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Süleyman Arslantaş
Ahmet Kurnaz
Zehra Atbaşı
Mevlüt Aydoğmuş

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Research Article

The opinions of teachers and administrators on the selection of teachers of gifted students

Süleyman Arslantaş* ✉ ORCID

Assistant Prof. Dr., Necmettin Erbakan University, Department of Special Education, Konya, TURKEY

Ahmet Kurnaz ✉ ORCID

Associate Prof. Dr., Necmettin Erbakan University, Department of Special Education, Konya, TURKEY

Zehra Atbaşı ✉ ORCID

Assistant Prof. Dr., Necmettin Erbakan University, Department of Special Education, Konya, TURKEY

Mevlüt Aydoğmuş ✉ ORCID

Assistant Prof. Dr., Necmettin Erbakan University, Department of Curriculum and Instruction, Konya, TURKEY

Abstract

There are many different applications in the education of gifted individuals and in the selection of teachers who work in this field. The aim of the research is to study the qualities, selection, and training of the teachers of gifted students in the national and international literature in addition to the opinions of administrators and teachers on the qualities of teachers in Turkey. The opinions were obtained from 242 administrators and teachers, with five associate degrees, 117 undergraduate, 111 master's and nine doctorate degrees. Research data were analyzed by content analysis in line with teacher competencies criteria. Although the opinions of the administrators and teachers revealed in this research and the criteria set forth in the workshop overlap with each other, it is seen that the skills such as social skills determined as the criteria are still not taken into account in the selection processes.

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Note(s) from the author(s)

» *Corresponding author

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Introduction

When an answer is sought to the question of who gifted people are, people with IQ levels of 130 or higher are gifted individuals based on the psychometric approach. (Ataman, 2003). According to Gardner (2010), they are individuals who differ (become superior) in the direction and characteristics they employ in understanding their environment, phenomena, and events. In another description, giftedness is related to genetics and develops with stimulus. Giftedness can be measured by physical growth, development, movement development, perception-attention control, analysis, synthesis, cognitive development such as problem-solving, understanding and speaking the language, and social, emotional development by experts via many observation tools. Being gifted means being one step ahead of your peers (Baykoç Dönmez, 2010).

From the oldest to the newest philosophical understandings and education understandings, a teacher is very valued. When it comes to gifted students' education, importance and value of a teacher increases dramatically. A program might be prepared very carefully and have very effective content and goals, but it will be the teachers carrying out the program that determines the effectiveness of the program. Thus, considering the interactive relation between the elements in a program, teachers have more effective compared to other elements (Demirel and Kaya, 2006). In other words, even if the other elements are prepared perfectly, without teachers with required sufficiency the desired results in education cannot be reached (Yaşar et al., 2005; Demirel and Kaya, 2006) because the quality and effectiveness of education are directly related to the qualifications of teachers (Demirel and Kaya, 2006).

Undoubtedly, it does not matter how carefully a program is designed since it is the teachers who carry out the program that determine the effectiveness of it (Demirel and Kaya, 2006). Before revealing the teachers of gifted students, it is necessary to focus on the basic qualifications of teachers. In the studies, the qualifications to be sought in teachers are listed in general as general knowledge, special field knowledge and pedagogical formation (Demirel and Kaya, 2006; Karaçalı, 2004; Arslan and Özpınar, 2008). In recent and more detailed studies, the qualifications of teachers are divided into 6 main competence areas, whereas knowledge is not the only focus—skills and attitudes are also included. These are: personal and vocational values, program and content knowledge, knowing students, the process of learning and teaching, observing and evaluating learning and development, and school, family, and society relations (Demirel and Kaya, 2006; MEB, 2006; Karaçalı, 2004).

The qualifications of teachers' personal and professional progress are divided into 8 sub-categories: offering guidance to students; enriching school culture and making improvements, being a researcher, examiner, and being able to develop oneself; being able to use educational technologies in daily life; being an expert in human relations, being able to carry out vocational responsibilities and obeying laws, being able to self-evaluate; and having sufficient knowledge of the curriculum.

