



## Research Article

# The see me statement: an action research investigation of a teaching strategy designed to promote understanding of non-traditional indicators of giftedness

Sarah Marie Berry<sup>1\*</sup>, Sara Caroline Griffith<sup>2</sup>, Kaylah Brooke Haney<sup>3</sup>, Blair Elizabeth Johnson<sup>4</sup>, Allison Carol Ponton<sup>5</sup> and Madeline Marie Willard<sup>6</sup>

*Richard W. Riley College of Education, Winthrop University, US*

### Article Info

Received: 23 May 2022  
Accepted: 21 June 2022  
Available online: 30 June 2022

#### Keywords:

Action Research  
Diversity  
Gifted Education  
Professional Development  
Underrepresentation

### Abstract

This action research study explored the development and impact of an educational activity, the See Me Statement, designed for students enrolled in a gifted and talented teaching endorsement program. Driven by the pervasive issues of underrepresentation in gifted education, the See Me Statement was designed to scaffold understanding of diverse indicators of giftedness and encourage participants to view the classroom through the eyes of a gifted student who does not fit the mold of the stereotypical gifted child. Following an introduction to Frasier's Traits, Aptitudes, and Behaviors (TABs) tool, participants wrote letters from the perspective of unidentified gifted students and urged their teachers and administrators to see them and address their unique strengths and challenges. Thematic analysis of See Me Statements revealed examples of all ten components of the TABs, with an impressive representation of atypical behaviors that are likely to indicate giftedness. Analysis of participant reflections on the assignment indicated that writing from the perspective of a gifted child promoted empathy and encouraged current and future action to address the diverse strengths and needs of all gifted children. Findings support the continual need to carefully address potential misconceptions of giftedness, and reveal the positive impact of including an affective/attitudinal component in professional learning opportunities concerning the gifted.

2149-1410/ © 2022 the JGEDC.  
Published by Young Wise Pub. Ltd.  
This is an open access article under  
the CC BY-NC-ND license



### To cite this article:

Berry, S.M., Griffith, S.C., Haney, K.B., Johnson, B.E., Ponton, A.C. & Willard, M.M. (2022). The see me statement: an action research investigation of a teaching strategy designed to promote understanding of non-traditional indicators of giftedness. *Journal of Gifted Education and Creativity*, 9(2), 181-202.

<sup>1</sup> Assistant Professor, Winthrop University, US. E-mail: catalanas@winthrop.edu ORCID: 0000-0003-3914-2498

<sup>2</sup> Winthrop University, US. E-mail: saracgriffith98@gmail.com

<sup>3</sup> Winthrop University, US. E-mail: haneyk@fmsdmail.org

<sup>4</sup> Winthrop University, US. E-mail: johnsonb38@mailbox.winthrop.edu

<sup>5</sup> Winthrop University, US. E-mail: pontona3@mailbox.winthrop.edu

<sup>6</sup> Winthrop University, US. E-mail: madelinemwillard@gmail.com

## Introduction

How do we recognize gifted students by their every-day behaviors and attitudes in the classroom? Many educators are quick to share stories of bright students sitting eagerly at their desks, poised and ready to learn, or accounts of children who ask insightful questions and can't seem to get enough of school. But what about those who are more interested in writing song lyrics than paying attention in math? Or the students that rally their peers around social justice issues, but roll their eyes when the teacher tries to lead a class discussion about civil rights? These students may not fit the narrow and stereotypical image of gifted students, but they must be seen, lest we fail to provide appropriate educational services to support and encourage them to reach their full potentials.

This study utilized the action research framework to explore the development of an educational activity, the See Me Statement, and its potential impact on pre-service and practicing teachers enrolled in a gifted and talented teaching endorsement program. The See Me Statement was designed to encourage participants to view the classroom through the eyes of a gifted student who does not fit the mold of the stereotypical gifted child. Following an introduction to Frasier's Traits, Aptitudes, and Behaviors (TABs) tool, participants wrote letters from the perspective of unidentified gifted students and urged their teachers and administrators to *see them* and address their unique strengths and challenges. The aim of the activity was to personalize issues of underrepresentation in gifted education and scaffold the recognition of non-traditional characteristics of giftedness. Such increased recognition of and empathy for gifted students who don't fit the gifted stereotype lays the foundation for more inclusive identification practices and gifted services.

