

Brighton, C. M., Moon, T. R. Jarvis, J. M., & Hockett, J. M. (2007). *Primary grade teachers' conceptions of giftedness and talent: A case-based investigation* (RM07232). University of Connecticut, The National Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/09/rm07232.pdf>

Primary Teachers' Perceptions of Giftedness and Talent

The survey consists of six sections: Conceptions of Giftedness (teachers' beliefs about the meaning and manifestations of giftedness); Instructional Practices (classroom practices in general and as related to talent development); Identification of Talent (teachers' valuation of students characteristics when nominating students for placement in gifted programs); Student Readiness (teachers' beliefs about students' readiness); Demographics (educational and professional background and current classroom characteristics); and Case Studies (two different cases—one of a student manifesting typical gifted traits—"Brian," and then one of three profiles of students exhibiting talent indicators are either masked or overshadowed by poverty, dominant language, cultural traditions, health status, or other mitigating circumstances—Alexis, Cory, or Maria). The majority of the survey items use a Likert-type scale. In the open-ended case study section, teachers are asked to recommend educational adjustments for a student given particular characteristics and to provide their rationale for the adjustments they suggest.

I. Conceptions of Giftedness

In the following set of items, you are to decide how easy it is to imagine a gifted/talented kindergartner who has the stated characteristics by circling the appropriate number. For example, if you can easily form a mental picture or imagine the possibility of a gifted kindergartner who learns at a slow pace, then you would circle 4 for “Very Easy to Imagine.” If you have no image of a gifted kindergartner who learns at a slow pace then circle 1 for “Cannot Imagine.”

1. How easily can you imagine a gifted kindergartner who . . . ?

	Very Easy to Imagine	Easy to Imagine	Difficult to Imagine	Cannot Imagine
a. learns at a slow pace.	4	3	2	1
b. transfers learning into other subjects or real life situations.	4	3	2	1
c. does not seem interested in school.	4	3	2	1
d. has difficulty with reasoning skills (such as seeing connections between ideas, solving problems without help.)	4	3	2	1
e. has weak spatial skills (such as, sense of direction, figuring out how things work, poor with shapes and construction, etc.).	4	3	2	1
f. has a high social intelligence (i.e., knows the names and roles of individuals in the surrounding community).	4	3	2	1
g. is a “follower” (seldom takes the lead and usually does what the other students are doing).	4	3	2	1
h. has poor social skills.	4	3	2	1
i. works hard.	4	3	2	1
j. does not read early or have strong early reading skills.	4	3	2	1
k. uses non-standard English.	4	3	2	1
l. often does not bring in homework.	4	3	2	1
m. adapts readily to new situations and changes.	4	3	2	1
n. is not curious.	4	3	2	1
o. has a short attention span.	4	3	2	1
p. pays attention to detail.	4	3	2	1
q. is shy.	4	3	2	1
r. misbehaves in school.	4	3	2	1
s. has a large store of general knowledge.	4	3	2	1
t. is unmotivated.	4	3	2	1

Brighton, C. M., Moon, T. R. Jarvis, J. M., & Hockett, J. M. (2007). *Primary grade teachers' conceptions of giftedness and talent: A case-based investigation* (RM07232). University of Connecticut, The National Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/09/rm07232.pdf>

		Very Easy to Imagine	Easy to Imagine	Difficult to Imagine	Cannot Imagine
u.	can successfully carry out multiple verbal instructions.	4	3	2	1
v.	when playing seems to have more of a purpose or plan.	4	3	2	1
w.	likes to make three-dimensional structures from blocks and other manipulatives.	4	3	2	1
x.	completes assignments faster than same age peers.	4	3	2	1
y.	tries to understand the how and why's of things.	4	3	2	1
z.	has a sense of timing in language and gestures (i.e., dramatic flair).	4	3	2	1
aa.	is able to overcome obstacles resulting from difficulties at home.	4	3	2	1
bb.	has skill deficits in one or more academic area (such as in number skills, science, etc.).	4	3	2	1
cc.	loves books regardless of ability to read.	4	3	2	1
dd.	cannot work independently.	4	3	2	1
ee.	has an active imagination (i.e., generates many story ideas, makes up original games, etc.).	4	3	2	1
ff.	has an average achievement or aptitude test score.	4	3	2	1
gg.	creates rhymes to communicate thoughts and feelings.	4	3	2	1
hh.	has unusual interests for their age (e.g., A kindergartener who is interested in walled cities, or studying the weather).	4	3	2	1
ii.	is not creative.	4	3	2	1
jj.	makes people laugh with clever jokes.	4	3	2	1
kk.	has immature fine motor development.	4	3	2	1
ll.	demonstrates leadership skills in one or more areas.	4	3	2	1
mm.	demands a reason for things.	4	3	2	1
nn.	is unusually sensitive to others' feelings.	4	3	2	1
oo.	dislikes drill and practice.	4	3	2	1
pp.	has a limited vocabulary.	4	3	2	1
qq.	can carry on a meaningful conversation with an adult.	4	3	2	1
rr.	is bilingual.	4	3	2	1
ss.	can devise or adapt strategies to solve problems.	4	3	2	1