In addition to personal and professional progress, teachers must also have other qualifications related to learning/teaching. Some of these qualifications are specified as: being able to develop and practice activities, being aware of personal differences and using different types of teaching methods, being able to carry out student-centered lessons, being

able to design and use materials, being able to use new technologies in education, and adopting thematic approaches (TED, 2009). Moreover, if teachers are proficient in planning and teaching, with adequate assessment and evaluation efficiency, effectiveness can be persistent. When measurement and evaluation competencies are mentioned, the expressions of using alternative measurement-evaluation methods, interpreting the measurement results, and giving feedback to the student, creating a classroom teacher folder containing each student's personal information come to mind. In addition to these qualifications, teachers must have qualifications required for society, parents and school relations. Considering the education-life connection, a teacher must make connections with families, get to know parents and cooperate with them, evaluate the cooperation and share the evaluation results, and benefit from environmental opportunities.

Furthermore, teachers of gifted students must have additional qualifications. Renzulli (1968) based on his research in which he worked with 21 gifted students experts, stated that the main factor in gifted students' education is the teacher, and that teachers of gifted students must have the following qualifications: understanding cognitive, social, and emotional needs of gifted students, adapting the curriculum based on the needs of gifted students, encouraging high-cognition skills by using appropriate strategies, creating opportunities for student-centered learning, being a facilitator and a guide, creating a learning atmosphere which is not traditional, being organized, being an expert in the subject area, being interested in literature and cultures, having at least an average IQ level, life-long learning, creative thinking, having excellent communication skills, being able to make mistakes, being eager, asking potent questions, helping students to have broader perspectives in developing new ideas, giving appropriate homework based on students' levels, and giving students an opportunity to learn at their own pace without focusing on the level of the classroom.

In addition to all these qualifications, Ataman (2003) stated that building students' talents, cooperating with students, being fair and objective, having a sense of humor, having the ability to praise and being presentable, and having a positive attitude are also important. At present, we try to answer 2 main questions regarding the education of gifted students. The first question is: "how should the education of these students be implemented?" In our country, this is a controversial topic and there are different opinions such as: forming different institutions, giving additional support to the school, forming application centers (BİLSEM), and having inclusive education full-time or half-time in schools. The second question is: "How should the selection and education of teachers and other staff be, and who would be responsible for the education of gifted students?" In addition to these 2 questions, "Should teachers have master's program certificate?" or "Should creative and successful Ministry of National Education (MoNE) teachers be chosen?" are some of the questions that are confronted.

In this study, we have tried to evaluate the qualities of teachers of gifted students nationally and internationally. The practices in different countries concerning the education of gifted children have been studied, and the education, selection and proficiencies of these teachers have been examined. The following were presented within the context of the study: 1) teacher selection and education in Europe for the education of gifted students, 2) teacher selection and education in America and other countries for the education of gifted students,

3) teacher selection and education in Turkey for the education of gifted students, 4) the similarities and differences among Turkey and other countries in the selection and education of teachers for the education of gifted students, 5) teacher sufficiency in teaching gifted students in Europe, 6) teacher sufficiency in teaching gifted students in America and other countries, 7) teacher sufficiency in Turkey in teaching gifted students, and 8) similarities and differences in teacher sufficiency in teaching gifted students in Turkey and other countries.

Purpose of the study

The purpose of the study is to create a review of national and international literature on the qualities of the teachers of gifted students, how to select and train these teachers, as well as examining the thoughts of administrators and teachers on the qualities of teachers in Turkey. The study was carried out with two sub-purposes. The first sub-purpose focused on the following: the qualities of the teachers of gifted students in national and international literature; how teachers of gifted students are selected and educated around the world; and the differences between the education of gifted students in Turkey and around the world. The second sub-purpose sought answers to the following questions, which were directed to the BİLSEM administrators and teachers to present their thoughts:

- 1) What are the personal and professional characteristics of teachers of gifted students?
- 2) In terms of educational characteristics how well do the teachers of gifted students know and guide their students?
- 3) How well do the teachers of gifted students monitor and evaluate the achievement of their students?
- 4) Do the teachers of gifted students have good communication with the school, parents, and the society?

