	3	2	1	11
	27.3%	18.2%	0.0%	27.3%	18.2%	9.1%	100.0%
Tipperary	4	5	3	0	4	0	16
	25.0%	31.3%	18.8%	0.0%	25.0%	0.0%	100.0%
Waterford	4	1	0	1	1	0	7
	57.1%	14.3%	0.0%	14.3%	14.3%	0.0%	100.0%
Westmeath	1	2	0	0	0	0	3
	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	100.0%
Wexford	6	4	1	3	0	0	14
	42.9%	28.6%	7.1%	21.4%	0.0%	0.0%	100.0%
Wicklow	8	9	1	6	5	0	29
	27.6%	31.0%	3.4%	20.7%	17.2%	0.0%	100.0%

APPENDIX H
Responses to Prompt "Please share any additional comments about gifted education."

Category	ID	Comment
Insufficient time/resources		
	2075	With differentiated curricula we should be better able to cater for the gifted student. However, it has to be said that the children with special needs often take priority over the gifted child....who it has to said also has a special need. I totally agree that it can be very boring for students who are gifted to have to listen to the re-iteration of information when they have already grasped the concept. More resources are needed to cope and the gifted students should be catered for equally.
	1194	Class size is a huge consideration. Teachers would love to give more time to planning rewarding educational experiences for all the children in their classes but huge numbers make this difficult.
	1009	It is very time consuming for primary teachers, constantly searching for material for their gifted students and tailoring it to their individual strengths. It would be wonderful if there was an Irish online site, set up for students, where they could be assessed and follow tutorials or some sort of monitored programme. As primary teachers we have a limited excellence in chemistry/physics/higher maths etc., etc., which of course would be often within the interest patterns of our gifted students.
	3165	Teachers + principals would be very happy to have special classes/programmes for gifted children but neither resources, space or personnel are available for this. We have so many children at the lower end of the SEN scale that gifted children do not have access to any time/personnel. Time is a huge factor for class teachers. Skipping a grade causes problems for child socially unless they are emotionally mature.
	2088	In a small school (2 teachers) it is probably easier to differentiate for academically gifted children. I would love to see more resources available to support children at the 90th centile plus because in their own way they need additional support, and will benefit more from it than children at <10th centile. The courses at CTYI are brilliant, and offer children great opportunities to stretch and expand their experiences.
	3092	Gifted children should also be seen as special + resource hours should be allocated as such.

2139 Gifted children are entitled to be stimulated and motivated just like any other children. Yet again the D.E.S. have passed the responsibility for this to B.O.M. and principals to enforce without any additional funding/resources/staff. It is imperative that gifted children are challenged and encouraged as much as possible, with their peer group with withdrawal rather than special classes.

1103 Pupil/teacher ratios, particularly in small rural multilingual schools make it difficult to meet the needs of gifted children

2077 1. The greatest asset primary schools should get to assist in the education of all children including those with additional learning needs (including children with exceptional ability) is reasonable pupil/teacher ratio.
2. Primary teachers are very well-trained to adapt the curriculum to differentiate for pupils with exceptional ability but large classes militate against this.
3. Primary school principals' goodwill has been exploited by the Dept of Education and Skills as they have been required this year to take on administrative maintenance roles that should otherwise be the responsibility of management and maintenance section (e.g. this school year the Summer Works building programme is the sole responsibility of Principals as it is an online procedure which can only be completed by the school principal. … These kind of duties are vital but they deflect the principal from their professional duties such as guiding the teaching and learning in the school.
4. Schools use I.T. to great effect for pupils with additional learning needs; However each school should receive funding to maintain the I.T. system in the school so minor repairs do not interrupt teaching and learning.

37 Many of the students I work with may have learning difficulties but are also gifted. Currently, our system only offers support for those who struggle with literacy and maths and/or meet the criteria for low incidence disabilities. There are so many children falling between the cracks. It is vital that we look beyond literacy and numeracy when we define both giftedness and educational need.

1205 In primary school, our curriculum and timetable is DICTATED by dept of Ed so there is very little opportunity to assist + encourage gifted children. They no longer qualify for SEN assistance in schools and this is a shame.

