

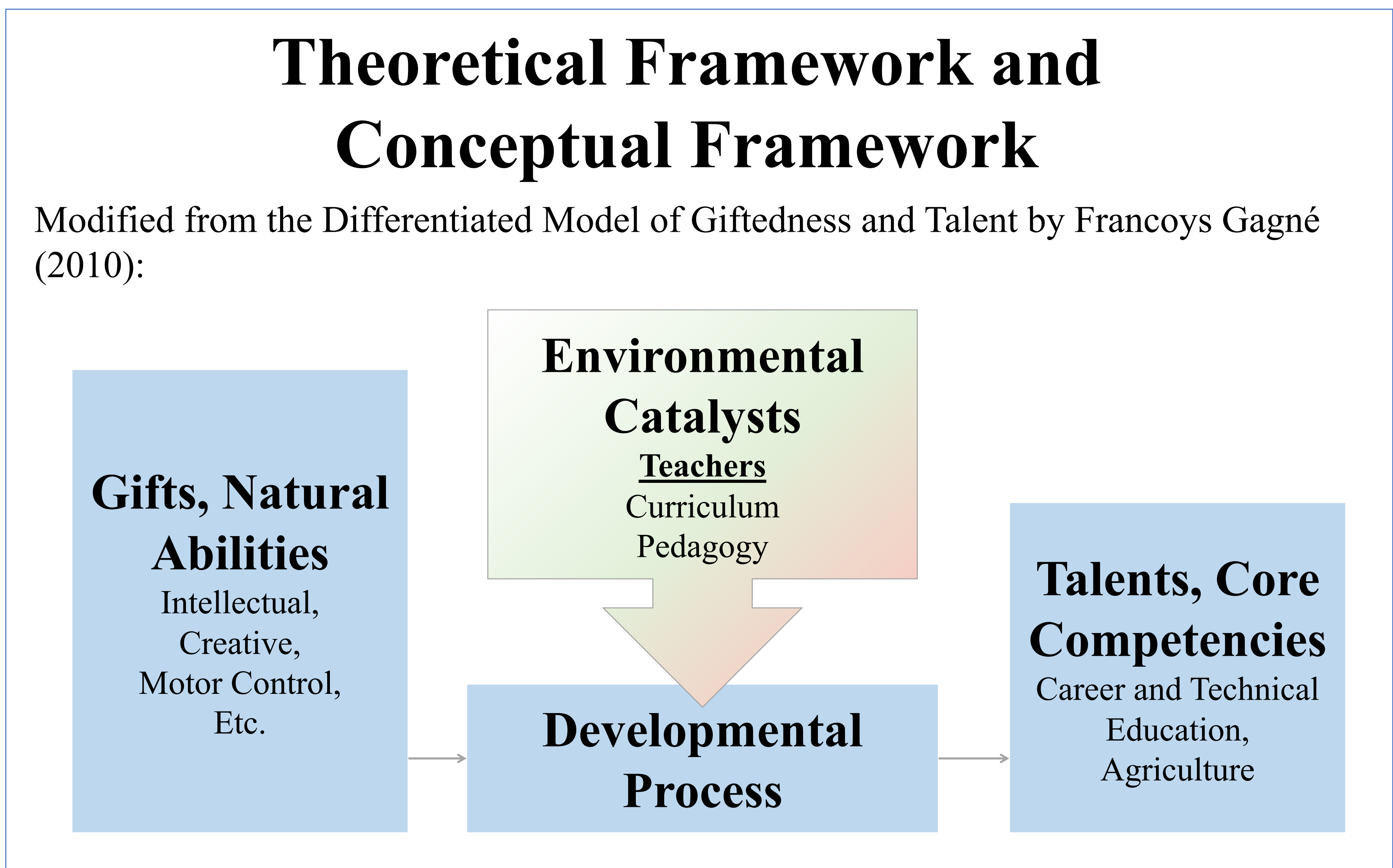
# Preservice and Student Teacher Attitudes Toward the Education of Gifted Students in Agricultural Education

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### Introduction and Literature Review

- From 2013-2014, 6.7% of students in the United States participate in gifted programs (National Center for Education Statistics, 2018)
- Only two states require courses in gifted education for teacher preparation (Plucker, Giancola, Healey, Arndt, and Wang, 2015)
- The Higher Education Opportunities Act (2008) lists gifted and talented students among those where there needs to be "...focus on the identification of students' specific learning needs..." (p. 122) in teacher preparation programs
- Research priority five, calling for efficient and effective agricultural education programs, with regards to teacher preparation and professional development (Thoron, Myers, & Barrick, 2016)



### Purpose, Objectives, & Methodology

- Identify the attitudes of preservice agriculture teachers toward the education of the gifted after student teaching
- Identify how that differs from attitudes identified prior to student teaching.

- Gagné and Nadeau's Opinion About the Gifted and their Education questionnaire (1991) was modified to address agricultural education and distributed to students in the final methods course for agricultural education and technology engineering education students in the Fall 2018 semester prior to student teaching (N = 20).
- The questionnaire was then administered as a post-test approximately 18 weeks later at the conclusion of student teaching for agricultural education preservice teachers in the spring of 2019, as an optional part of the student teaching seminar course for agricultural education (N=16).
- 35-items on a 6-point Likert-type scale (1 = *strongly disagree* to 6 = *strongly agree*) and 5 items about their preservice teacher preparation program

### Results/Findings

The pre- and post-tests were analyzed using an independent samples t-test. There were three questionnaire items that received significantly different responses after the student teaching experience:

#### Attitudes Toward Gifted Students and Teacher Education Program

Item	Pre-Student Teaching			Post-Student Teaching			t	p	Δ
	M	SD	n	M	SD	n			
Utah State University has adequately prepared me to teach students identified as gifted and talented in my future classroom.	3.72	1.02	18	2.50	1.20	8	-2.682	0.013	-
Some agriculture teachers feel their authority threatened by gifted children.	2.50	0.97	17	3.63	1.41	8	2.342	0.028	+
Gifted persons are a valuable resource for the agriculture industry.	4.76	1.30	17	5.86	0.38	7	2.159	0.042	+
Our agricultural education programs are already adequate in meeting the needs of the gifted.	4.00	0.79	17	3.38	0.92	8	-1.755	0.093	-
The best way to meet the needs of the gifted is to put them in special classes.	3.00	0.84	18	2.38	0.92	8	-1.704	0.101	-

### Conclusions, Implications, and Recommendations

- Perceptions of preservice agriculture teachers toward working with gifted students changed due to the student teaching experience.
- Qualitative research should be conducted to determine what experiences during the student teaching experience caused this shift in belief
- More resources related to differentiating curriculum for gifted and talented students should be made available to preservice agriculture teachers
- This study should be replicated with a larger cohort of preservice agriculture teachers
- How are we meeting the needs of gifted and talented students in the classroom?