Method

Qualitative explanatory case study was preferred in the research. The explanatory case study design was applied in two stages. In the first stage, the characteristics and selection of teachers of gifted students were compiled. The data for the first sub-purpose dimension was collected by survey method, and the data for the second sub-purpose was obtained by fixed form questionnaire interview.

In this study, the opinions consisted of 242 administrators and teachers having five associate degrees, 117 undergraduate, 111 master's and 9 doctorate degrees. Research data were analyzed by content analysis in line with teacher competencies criteria. The fixed questionnaire interview form consisted of six open-ended questions. Opinions of two relevant field experts were taken for the form. The final draft was sent to 276 participants and the feedback of 242 participants was used for the findings. Participants consist of BİLSEM teachers and administrators. BİLSEMs are institutions that take part in the identification and subsequent education of gifted students in Turkey. Classroom teachers, guidance specialists, science teachers, teachers from branches such as mathematics, social studies, painting, music, history, geography, physics, chemistry, biology, philosophy and sociology work in these centers.

Findings

The findings were first started by explaining and comparing the teachers' selection, training, and qualifications to work with gifted students in Turkey, which is the first sub-problem of the research, and the selection, education and competencies of the teacher who work with gifted students in the world.

The selection, education, and qualities of teachers who work with gifted students in Turkey

There are similar practices in Turkey and around the world in the selection and education of teachers as well as different practices. This part presents criteria used in the selection of teachers in Turkey and the teacher employment criteria and processes used around the world respectively. As the education of gifted students is carried out by BİLSEM (Science and Art Centres) the qualities required for teachers who will work with students in the private sector are usually similar to those qualities required within the country. There are two pre-requisites required in order to be included in the pre-selection process. These are: documenting that one has not violated any laws, having an ALES score of 60 or 65 or having completed one's master's degree. ALES is a mental skill level determination test used for entry to postgraduate education in Turkey. Those who score 55 and above in the exam made out of 100 points are considered successful. The teachers who meet the pre-requisites are included in the selection process, and the teachers are selected within the framework of the criteria stated below. A list is prepared based on the points obtained by the evaluation criteria. The following Application Evaluation Criteria are used when employing teachers for BİLSEM (Science and Art Centres).

- Having completed a doctoral degree in their field or in the field of teaching gifted students
- Currently attending a doctoral degree program in their own field or in the field of teaching gifted students (proving that one has passed classes of 15 credits apart from scientific preparation)
- Having a master's degree in their field or in the field of teaching gifted students
- Currently attending a master's degree program in their own field or in the field of teaching gifted children (proving that one has passed classes of 15 credits apart from the scientific preparation)
- A document showing the language level exam results in KPDS, YDS (KPDS; the exam to determine the Foreign Language Level of Public Personnel. YDS; the foreign language level determination exam conducted by the Council of Higher Education for academic staff) Graduation grades
- Having publications in peer-reviewed journals (first publication 5 points, second publication 5 points)-journals with more than two will not be evaluated
- Having published a book in their own field (the ISBN number will be documented)
- Conducting a national or international project
- Having received training on the education of gifted students while carrying out a graduate or post-graduate degree in their own field (confirmed via transcript)
- Having the title of specialist teacher

The Ministry of Education carries out specific training processes for the BİLSEM teachers it has employed based on the criteria presented above. The candidates who are employed using the candidate evaluation criteria are invited to a two-week in-service training at the General Directorate of Special Education Guidance and Consultance Services. Classes on the qualities and education of gifted students and project-based education are offered at the course.

The selection, training, and proficiencies of teachers who work with gifted student around the world

When the criteria regarding teacher selection is studied, Baldwin (1993) defines teachers working with gifted students as individuals who love gifted students, respond to their complex problems and questions, develop programs for the gifted, are willing to carry out experiments with unknown results, accept mistakes and develop materials for the individual needs of children.