1218 Class size has a huge impact on the amount of individual attention given to children. Priority is given to the less gifted children. Gifted children can be challenged with higher order comprehension questions and problem solving in maths.

1210 Overall gifted pupils are catered for very badly in mainstream class in primary school. Class sizes are prohibitive and limited resources +

		time are major factors.
	1039	The biggest challenge in our schools is that to receive additional support students need to be assessed. So unless there is a duality of need (gifted+ learning difficulty) gifted students are rarely identified. If they are the focus is placed upon need not strength. Learning support and resource are so under resourced that gifted students are low on the list of priority and it is often the SEN team that is given responsibility for these students. There needs to be a separate program in place for gifted an talented within schools to cater for all areas of strength (students with strengths in sport and the arts have greater opportunity to excel).
Desire for more services		
	208	I hope you get funding for this but fear that the overwhelming weight behind learning support is aimed at the weaker students.
	3218	I do not think that special programmes for gifted children and special programmes for children with learning difficulties should be mutually exclusive. Under the education Act (1998) all children in this state are entitled to an education appropriate to their needs. I believe both groups should have the right to attend mainstream schools, if it is in the child's best interest, but should get specialist supports.
	317	I don't have a class but am in a position that I can observe what is going on in many classrooms and in regard to gifted children and in my opinion it is very poor. It is not AND NEVER HAS BEEN addressed. In comparison to England we really are light years behind.
	3142	We need a change in policy for gifted children we only cater for special needs. Some of the gifted children also present with needs in other areas-both need to be looked at & resources -money and teachers given to gifted children- They may do better socially if they mix with like-minded children.
	2035	They are to be valued and their needs recognised and met. The learning support allocation for each school should take into account the high achiever as well as the poor performers. - I hope Ruairí Quinn remembers this when making any future decisions re Learning support. The thinking is beginning to change though.
	3027	The same resources that are put into special education should be afforded to gifted children. Every child, no matter which extreme of abilities, must be helped to reach his/her potential. Our system cannot be hit or miss. We teach to the average ability child.
	2070	It is my understanding that resource hours were to be made available to gifted pupils as outlined in Epsen Act. - very disappointed that this

		has as yet to be implemented.
	2078	Most primary schools cater for gifted pupils in their everyday differentiation. The main reason I think why schools do not always implement special programmes is because the emphasis is put on providing support for pupils with learning/behavioural needs. There is no procedure in place for accessing resources in terms of teacher hours from the N.C.S.E. or Dept. for gifted children. As a principal, I would love to see "Giftedness" recognised as an educational need in itself as it does require extra intervention. Many gifted pupils pass through the system unnoticed and undervalued. We often rely on the intervention of clued-in, motivated teachers to recognise and develop the potential of these pupils. And that's my rant of the day done!! Thanks.
	2153	I think more enrichment opportunities should permeate the whole system and should be available for all children who wish to take advantage of them. A good teacher creates a classroom environment where children can and do develop and experience learning that goes beyond what is traditionally considered of value (i.e. cognitive knowledge).
	2024	I feel gifted children have special educational needs for which regular class work should be differentiated in the same way as it is for other children with SEN. I feel these children should be supported in their own school through differentiation and IT support. I don't agree with programmes such as CTYI (Even though I provide information on courses through my school) as it fosters inequality and promotes elitism in my opinion.
	2004	Gifted children are a valuable asset to school and society. They can be easily discouraged and can rail against authority to appear "normal". Their peers often perceive them as odd or strange. I think we should develop programmes which value and celebrate the talents of the gifted child as much as we do the talented footballer. This is definitely not the case in the Irish education system at the moment.
	333	We would all welcome more recognition of gifted students and welcome Learning Support teaching to accommodate their needs. They should be entitled to the same services as children who are low achievers.
	1215	The high achievers deserve to get more than just extra work when they complete class work on time. The level of discussion and work produced in a gifted group is higher than that produced by the same children in a regular class situation.
Time spent on weaker students		