Brighton, C. M., Moon, T. R. Jarvis, J. M., & Hockett, J. M. (2007). *Primary grade teachers' conceptions of giftedness and talent: A case-based investigation* (RM07232). University of Connecticut, The National Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/09/rm07232.pdf>

In the following set of items we would like for you to focus on your personal beliefs. Indicate your level of agreement by circling the corresponding number.

2. Kindergarteners are more likely to be recognized as gifted if

	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
a. they come from two-parent homes.	5	4	3	2	1
b. their parents worked with them at home (e.g., taught them reading skills, drilled them on numbers, provided computer games that are meant to “jump start” their skills).	5	4	3	2	1
c. they have siblings who are strong students.	5	4	3	2	1
d. they have lots of books at home.	5	4	3	2	1
e. they attended day care.	5	4	3	2	1
f. they have lots of experience from family trips.	5	4	3	2	1
g. they are an only child.	5	4	3	2	1
h. their parents' first language is English.	5	4	3	2	1

3. In the following set of items, we would like for you to focus on your personal beliefs. Indicate your level of agreement by circling the corresponding number.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
a. The potential for academic giftedness is present in equal proportions in all racial/cultural/ethnic groups in our society.	5	4	3	2	1
b. The potential for academic giftedness is present in equal proportions in all socioeconomic groups in our society.	5	4	3	2	1
c. Giftedness manifests itself differently in different cultural/racial/ethnic groups.	5	4	3	2	1
d. Giftedness manifests itself differently in different socioeconomic groups.	5	4	3	2	1
e. Boys are more likely to show their giftedness through activities that tap spatial ability.	5	4	3	2	1
f. Girls are more likely to show their giftedness through activities that tap verbal ability.	5	4	3	2	1

Brighton, C. M., Moon, T. R. Jarvis, J. M., & Hockett, J. M. (2007). *Primary grade teachers' conceptions of giftedness and talent: A case-based investigation* (RM07232). University of Connecticut, The National Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/09/rm07232.pdf>

Open-Ended:

1. Describe a first grade age child that you consider(ed) gifted. Include his/her characteristics and what particularly stood out about him/her that led you to think he/she was gifted.

2. Gifted programs across the United States often have difficulty recognizing giftedness and talent in students from low socioeconomic backgrounds and/or from different cultural and ethnic groups. In what ways have you seen giftedness manifested in students from low socioeconomic backgrounds and/or different cultural and ethnic groups? (For example, a student from a low socioeconomic background may exhibit unusual and innovative use of materials as a result of having little resources at home with which to be creative.)

II. Classroom Practices

The following set of items requires two responses. **First**, please indicate how important you think it is to focus on each of the practices/strategies in your classroom by circling the number corresponding to your response. **Second**, specify the **five most important** practices for developing talent by placing a number (1-5) in the last column labeled “Talent Development,” with **5 being the most important** and **1 being the least important**. For example, if you think “lecturing less” is the most important factor in developing talent, place a 5 in the corresponding row. *(This question is continued on the next page, please consider all items in your ranking of importance.)*

1. How important is it for you to focus on the following practices/strategies in your classroom?

	Very Important	Somewhat Important	Not Important	Talent Development
a. Developing basic skills	3	2	1	
b. Offering challenging and engaging material	3	2	1	
c. Assessing the level of ability, interest, or needs of the students	3	2	1	
d. Planning a variety of materials and levels of content	3	2	1	
e. Sharing responsibility for learning with the students	3	2	1	
f. Leading students to a question or problem that puzzles them	3	2	1	
g. Permitting students to suggest additional or alternative answers	3	2	1	
h. Entertaining even wild or far-out suggestions by students	3	2	1	
i. Providing materials for students to develop ideas	3	2	1	
j. Lecturing less	3	2	1	
k. Asking students to hypothesize	3	2	1	
l. Encouraging students to make “If, then” statements	3	2	1	
m. Giving students individual attention	3	2	1	
n. Encouraging students to admit errors openly	3	2	1	
o. Listening to each student’s opinion	3	2	1	
p. Providing students feedback about their work	3	2	1	
q. Discussing current issues with the class	3	2	1	