There are five basic criteria that make up the framework for teacher proficiency in the U.S.A (TED, 2009):

- Teachers are dedicated to their students and to teaching those students
- Teachers are competent in their subjects and know how to teach those subjects to their students
- Teachers are responsible for managing and monitoring learning
- Teacher review their practices systematically and learn from their experiences
- Teachers are members of learning societies

Although there are differences in teaching practices in different states of the U.S., teachers who wish to get a certificate for teaching gifted students receive a training which ranges from six months to one and a half years. (Ladson and Darling, 2000)

There has been a rising trend in Austria in the last 10 years for training for teaching gifted individuals. There are more seminars and conferences in higher education on gifted individuals. The Pedagogy Institute, which has been set up in nine states, organizes seminars and conferences for teachers, scientists and other people who are interested in gifted individuals. Some of these activities are financed by the Ministry of Education. Approximately 600 teachers have completed the 500-hour training. The aim is to have one specialist of gifted students at each school. In Switzerland, teacher education is organized by the Pedagogy University. The education of gifted individuals is a part of basic education in which all students have to participate in during their school years. Education for teachers is regularly organized in different ways such as seminars and post-doctoral courses. (TED, 2009)

In the UK, the issue of giftedness is included in general teacher education. The placement of gifted students in teaching education varies from institute to institute. There is an increase in this area for teacher training and their professional development. People in other fields may also participate in these educational processes. The Westminster Education Institute of Oxford Brookes University practices EIC, a national educational program for gifted coordinators of schools. In addition, 'Lifelong Professional Development' programs are implemented for teaching gifted individuals. (TED, 2009) In Italy, the fourth and fifth years of

university are specialization for two years on gifted teachers. Within this two-year period, students are able to choose to teach gifted individuals.

There are different practices in different provinces in Germany. In some federal provinces, the teaching of gifted students is a compulsory subject in departments of teaching. In Germany, further education is suggested under some conditions. (ISCED Level 0-3). Munster University International Centre for the Study of Giftedness (ICBF) coordinates the ECHA program for teachers and pre-school teachers.

In Romania, educational guides include the teaching of gifted students within teacher training. However, offering such courses depends on the curriculum rules of universities. There is a one-term course in the third year of the psychology pedagogy module at the Institute of Psychology and Educational Sciences. There is a compulsory class at the IASI University for graduate students of Education and Special Education in their second and third years. There is teacher exchange program for the education of gifted students in ISCED levels 2 and 3 (TED, 2009).

Teaching gifted students plays a major part in the teacher curriculum in Hungary. There are topics such as definitions, giftedness and age, giftedness and creativity, school programs for the gifted, school-parent cooperation, low achievement in gifted students, the role of the teacher in teaching gifted students, special fields (sports, mathematics, music, etc.) and international practices in teaching gifted students. Debrecen University organises a program called 'The Teaching of Gifted Students. In the program, which lasts four terms, teachers receive training of over 600 hours.

In Sweden, the preparation of teachers for the education of gifted students began in Lulea Technical School, Pitea School of Music. However, the studies for teacher training are pretty limited. A small part of the Spanish system's share for teacher training is reserved for gifted education. In 6 schools, among 56 schools, there are courses for gifted students (TED, 2009). Some school administrators and professional organizations suggest courses on giftedness and gifted students. In Denmark, teachers have compulsory training on gifted students as a part of their general education. However, there is not much focus on the education of gifted students.

In Luxembourg, pre-school and elementary school teachers are trained at Universite du Luxembourg Campus Walferdange for 3 to 4 years (TED,2009). In addition to basic education, there are theoretical subjects such as increasing motivation and mental creativity in gifted students. In France, Letonia, Portugal, Belgium, Ireland and Greece there is no specific training for teachers of gifted students. Teachers either connect with what they have learned at college or develop their own methods and approaches (TED, 2009).