## Review of the Literature

Issues of underrepresentation have been evident since the formal start of gifted services and remain pervasive today (see Peters, Gentry, Whiting, & McBee, 2019 for a recent analysis of disproportional representation in gifted and talented programs). Challenges include the underrepresentation of minority students, students from low socioeconomic backgrounds, and twice exceptional students. Statistics related to these issues are alarming: as of 2016, African American students were underrepresented in gifted education by 43%, LatinX students by 30%, Native American students by 13%, and students with disabilities and those learning English by 75% (Peters, 2019). The 2014 U.S. Department of Education Office for Civil Rights "Dear Colleague" letter highlighted "chronic and widespread racial disparities in access to rigorous courses, academic programs, and extracurricular activities" (U.S. Department of Education, 2014, p. 2). Such underrepresentation is "well beyond statistical chance" (Ford & Whiting, 2010, p. 132), and cannot be ignored. Thousands of gifted students from diverse backgrounds remain invisible: these students are sitting in our classrooms, unrecognized and underserved.

## Frasier's Four A's

The works of Mary Frasier form a strong foundation to advocate for underrepresented gifted students. As a champion for gifted students from diverse backgrounds, Frasier used the term atypical gifted to describe gifted students who "simply didn't fit the mold" of the stereotypical gifted child (Martin, 2003, p. 158). Frasier's Four A's - Attitude, Access, Assessment and Accommodation provide a framework for educators to recognize and confront barriers to success for these underrepresented gifted students (Frasier, 1991; 1997).

**Attitude** encompasses both the explicit and implicit emotional positions towards Culturally and Linguistically Diverse (CLD) students. Studies have revealed negative teacher attitudes toward CLD students who are likely to express gifts and talents in an atypical manner (McBee, 2006; Elhoweris et al., 2005). Such teacher beliefs directly influence whether students are included or excluded from gifted programs (Ford, 2010; Siegle, 2001, Wright, et al., 2017). **Access** refers to the manner in which students enter into consideration for gifted services: students who fit the mold of a stereotypical gifted child are often given easier access to services, but educators must advocate for those who demonstrate giftedness in more unique manners (Grantham & Ford, 2007).

**Assessment** is described as the process of “appraising, estimating, or evaluating the presence of giftedness and to what degree” (Grantham & Ford, 2007, p. 2). It is imperative that we recognize the pervasive issues of inequity related to identification of minority gifted and talented students (Ford & Grantham, 2003; Johnsen, S.K., 2018). Issues of bias and lack of cultural relevance often lead to lower standardized test scores for minority and twice exceptional students, as well as those from challenging socioeconomic backgrounds. Given the overemphasis on such standardized aptitude and/or achievement tests for gifted identification, this presents a clear challenge to equitable representation in gifted services (Erwin & Worrell, 2012; Hunsaker, Finley, & Frank, 1997; Mun, Hemmler et al., 2020). As Ford (2004) stated, “In gifted education, low test scores often prevent diverse students from being identified as gifted and receiving services” (p. 3).

Finally, **Accommodation** refers to the educational services that are provided to meet the diverse strengths and needs of children identified as gifted. This is of equal, if not greater importance than assessment: why fight to provide students the opportunity to participate in gifted services if they will not benefit from being involved? Gifted services should not be “one-size fits all”, but should rather be based in culturally responsive practices that ensure services are appropriately aligned to student populations (Ford, 2010).

### **The Importance of Attitude: Uncovering Misconceptions and Promoting Empathy**

A dynamic and culturally responsive attitude forms the foundation for meaningful change in Access, Assessment, and Accommodation. Successful identification of and service for gifted students from underrepresented populations begins with the careful preparation of educators who are not only aware of their biases and prejudices, but also committed to being culturally competent (Ford & Grantham, 2003; Esquierdo & Arreguin-Anderson, 2012). As Frasier (1997) claimed “the most pervasive reasons for problems in identifying gifted minority students are related to attitudes about gifted potential in these groups” (p. 501).