	1225	Teaching in a multi class situation with a wide range of abilities in both classes has a major implication on the amount of planning time required in order to cater adequately for all ability bands. While I would aspire to providing learning opportunities for gifted pupils, as referred to in this document, the practicalities often come down to the pupil with learning difficulties being given more time and attention than the gifted pupil, because the latter is a lot less likely to be able to work independently.
	324	It is not an area that we would devote much time to thinking about as we are stretched as it is trying to cater for the children with special needs in our busy classrooms with high pupil class numbers. As a teacher, priority has to be given to the pupils who are struggling with the basics in literacy and numeracy before we can cater for gifted children. Where possible teachers who allow gifted pupils to move beyond the core classwork and engage in supplementary class material, computers, etc.
	71	Currently our class numbers have increased and in class supports have dropped. I spend most of my time trying to support my weakest children. It sounds bad but I do not have the time to spend with my more able children, Although I give them more challenging work to complete when they are finished class work, I do not have the time to do anything else. Most of my weakest children come from backgrounds where nothing is done with them at home, in first class they are easily a year and a half behind the rest of the class, so it is impossible to expect them to complete anything (bar colouring) independently.
	210	Unfortunately I work in resource so my time is spent with children with learning difficulties. Although our staff are aware about meeting the needs of the gifted/talented we are under resourced to meet these needs. Children with cognitive/clinical assessments get priority to extra education. We recommend parents to consult with our universities for extra challenging activities for their gifted children.
	2043	The Centre for Talented Youth is an excellent resource for gifted children. It would be hugely beneficial if it received additional funding so that it could expand its existing suite of courses. In mainstream schools there is often such a demand on the resources to provide supplementary teaching for children experiencing learning difficulties that there is not enough capacity for the needs of gifted children to be considered. There is a huge pity for those children who would benefit from additional teaching pitched at their instructional level.
Gifted students have needs		

	3139	Gifted pupils are a huge bonus in class. They should get genuine support- not lip service. All pupils have needs. Teachers need training to identify and help the gifted child. Gifted pupils might be the neglected minority) we concentrate a lot on the weaker pupils- the majority can be neglected at times at the expense of the few
	3177	A child may be gifted in one area but have educational needs in another area. We need to focus on teaching individuals' needs rather than class teaching.
	3022	I feel that there should be more training courses for teachers to both A: Recognise a gifted child B: Plan, differentiate + teach a gifted child Also to understand that gifted children may speak their mind + may not be being precocious or cheeky
	1217	Currently I am teaching the learning resource programme in the school, while many of my students have dyspraxia and dyslexic tendencies some are verbally high achieving and reason rapidly in a discursive manner. A gifted student has as many needs, challenges and issues as all other students. Each student's needs need to be assessed on an individual [basis].
	1134	These pupils need adequate support at their levels as much as possible. The best model is to motivate them to work towards a goal or a challenge, it is certainly not to heap loads of extra work on them
	73	I feel there is a difference between gifted children and exceptionally gifted children. Normal gifted children can usually be accommodated within a classroom, especially at the senior end where they are able to work more independently. Back up of parent is crucial in any programme of enrichment for a gifted child. For exceptionally gifted children, I feel there should be specific learning support and a structured programme of resources for teachers to access.
Do not separate or skip grades		
	3152	Gifted children should be in school with children their own age. However, their abilities should be recognised and supported.
	3033	Gifted children need to attend the regular classes with their peers for both educational and social reasons. They should not be excluded or given an exclusively "elitist" education. However programmes and work needs to be differentiated for them as they are for SEN children in order for them to reach their potential. Some gifted children can become too cosy or comfortable in a regular class setting. They are not challenged (often owing to the fact that SEN children take up so much of the teacher's time) and can sit back and not stretch themselves