In Finland, there is no special program for teachers of gifted students. The teachers' knowledge of teaching gifted students is related to their personal knowledge. The teachers are expected to provide support to students. However, subjects related to the education of gifted students is a part of the training that some pre-school teachers receive (TED, 2009). According to a study conducted in Australia, the ability to make challenges easier was considered the key factor by most participants (Vialle and Quigley, 2007). In addition, a sense of humor, creativity and being curious were considered to be valuable by students. This is so they have to present interesting materials to students and carry out their job in an organized way.

Similarities and differences in Turkey and around the world for the selection and education of teachers who work with gifted students

The similarities and differences in Turkey and around the world for the selection and education for the teachers of gifted students are listed below:

Similarities:

- Subjects such as music and art are also part of the education of gifted students and the educators are selected
- In general, it is not a part of graduate education on its own
- The emphasis on the pedagogical approach
- Post-graduate studies, and their contribution to teacher proficiencies

Differences:

- Having a humorous character or making challenges easier, which are individual characteristics of teachers, are not present in formal procedures in Turkey
- Sports is not a part of the program for gifted students in Turkey
- There are differences in considering the interest of teachers when they choose to teach gifted students
- The training in Turkey for the training of teachers for gifted students has not reached the desired level concerning in-service training and pre-training
- The role of graduate and post-graduate institutions in life-long learning

When the stated similarities and differences are taken into consideration, it is possible to carry out studies to eliminate differences. It may also be possible to create national educational models and options should be discussed in order to add a special program to the education of gifted students.

The thoughts of BİLSEM administrators and teachers on the qualifications of teachers of gifted students

As a part of the second sub-heading of the study, the qualities needed by teachers for the successful training of gifted students were defined based on the thoughts of administrators and teachers of BİLSEM. For this reason, answers were sought to the following question: ‘What are the thoughts of administrators and teachers of BİLSEM on the qualities of teachers of gifted students?’ In this context, the qualities of teachers who work with gifted students are studied under the headings presented below:

Table 1. Personal and Professional Qualifications

No	The Thoughts of Teachers	Percentage
1	Being open to criticism	98
2	Being open to change and development	96
3	Being a person who conducts research, questions, and improves himself/herself	95
4	Being eager, energetic, and energetic	95
5	Supporting lifelong learning	94
6	Being able to self-evaluate	93

7	Having creative thinking skills	92
8	Knowing how to use information and communication technologies, having general knowledge, and having knowledge of art and aesthetics	92
9	Being a person who can represent his/her institute with his/her general attitudes and qualifications	91
10	Having detailed knowledge on subject matter	91

Administrators and teachers emphasized that being a person who carries out research, questions, and improves himself/herself is the main qualification in the education of gifted students in terms of personal and professional qualifications.

Table 2. Qualifications regarding knowing students well enough and offering them guidance

No	Teacher’s views	Percentage
1	Guiding students in projects and other tasks	95
2	Understanding gifted students’ cognitive, social, and emotional needs	94
3	Not revealing learned information about a student during vocational activities, except when it is necessary	94
4	Expressing her/his emotions and thoughts clearly and understanding the emotions and thoughts of other people	94
5	Encouraging students to be independent	93
6	Getting to know students completely by carrying out interviews with parents	90
7	Providing solutions to students’ personal problems	89

BİLSEM administrators and teachers emphasized that guiding students, understanding students’ needs, not exposing students’ information, knowing students, and communicating effectively were among the qualifications that were of great prominence.

Table 3. Qualifications of teaching methodology

No	Teacher’s views	Percentage
1	Getting out of routine in education	95
2	Using different teaching methods	94
3	Being sensitive to personal differences	94
4	Being a facilitator and a guide in activities	93
5	Making the activities and environment appropriate for student centered teaching	93
6	Forming an educational atmosphere which is safe from dangers	92
7	Using diversification techniques effectively for gifted students	92
8	Preparing and using materials	90
9	Using strategies that encourage higher thinking	90
10	Knowing the steps in the BİLSEM directive	89

BİLSEM administrators and teachers emphasized getting out of routine, differentiating methods and techniques, being sensitive to personal differences, and guiding students regarding qualifications of teaching methodology.