Brighton, C. M., Moon, T. R. Jarvis, J. M., & Hockett, J. M. (2007). *Primary grade teachers' conceptions of giftedness and talent: A case-based investigation* (RM07232). University of Connecticut, The National Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/09/rm07232.pdf>

	Very Important	Somewhat Important	Not Important	Talent Development
r. Having students find their own information	3	2	1	
s. Providing the time and opportunity for students to use special aids, language aids, learning centers, etc.	3	2	1	
t. Allowing students space to display their own work	3	2	1	
u. Giving alternative ways of working when a student show a lack of interest or frustration	3	2	1	
v. Giving fewer directions	3	2	1	
w. Providing time for students to develop ideas	3	2	1	
x. Withholding judgment on student's creative work	3	2	1	
y. Encouraging the student to put his or her ideas to a test	3	2	1	
z. Evaluating the work of different students by different standards	3	2	1	
aa. Developing a flexible, individualized program	3	2	1	
bb. Creating a warm, safe, and permissive atmosphere	3	2	1	
cc. Respecting personal self-images and enhancing positive ones	3	2	1	
dd. Fostering creativity and imagination	3	2	1	
ee. Respecting students' personal values	3	2	1	
ff. Respecting students' cultural values	3	2	1	

Brighton, C. M., Moon, T. R. Jarvis, J. M., & Hockett, J. M. (2007). *Primary grade teachers' conceptions of giftedness and talent: A case-based investigation* (RM07232). University of Connecticut, The National Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/09/rm07232.pdf>

In this section please indicate your answer by circling the number that corresponds to your response.

2. How often do you use the following practices in your classroom(s)?

	Every Day	Once or twice a week	Once or twice a month	Twice a year	Once a year	Never
a. Connecting curriculum to other content areas	6	5	4	3	2	1
b. Focusing the curriculum around a theme	6	5	4	3	2	1
c. Providing students with materials that go beyond the average range of your grade level.	6	5	4	3	2	1
d. Providing students with material matched to their interests.	6	5	4	3	2	1
e. Brainstorming with students	6	5	4	3	2	1
f. Using learning centers that address different student intelligences	6	5	4	3	2	1
g. Using learning centers that address different student interests	6	5	4	3	2	1
h. Introducing new concepts and materials from outside the classroom.	6	5	4	3	2	1
i. Encouraging (but not insisting upon) participation	6	5	4	3	2	1
j. Providing activities in a variety of settings (tables, bookshelves, learning or resource centers, out-of-doors)	6	5	4	3	2	1
k. Encouraging mentors, senior citizens, parents, grandparents, community volunteers to visit and assist.	6	5	4	3	2	1
l. Encouraging peer praise and positive interaction.	6	5	4	3	2	1
m. Encouraging creative expression, fantasy, imagination, original art, stories and other work	6	5	4	3	2	1
n. Flexible grouping (assigning varying work groups based on students' interest, readiness and learning styles)	6	5	4	3	2	1
o. Offering students who finish a lesson early a related activity.	6	5	4	3	2	1

Brighton, C. M., Moon, T. R. Jarvis, J. M., & Hockett, J. M. (2007). *Primary grade teachers' conceptions of giftedness and talent: A case-based investigation* (RM07232). University of Connecticut, The National Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/09/rm07232.pdf>

	Every Day	Once or twice a week	Once or twice a month	Twice a year	Once a year	Never
p. Having students conduct experiments.	6	5	4	3	2	1
q. Modifying time student takes to complete an assignment.	6	5	4	3	2	1
r. Tape recording content material for the student to listen to.	6	5	4	3	2	1
s. Individually administering a test other than a make-up for student absence.	6	5	4	3	2	1
t. Individually tailoring an assignment as part of planning for instruction.	6	5	4	3	2	1
u. Adjusting pace according to students' needs.	6	5	4	3	2	1
v. Using peers as tutors.	6	5	4	3	2	1
w. Varying materials based on student reading levels.	6	5	4	3	2	1
x. Adjusting length of assignment according to student needs.	6	5	4	3	2	1
y. Adjusting depth of content according to student needs.	6	5	4	3	2	1
z. Allowing students to do a written assignment orally.	6	5	4	3	2	1
aa. Providing hands-on activities to understand abstract concepts.	6	5	4	3	2	1
bb. Using computer programs that focus on problem solving, critical thinking, or advanced understanding.	6	5	4	3	2	1