McBee (2006) referred to teachers as gatekeepers to gifted services and emphasized that educators’ intentional and unintentional biases create varying levels of access to gifted education. In order to address issues of underrepresentation, we must explicitly confront deficit attitudes and oppose temptations to acquiesce to the status quo (Ford, 2014; Grissom & Redding, 2016). As Frasier reported in her 2003 interview, “I think we ought to approach this whole notion of giftedness from the perspective of the child rather than the perspective of the adult who’s going to come up with the perfect model to find the gifted child” (p. 162).

This assertion is akin to the concept of emotional perspective-taking, loosely defined as our ability to comprehend other people’s feelings (de Vignemont & Singer, 2006; Decty & Jackson, 2006). Empathy, the ability to emotionally identify with another, is central to emotional perspective-taking and fuels the powerful moment when “I and you” becomes “I am you” or “I might be you” (Spiro, 1992). Warren (2018) suggested explicit attention to empathy development in teacher education serves two main purposes: first, to encourage teacher candidates to notice patterns in their own attitudes about race and cultural differences, and second, to equip them to use empathy to guide critical decision-making in their future classrooms.

Empathy is both emotional and cognitive in nature. Adopting the psychological view of others promotes compassion and fuels action: “The application of empathy through perspective taking links knowledge of diverse youth and families to teachers’ professional decision-making” (Warren, 2018, p. 171). This is particularly important given the juxtaposition between teacher populations which are overwhelming white and female (Bitterman, Goldring, & Gray, 2013) and America’s public-school population which is often described as a “majority minority” (Maxwell, 2014). Educators must recognize that their personal schema of a gifted child is often steeped in unintentional bias, and therefore must be critically examined and rebuilt to encompass the diverse characteristics of all gifted students.

### **Equipping Educators to Serve Gifted Children**

Educators receive minimal training on how to identify, instruct and meet the needs of gifted and talented learners, and thus many do not feel qualified or prepared to teach their brightest students (Sayi, 2018; Spoon et al., 2020). On average,

teacher preparation programs in the United States devote a shocking two instructional hours to equip preservice educators to serve gifted students in the traditional classroom (National Association for Gifted Children [NAGC], 2015). Absent well-designed training, educators typically rely on assessments to determine if students qualify for gifted services, and seldom acknowledge student behavior as a potential indicator of giftedness (Ford et al., 2008; Ford and Whiting, 2010). If behavior is considered when identifying potentially gifted students, educators are likely to unknowingly search for stereotypical behaviors: students who are well behaved, earn straight A's, and show interest in school assignments are quickly nominated, while those unmotivated and potentially disruptive in the regular classroom setting are overlooked.

Research has shown that successful training in gifted education first acknowledges existing teacher beliefs and practices and then scaffolds buy-in for new initiatives (Little & Housand, 2011; Garet et al., 2001; Richardson, 2003). Impactful professional development provides avenues for meaningful reflection (see Means et al., 2009) and includes carefully designed learning activities that emphasize real-world, rather than ideal educational settings. Coherence between training activities and teachers' classroom goals motivates the application of research-driven best practices: in short, teachers must be convinced that content presented in professional development is both feasible and meaningful (Birman et al., 2000; Kwakman, 2003).

Recently, the National Association of Gifted Children intentionally shifted language from professional development to professional learning (PL), emphasizing the importance of continual learning and engagement on the part of both teachers and students (Learning Forward, 2011; NAGC, 2019, Spoon et al., 2020). Professional learning promotes reflection and long-lasting impact, which contrasts information-dense PD initiatives that often "focus on the symptoms rather than the root causes of ineffective teaching" (Yoo & Carter, p. 39). Intrator and Kunzman (2006) suggested effective professional learning mirrors an inverted model of Maslow's Hierarchy of Needs: emotional needs must first be met in order for true skill and knowledge development to occur. Professional learning that contains an affective component promotes long-lasting benefits; emotions are a driving force for teacher quality and effectiveness (Day & Lee, 2011), and content-heavy training that does not target professional aspirations and values will produce "overloaded teachers who work in isolation and will not retain what it takes to do their most inspired teaching" (Intrator & Kunsman, 2006).