	intellectually. It is often only when these children are withdrawn for extra work with other "gifted" peers that they sometimes see and/or realise that they don't know it all!!! The work ethic of gifted children needs to be promoted- they need a personal challenge.
2127	Academically gifted children need to be challenged academically but also allowed to be children and allowed to mature socially and emotionally at an appropriate speed for their age. They can often been vulnerable if they are pushed to be more grown up due to their academic abilities. They also need to mix with their peers to learn how to be with the rest of the world so that they don't struggle with intolerance as adults
3180	Gifted children should stay in their regular classroom - with a very thought out differentiated programme. With lots of challenging material.
10	Gifted students need to develop emotionally at their chronological age (in general). It is also a help to their self-esteem if they are assigned to help a weaker child occasionally. Creative writing is a big incentive for gifted children to use their imaginations. It is very important not to allow the gifted child to feel different from their class mates, but to encourage them to produce a higher standard of written work.
2081	I feel that for social and emotional development, it is vital that gifted children complete their education with their peers, as is the right of any child with special needs. However, they should have access to special programmes both within the school and in other settings.
3096	I believe that gifted children should be given assistance in mainstream schools for two main reasons- 1) to teach them how to reach their academic potential but more importantly. 2) to teach them how to work with other people, to socialise well and to use their talents and abilities for the good of all. I have seen too many gifted pupils (and their parents) place greater value on their results than on friendships, leading me to the children becoming isolated
2130	I consider that education is about more than just the intellectual development of the child. Therefore I think it is important that gifted children should experience a mainstream education with in-class support or withdrawal in small groups. Society is not segregated so the rarefied atmosphere of an accelerated class is unnatural and doesn't prepare these children for the reality of life. It has also been my experience that some gifted children can be poorly motivated in completing written activities efficiently and sometimes need support with presentation skills or test taking techniques. I think it is

		important for them to be aware that other children of average ability can surpass them in achievement if they don't apply themselves to tasks. It is possible for them to underachieve as a result of a poor work ethic. This is an important if they are to fulfill their potential. It is important that gifted children have the opportunity to meet with other like-minded peers but to create special classes for them would isolate them further from their peer group as many of them already experience difficulty relating to children of average ability.
Need for training		
	2131	There needs to be more information and training available for teachers. Firstly teachers need to know how to identify gifted children and then to learn how to accommodate them in the classroom and help them to realise their potential.
	2108	Teachers need more support in identifying them and teaching them adequately. Provision should be made explicitly for SEN teachers to support these children and allocations of such teachers should be increased accordingly.
	72	Overall I think it is time that the issue of children who are exceptionally able/gifted was looked at in Ireland and this study can only be of benefit. The Special Education Support Service (SESS) run courses for class teachers to support them in differentiating for students who are exceptionally able in their classroom. I feel these children require the same level of support as children at the other end of the spectrum (albeit different type of support) to meet their potential. There is a lack of knowledge around the area of giftedness among teachers, and as a parent I have not highlighted the fact that my son is in this category although his teachers are my colleagues. Currently I believe that there is the beginning of a slight shift in teachers' attitudes and awareness in this area and this survey should prompt further thinking as well as providing information.
	1040	It is difficult to find the time to plan + develop differentiated materials for the gifted. All the focus is on students with SEN rather than the gifted. It is left up to the individual teachers to try to stretch them. I completed an ICEP online course fo gifted & talented students a number of years ago & found it quite useful
	1211	Would possibly feel guilty that I devote much more of my planning time for differentiating appropriately my instruction for those pupils who struggle. Have moved to learning support and a similar focus remains - failure to implement EPSEN & in particular the professional development of teachers in area of special ed to include gifted children is a serious impediment - teachers are googling in isolation & attending one-off courses, lectures.

2108	Teachers need more support in identifying them and teaching them adequately. Provision should be made explicitly for SEN teachers to support these children and allocations of such teachers should be increased accordingly.
3182	Teachers require additional training to diagnose + teach highly gifted pupils. Awareness, knowledge are the key
2115	Resources and knowledge are required to teach gifted children. It is a very special form of teaching. Educate the educators how to teach gifted children.

APPENDIX I
DEIS Schools Executive Summary

DEIS Schools Executive Summary

A quarter of the teachers, school leaders and other staff responding to the survey were from DEIS schools. The majority of these were female, with more than ten years of teaching experience. Just over half of DEIS respondents were classroom or special needs teachers. A majority of the respondents report their DEIS schools use a system to identify gifted students, while half reported no acceleration policy. Nearly all respondents were aware of the gifted services provide by CTYI and half of DEIS school respondents believed most other teachers in their school were aware of CTYI.