Brighton, C. M., Moon, T. R. Jarvis, J. M., & Hockett, J. M. (2007). *Primary grade teachers' conceptions of giftedness and talent: A case-based investigation* (RM07232). University of Connecticut, The National Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/09/rm07232.pdf>

3. How much priority do you give to developing talent in your classroom(s)? Please indicate your answer by circling the corresponding number.
 1. *Lowest priority*: I do not think it is my responsibility to focus on talent development.
 2. *Low priority*: Talent development is important, but I cannot integrate it into an already packed curriculum.
 3. *Equal priority*: I aim to balance talent development with other classroom goals.
 4. *High priority*: I consciously try to incorporate talent development into my curriculum and instruction.
 5. *Highest priority*: Talent development is my primary goal in the classroom.

III. Gifted Identification

The following set of items requires two responses. For these items imagine that you have been asked to identify gifted/talented students in your classroom. **First**, indicate how likely you would be to identify a student as gifted or talented if that student exhibited the following characteristics, by circling the number corresponding to your response. **Second**, place a number from 1 to 5 (**1 = least important; 5 = most important**) in the last column, labeled “Importance” to specify which **five student characteristics you would consider most important** in identifying gifted/talented students. For example, if you think “lecturing less” is the most important factor in developing talent, place a 5 in the corresponding row. *(This question is continued on the next page, please consider all items in your ranking of importance.)*

1. How likely would you be to identify a student as gifted/talented if the student

	Very Likely	Somewhat Likely	Not Likely	Importance
a. learns easily and quickly	3	2	1	
b. behaves well in class	3	2	1	
c. has an advanced vocabulary for age	3	2	1	
d. is highly imaginative	3	2	1	
e. offers unusual, unique, clever responses to questions and problems	3	2	1	
f. has a large amount of general information	3	2	1	
g. has high interest in specialty topic	3	2	1	
h. has a keen sense of humor	3	2	1	
i. is able to see another’s point of view	3	2	1	
j. uses expressive speech	3	2	1	
k. likes to work alone	3	2	1	
l. asks a lot of questions	3	2	1	
m. has unusual emotional depth and intensity	3	2	1	
n. is self-motivated	3	2	1	
o. is well liked by classmates	3	2	1	
p. makes other students laugh	3	2	1	
q. gives unexpected, sometimes “smart-aleck” answers	3	2	1	
r. questions rules	3	2	1	
s. has a lot of energy, may have difficulty remaining in seat	3	2	1	
t. has an early interest in print	3	2	1	
u. enjoys playing with words (i.e., using puns, rhymes)	3	2	1	
v. uses details in stories and pictures	3	2	1	
w. makes up creative excuses	3	2	1	

Brighton, C. M., Moon, T. R. Jarvis, J. M., & Hockett, J. M. (2007). *Primary grade teachers' conceptions of giftedness and talent: A case-based investigation* (RM07232). University of Connecticut, The National Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/09/rm07232.pdf>

	Very Likely	Somewhat Likely	Not Likely	Importance
x. is persistent in completing tasks of interest	3	2	1	
y. is easily bored with routine tasks	3	2	1	
z. has difficulty moving on to another topic	3	2	1	
aa. is attentive to detail in the environment	3	2	1	
bb. takes action to help someone in need	3	2	1	
cc. likes to work in small groups	3	2	1	
dd. has a high interest in school	3	2	1	
ee. is able to see cause and effect relationships	3	2	1	
ff. takes the lead in small groups	3	2	1	
gg. expresses advanced verbal ability through interaction with adults	3	2	1	
hh. can carry out a multi-step command	3	2	1	
ii. is adept at completing complex puzzles and block designs	3	2	1	
jj. possesses more advanced math skills than most students	3	2	1	
kk. is able to produce solutions when no one else can	3	2	1	
ll. can apply his/her understanding of concepts in new contexts	3	2	1	
mm. is flexible in the face of change	3	2	1	
nn. is able to speak more than one language	3	2	1	
oo. has an awareness of issues related to his/her community	3	2	1	

Brighton, C. M., Moon, T. R. Jarvis, J. M., & Hockett, J. M. (2007). *Primary grade teachers' conceptions of giftedness and talent: A case-based investigation* (RM07232). University of Connecticut, The National Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/09/rm07232.pdf>

2. How many of the characteristics listed above, and which ones, would have to be present for you to identify a student as gifted/talented?