"One-stop" PD in gifted education often overemphasizes content and neglects to provide meaningful context for participants. As a result, PD is often interpreted as a firehose of information, and participants are left overwhelmed and unmotivated (Edinger, 2020). This is particularly worrisome for PD that targets issues of underrepresentation in gifted education: inundating participants with alarming truths about the injustices experienced by students from diverse populations may produce a paralyzing effect, leaving participants both discouraged and unsure as to "where to start" in efforts to support students in their own classrooms.

Educators who are overwhelmed and unsupported find comfort in familiar and safe teaching practices, many of which are biased towards the majority culture (Bitterman et al., 2013; Boyd et al., 2013). Lortie (1975) described this tendency to maintain the status quo as the apprenticeship of observation, claiming that teachers operate under the conception of teaching formed throughout their own experiences as students, and thus rely on "ready-made recipes for action and interpretation that do not require testing or analysis while promising familiar, safe results" (Buchmann, 1987, p. 161). If we want to confront issues of underrepresentation, we must promote professional learning that provides both cognitive and affective scaffolding for educators to challenge the status quo.

### **Recognizing Diverse Indicators of Giftedness: Frasier's Traits, Aptitudes, and Behaviors (TABs) Tool**

The pervasiveness of stereotypical representations of giftedness is what motivated Frasier to devise methods to "recognize and nurture potential in its rawest stage, in whatever package it comes" (Martine, 2003, p. 160). Rather than solely relying on standardized test scores, research has shown that identification for gifted education services should consider a student profile, which "provides the most effective and efficient way to display data for interpretation from test and non-test sources" (Grantham & Ford, 2007, p. 2). Given the focus on the whole child, identification based on student

profiles results in gifted education programs that are more inclusive of children from diverse cultural, economic, and language backgrounds (Frasier & Passow, 1994; Grantham & Ford, 2007).

Frasier's Traits, Aptitudes, and Behaviors (TABs) tool is a particularly effective framework which guides educators to recognize gifted potential in all students, particularly those from underrepresented populations (Frasier et. al, 1995). For the purposes of this assessment tool, *traits* refer to relatively consistent patterns of behavior, *aptitudes* are a student's abilities in a field or their future ability for performance in that field, and *behaviors* are the responses a student has to a stimulus (Grantham & Ford, 2007). The TABs model identifies ten overarching characteristics that are commonly exhibited by gifted and talented students: Communication, Motivation, Humor, Inquiry, Insight, Interests, Reasoning, Memory, Problem-Solving, and Imagination/Creativity (Besnoy et al., 2016; Frasier & Passow, 1994; Grantham et al., 2005). Based on extensive review of the literature, these ten themes are meant to give teachers, or other assessors, guidelines for which behaviors, attitudes, or traits may indicate a child's giftedness or talent (Table One includes a description of each component of the TABs). Trained teachers or other school officials may use the TABs to structure observations of a student as they work to assess the child's eligibility for gifted and talented education programs. These observations may take place during normal instructional activities, lowering the stress on the student and offering results with increased validity.

The TABs tool is unique in that it offers descriptions of *unexpected* behaviors which depict giftedness (Besnoy et al., 2016). For example, where a teacher or parent might see a child's behaviors as defiant of authority, the TABs observation checklist indicates that this behavior may reflect the child's motivation. A student that doesn't get along with peers and is seen as bossy or manipulative may actually be displaying common behaviors listed in the leadership, communication skills, and insight domains. Not all behaviors exhibited by gifted or talented students will be positive! Using only identification tools that measure a student's positive behaviors or progress will not allow us to accurately identify all students who are gifted or talented, leaving many students behind in the process as invisible gifted children who will not receive the services they need in school (Besnoy et al., 2016; Dunn, Dunn, & Treffinger, 1992). Fortunately, the TABs can serve two simultaneous purposes: first, it provides a framework to organize evidence of giftedness across students from diverse populations, and second, it holds teachers and administrators accountable to maintain a more inclusive image of gifted children.