DEIS respondents perceived similar support to non-DEIS respondents in the form of resources, time, and encouragement from administrators and fellow teachers. They did, however, perceive slightly greater access to specialists to identify and work with their gifted students than did the non-DEIS respondents. Principals and assistant principals perceived greater support for teachers to differentiate instruction than either classroom or special needs/resource teachers. DEIS primary school respondents perceive greater support to differentiate than those in secondary schools. In practice, this difference in perceptions may lead to frustration among teachers who would like to differentiate instruction for their gifted students, but do not have time or materials to accomplish the task. Principals may underestimate the challenge of differentiation or teachers may be unaware of the support they have for such activities. In either case, this disparity in perceptions should be further investigated. Access to specialists, while greater in DEIS than non-DEIS schools, is fairly low, with most respondents *somewhat disagreeing* that they have access.

As with all respondents, DEIS respondents are moderately supportive of special services for gifted students. There is greater opposition to grade acceleration in DEIS primary schools than in secondary schools. Acceleration of various kinds, including grade acceleration has been found to be effective for gifted students in many situations, without the negative social and emotional effects respondents comment on. Opposition to grade acceleration may be eliminating a potentially effective option for providing gifted students with an appropriate education.

Primary DEIS school teachers responding to the survey had beliefs about gifted students that were slightly more favorable than those of secondary students. Gifted students may be well advanced of their peers and need curricular modifications. Primary teachers recognized this slightly more readily than did secondary teachers. Primary teachers who were more likely to believe that gifted students are equally developed socially, emotionally and intellectually may be more likely than secondary teachers to overlook the gifted student who is not socially or emotionally advanced to the same degree as her or his intellectual abilities. Among DEIS teachers who held less supportive beliefs about gifted students, objections to gifted services were higher and, for teachers in this group, confidence in their ability to use instructional strategies was lower, and their use of differentiation was less frequent. Professional development for DEIS teachers should clarify what is known about gifted students and may have the effect of improving support for special services for gifted students.

DEIS respondents were asked to estimate the prevalence of various characteristics of gifted students. They were more likely than non-DEIS respondents to choose moderate frequencies of various characteristics, including those from

minority or economically disadvantaged students. Although approximately half of DEIS school respondents have a higher expectation of finding gifted students in these underrepresented populations than their DEIS colleagues, their expectations of finding such students are low.

Diifferentiation practices reported by teachers were not different among DEIS and non-DEIS teachers. Most DEIS teachers (88%) reported that they differentiate instruction for their gifted students through higher level questioning, challenging tasks, individual projects, and grouping. DEIS teachers report that they modify curriculum and offer challenge and choice more frequently for their gifted students than their average students. Unlike the full sample, DEIS teachers with more experience and DEIS primary school teachers do not engage any more frequently in curricular modification than their peers. DEIS teachers, but not non-DEIS teadchers, who believe that gifted students require modifications to the curriculum report also had higher efficacy in the use of instructional strategies and reported more frequent actual differentiation for the gifted students. The relationship of teachers' sense of efficacy with instructional strategies is more strongly associated with the amount of differentiation of both curricular modification and the offering of challenge and choice they report, suggesting that boosting confidence in the use of instructional strategies may be even more effective in this population in encouraging more frequent differentiation. Among DEIS teachers only, there is an inverse relationship between objections to special services for gifted students and perceptions of access to specialists. Perhaps, with greater availability of specialists in DEIS schools, teachers become less concerned about the challenges of or value in appropriately serving gifted students.

Implications

Although DEIS school respondents perceive greater access to specialists than non-DEIS respondents, only one in four agrees that they have such access. Most disagree, at some level. If access to specialists were readily available, there should have been much more agreement. As in the full sample, DEIS respondents have moderately low support for special services for gifted students. Perhaps because they serve a larger population of economically disadvantaged students, DEIS respondents may be more likely to expect to find gifted students among them. The relationship of teachers' sense of efficacy with support and differentiation practice indicates that professional development that focuses on skills in classroom management, student engagement and the use of instructional strategies will benefit gifted students. Training on working with gifted students should include information about characteristics in addition to appropriate practice.