Table 4. Qualifications regarding monitoring and evaluating the development of students

No	Teacher's views	Percentage
1	Sharing detections about students with parents after teaching activities	97
2	Analyzing evaluation results properly and reflecting them in his/her works	96
3	Communicating with families and cooperating with them	92
4	Continuity in assessment and evaluation	89
5	Being an expert in analyzing evaluation results and giving feedback to students	88
6	Using assessment and evaluation techniques holistically	88
7	Being an expert in creating a student history file, where information about a students and his/her works are kept	87

When we look at BİLSEM administrators' and teachers' opinions about *Qualifications regarding observing and evaluating students' development*, they say that sharing perceptions with parents is the most important factor. Moreover, administrators and teachers also emphasize the importance of analyzing evaluation results and reflecting them in the following practices.

Table 5. Qualifications about school, family and society

No	Teacher's views	Percentage
1	Being able to work as a team with colleagues in a working environment	95
2	Sharing observations about students with families in an appropriate manner	94
3	Being used to working in groups and teams	93
4	Contributing to the development of the school and making it a cultural centre	93
5	Having the skills to communicate with parents properly	92
6	Having the skills to communicate with others, such as people who are needed when talking about the education of gifted students, institutes, and organizations.	90

BİLSEM administrators and teachers emphasized being able to work as a team with colleagues in a working environment and cooperating with them regarding qualifications about school, family and society. In addition, BİLSEM teachers and administrators reported that

sharing observations about students with families in an appropriate manner and contributing to the development of the school and making it a cultural center are crucial main qualifications.

Table 6. Qualifications on academic requirement

No	Teacher’s views	Percentage
1	His/her colleagues thinking that he/she is successful in his/her fields	83
2	Having a master’s degree in gifted students’ education	83
3	Having a master’s degree in his/her own field	82
4	Having completed a class on gifted students’ education during graduate or post graduate studies	81
5	Having average or higher scores on language efficiency exams	80
6	Using the foreign language effectively in communications and obtaining information from foreign sources	80

BİLSEM’s administrators and teachers emphasized the importance of their colleagues thinking that they are successful in their fields, as well as having master’s degree in gifted students’ education in terms of qualifications about academic requirement. Furthermore, having a master’s degree in their own fields and attending a class about gifted students’ education are also important.

Table 7. The items with the lowest averages in all qualifications

No	Teacher’s views	Percentage
1	Having the degree of head teacher/specialist	50
2	Having a book published	66
3	Having articles and writing in refereed journals	68
4	Doing scientific research and sharing their results in international congresses	69
5	Having average or higher scores on language proficiency exams	70
6	Having a doctorate in his/her own field	70
7	Conducting scientific research and sharing their results in international congresses	71
8	Being in an international project team	72
9	Being a member of a non-governmental organizations and associations about his/her own field	76
10	Being an intellectual	78
11	Parents thinking that he/she is successful on his/her own field	79

In the interviews, it is seen that the qualifications with the lowest average of all the qualifications that administrators and teachers should have in BİLSEM teachers are Specialist or Head Teacher. Moreover, teachers and administrators think that having a book published, conducting and publishing scientific research, proficiency in foreign language, having a

doctorate degree, and doing a doctorate are less important compared to other qualifications. Furthermore, according to participants' opinions, being an intellectual is not that important.

Discussion and Conclusion

The qualifications necessary for teachers of gifted students and the selection criteria do not overlap completely. In order to get over with this problem, extensive research needs to be conducted on educating and selecting gifted students' teachers in terms of qualifications. There are certain criteria which need to be met by teachers who will work with gifted students. However, this causes problems as this is reflected in the selection of teachers. During a workshop on 13-15 February 2009 on gifted students, attention was drawn to the inefficacy of selection and education of teachers, and some points were criticized. These points were:

- Deficiency in the step of determining criteria for the character analysis of teachers
- Deficiency in the step of evaluation of field knowledge during selection
- Lack and deficiency of criteria during interviews
- Not being able to measure social skills and talent performance
- The deficiency in the measurement of performance is reflected both in literature review and in the thoughts of administrators and teachers.