### Research Design and Methodology

This study utilized the action research framework to systematically examine the impact of the See Me Statement, a teaching activity strategically designed to scaffold the recognition of non-traditional characteristics of giftedness and thus equip educators to appropriately serve the invisible gifted in their own classrooms. In hopes of inspiring current and future educators to address local issues of underrepresentation, the main author embarked on a journey of teacher inquiry (see Mertler, 2021) to explore the efficacy of her own instruction in an introductory Gifted and Talented Endorsement class.

The study was centered on two research questions:

- Do See Me Statements reflect student understanding of non-traditional gifted characteristics in diverse populations?
- Do student reflections suggest the See Me Statement helps promote teacher empathy for unidentified, thus underserved, gifted students?

### Overview of Action Research

Teacher inquiry is rooted in the successful application of action research to educational problems of practice; it is unique in that the research is "conducted by insiders, those who work directly with the problem being studied" (Mertler, 2021, p. 1). For the past four years, the main author has been examining and reflecting on the impact of the See Me Statement,

utilizing the action research cycle to investigate how to best address stereotypical conceptions of giftedness within the unique context of her teacher preparatory classes.

Within an educational setting, action research can be understood as a systematic exploration of pedagogy to improve the quality of instruction and bridge the gap between educational research and teaching practices (Dana & Yendol-Hoppey, 2019). Action research is often depicted as cyclical or spiral in nature; one complete cycle of research builds the foundation for additional research to examine problems in greater depth (Barcelona, 2020; Johnson, 2008, Vaughan & Mertler, 2020). Mertler (2021) described four stages of the action research cycle: *Planning*, during which the problem is defined and a research plan is formulated; *Acting*, which centers on the collection and analysis of data related to the research question; *Developing*, which involves the development of an action plan driven by data analysis; and *Reflecting*, during which the researcher critically examines the results and thus paves the way for the next cycle of the research process. It is this cyclical nature that brings depth and rigor to action research; with each cycle, more is learned, and greater credibility is added to the findings (Stringer, 2013).

Action research is centered on solving a context-specific problem; unlike traditional, more controlled forms of research, the researcher becomes engrossed in investigating and solving the problem at hand. As Mertler (2021) asserted: “It could be argued that literally no one else has the insight and levels of experience necessary to understand and to solve a particular context-specific problem of practice than the practitioners who are involved in that setting and with that problem on a daily basis” (p. 2). Nevertheless, it is essential that action researchers ensure findings are sound; since the researcher is clearly invested in the study, there is danger that findings are clouded by outcomes the researcher hopes to see (Stringer, 2013).

The quality of action research is directly related to the practical application of findings for the intended audience (Mertler, 2022). Such quality is often generally referred to as rigor, and associated with terms such as validity and reliability (for quantitative analyses) or accuracy and dependability (for qualitative analyses [see Melrose, 2001]). There are various strategies which provide evidence of rigor within action research, ensuring findings are not simply reflective of the limited view of the researcher (Chapman, Paterson, & Medves, 2011; Stringer, 2013). These include, but are not limited to: repetitions of the cycle, member checking, participant debriefing, and triangulation of data (Melrose, 2001; Mertler, 2021; Stringer, 2013).

Member checking brings diverse voices into data interpretation; participants are provided the opportunity to review raw data and analysis, and work alongside the researcher to validate outcomes of the study (Stringer, 2013). Participant debriefing captures the emotional experience of action research participants, thus providing affective data to further contextualize findings. Of course, simple repetition of the Action Research Cycle is not enough to ensure credibility: the cycles must be strategically designed to capture quality information, allowing for triangulation of data and thus enhancing credibility and usefulness of findings.