IV. Kindergarten Readiness

- Please indicate how important it is for a student entering kindergarten to demonstrate competence in the following areas by circling the corresponding number.

	Very Important	Somewhat Important	Not Important
a. <i>Social and Personal Development</i> (e.g., follows classroom rules, takes turns, pays attention, is not disruptive, separates easily from parents, finishes tasks, works cooperatively)	3	2	1
b. <i>Language & Literacy</i> (e.g., uses letter-like shapes and letters to depict words, identifies some letters in the alphabet, understands sound symbol relationship, recognizes name in print)	3	2	1
c. <i>Mathematical Thinking</i> (e.g., recognizes patterns and duplicates them, can count to twenty or more, understands the concept of number and quantity, identifies shapes, colors, knows the days of the week, months of the year)	3	2	1
d. <i>Scientific Thinking</i> (e.g., uses senses to observe characteristics of living or nonliving things, makes comparisons between objects, seeks answers to questions through active investigation)	3	2	1
e. <i>Physical Development</i> (e.g., has well developed gross and fine motor skills, performs self care tasks competently, is physically healthy, rested, and well nourished, cuts with scissors, uses pencils and paint brushes)	3	2	1

- Of these areas, which area do you believe is the most important factor in determining kindergarten readiness?

V. Demographics

Please indicate your answers by circling the corresponding number.

1. What is your gender?

Male	01
Female	02

2. Which best describes your race? Circle one or more:

American Indian or Alaska Native	01
Asian	02
Black or African American	03
Hispanic or Latino	04
Native Hawaiian or Other Pacific Islander	05
White	06

3. Counting this school year, how many years have you taught each of the following grades and programs? WRITE THE NUMBER OF YEARS TO THE NEAREST HALF YEAR (For example, 2.5, 3.5) PLEASE INCLUDE PART-TIME TEACHING WRITE "O" IF YOU HAVE NEVER TAUGHT THE GRADE OR PROGRAM LISTED.

Grade or Program Taught	Total Years
Preschool or Head Start	
Kindergarten (including Transitional/Readiness)	
Kindergarten and Transitional/pre-first grade	
First grade	
Second through fifth grade	
Sixth grade or higher	
English as a Second Language (ESL) program	
Bilingual education program	
Special education program	
Physical education program	
Art or music program	
Gifted and Talented program	

4. Counting this school year, how many years have you taught in your current school including part-time teaching? WRITE THE NUMBER OF YEARS TO THE NEAREST HALF YEAR (For example, 2.5, 3.5)

_____ Years

Brighton, C. M., Moon, T. R. Jarvis, J. M., & Hockett, J. M. (2007). *Primary grade teachers' conceptions of giftedness and talent: A case-based investigation* (RM07232). University of Connecticut, The National Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/09/rm07232.pdf>

5. What is the highest level of education you have completed? CIRCLE ONLY ONE NUMBER.

a. High school diploma or GED	01
b. Associate's degree	02
c. Bachelor's	03
d. At least one year of course work beyond a Bachelor's but not a graduate degree	04
e. Master's	05
f. Education specialist or professional diploma based on at least one year of course work past a Master's degree level	06
g. Doctorate	07
h. Other (PLEASE SPECIFY) _____	08

6. In what areas are you certified? CIRCLE ONE NUMBER ON EACH LINE.

	YES	NO
a. Elementary education	01	02
b. Early childhood	01	02
c. Other (PLEASE SPECIFY) _____	01	02

7. Classroom Demographics:

a. What is the total number of students in your class(es)? _____
b. How many of your students are eligible to receive special education services? ____
c. How many ESL/LEP students are in your class(es)? _____
d. Does your school identify students as gifted at the Kindergarten level? ____
e. If so, how many of your students are classified as gifted? _____
f. Does your school offer gifted programming for Kindergarteners? _____ If so, how many of your students are participating in a G/T program?