The opinions of the administrators and teachers revealed in this research and the criteria set forth in the workshop overlap with each other. However, it is seen that the social skills determined as criteria are still not taken into account in the selection processes.

Similarly, although teachers' personality traits and affective characteristics were expressed both in the literature, in the relevant workshop, and in the opinions of teachers and administrators in their findings in this study, they could not become a method used in the selection process. In order to resolve this problem, further research on measurement should be conducted on the criteria required by teachers in the selection and education of teachers. It is observed that the performance criteria of teachers selected for BİLSEM centers in Turkey are not clear, and problems exist related to performance indicators for organizing complementary and developmental training. It is necessary to create performance indicators for teachers working in the field and increase monitoring and evaluating quality based on these factors. It is observed that in international practices, academic institutions rather than state institutions are responsible for pre-service and in-service training. For this reason, for the pre-service and in-service training processes in Turkey, universities and other academic institutions should play a more active role.

Although the department of teaching gifted students started in Turkey much earlier compared to some European countries and other countries around the world, there has been no differentiation in the status of graduates of this department, which has caused arguments concerning the role of such teachers in BİLSEM. Teachers undergo a 2-week training course (60 hours) during the BİLSEM selection process. In developed countries, teachers attend a training of 500-600 hours to get a certificate in this field. It is observed that while universities and the Ministry of Education are actively involved in teacher education in Turkey, in most other countries private institutions and foundations carry out this responsibility.

It is observed that in countries which are advanced in education such as Finland, Norway and Denmark, additional education for gifted students is not offered since they aim to provide the best education for all individuals. Teachers who will work with gifted students are not limited to BİLSEM and a few private schools. These students also attend mainstream classes. Similar to the model used for inclusive education, all teachers may attend an in-service training program to provide a holistic approach for gifted students. Based on the results of the study, it is observed that the most prominent qualities of the teachers of gifted students based on the views of administrators and teachers are as follows: Being open to criticism, Being open to change and development, Having personal qualities in order to question and develop oneself as well as being a researcher, Being enthusiastic, ambitious and energetic, Having a desire for life-long learning, Being able to guide students in projects and other research, Being able to understand the cognitive, social and emotional needs of gifted student, Not revealing the information about students obtained through professional activities, except for legal and professional obligations, Effectively expressing one's feelings and thoughts to others and being able to understand the feelings and thoughts of others, Encouraging students to become independent individuals, Being able to use different teaching methods, Being able to act different to routines in education, Being sensitive to individual differences, Being a facilitator or a guide in activities, Being able to provide student-centered opportunities, activities and environments, Sharing observations about students following activities with parents, Correctly interpreting evaluation results and reflecting this in studies, Having interaction and collaboration with parents, Creating continuity in assessment-evaluation processes, Being in a team with colleagues and working in harmony with the team, Sharing observations about students with parents in an appropriate way, Having the habit of working in groups and teams, Contributing to making one's institution a cultural center and contributing to the development of the school, Being able to use strategies to promote higher thinking.

It is observed that the qualities which are presented above are not stated in the standards determined by the American National Council for the Accreditation of Teacher Education(2008), Interstate New Teacher Assessment and Support Consortium (Ladson and Darling,2000), National Board for Professional Teaching Standards, National Guide for Standards for the Profession of Teaching in Australia 1999 report, the Teacher Development Agency in England, Teaching Council Act, 2001 Ireland, and the '2007 Treaty of Lisbon signed by the European Council'. In this research, teacher qualifications that emerged in the form of teacher and administrator opinions, the American National Council for the Accreditation of Teacher Education (2008) and Interstate New Teacher Assessment and Support Consortium (Ladson and Darling, 2000) revealed that the criteria and qualifications teachers working with special talents should have are similar. There are also some qualities which are not stated in the mentioned reports but are considered as prominent by some of the teachers. It is assumed that this is due to the fact that there are different practices in Turkey concerning the education of gifted students.

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