### **Researcher Positionality**

Before further explaining the study, it is important that the main author divulge her personal interest in the research and thus acknowledge how subjectivity may influence the study and its findings (Peshkin, 1988; Holmes, 2020). I come to this research journey directly motivated by my own experiences as an identified gifted-student, but more importantly by the “a-ha” moments of realizing my own biases throughout my pre-service teacher education and doctoral studies in gifted and talented education. As a well-behaved and high-achieving white female, I easily fit the mold of the stereotypical gifted child. Some of my earliest memories revolve around excitement for school and dreams of one day having a classroom of my own. However, throughout my experiences in gifted services, my love for learning was increasingly tainted by the “game” of school: Advanced Placement course instructors informed me there was “no time for creativity”, pressure to perform overshadowed genuine curiosity to learn, and, most significantly, gifted classrooms became smaller and more homogenized. These negative experiences fed my desire to become an educator: I wanted to make a difference.

Throughout my educational studies, I completed diverse field experiences in many Title 1 schools and spent significant time teaching abroad. Such experiences brought me out of my comfort zone, revealing the messy biases I unknowingly held about teaching and learning, and the truth that my personal understanding of giftedness was far from inclusive. I distinctly remember sitting in the parking lot of a Title 1 school, having just completed an enrichment activity for a group of third graders along with other doctoral students in gifted education. Nothing had gone as planned: students misbehaved and the classroom had quickly become chaos. However, as our group reflected on the experience, we uncovered diverse indicators of giftedness in the midst of our “failed” lesson: student curiosity was evident in their unending (and inappropriate!) questioning, and motivation was clear, although it challenged our lesson plan. I remember my stomach clenching as I realized *I was part of the problem – their giftedness didn’t look like mine, so I didn’t recognize it.*

To this day, I think back to that parking lot and promise myself to take the uncomfortable route in my work as an educator and scholar. In no way will I ever fully comprehend the experiences of underrepresented gifted students, nor could I fathom that I have the ability to “give them a voice”. All gifted students have their own voice; it is my hope to equip educators who are adept to listen.

### **The See Me Statement: Context and Design**

The See Me Statement was designed for a graduate-level gifted endorsement course, the Nature and Needs of Gifted and Talented Students. This is the first required course for gifted and talented endorsement, and a common elective for pre-service teachers at the university. Like many gifted education endorsement courses, 100% of instruction is only and asynchronous. According to the course description, the class “emphasizes the developmental nature of gifted learners and their related learning characteristics and needs”. Given the introductory nature of the course, a vast amount of information must be covered, leaving little room for in-depth exploration of essential topics such as underrepresentation.

Since my personal journey in confronting implicit biases concerning gifted education was rooted in challenging emotional experiences, I was determined to design a learning activity that would facilitate a similar “a-ha moment” in my students. This was particularly important since the course does not contain a field component; I had to be careful to convince students of the real-world application of our content, lest they assume a passive stance and view course material as purely theoretical. With only two instructional weeks to cover issues of diversity in gifted education, I focused on addressing teacher attitudes and values, rather than attempting to cover a large quantity of content related to underrepresentation. The See Me Statement was designed to create a meaningful learning experience that challenges students to examine issues of underrepresentation from an emotional perspective. It was hypothesized that the empathy developed through the assignment would naturally motivate students to examine issues of underrepresentation well beyond the content included in the short learning module for the course.

Participants completed the assignment during the Invisible Gifted Learning Module, which was fifth out of the course’s seven content modules. Prior to this module, students completed modules on the following topics: Defining Giftedness and Talent, The Characteristics and Needs of Gifted Learners, Legislative Issues Related to Gifted Education, and Gifted Education Programming. The Invisible Gifted Learning Module was aligned to the following student learning objectives: describe the unique characteristics of culturally and linguistically diverse (CLD) gifted students, explain issues of underrepresentation in gifted education, discuss a myriad of factors that lead to issues of underrepresentation, and argue the importance of dynamic, rather than deficit thinking when identifying and teaching gifted learners. In the first week of the learning module, students investigated the literature on issues of underrepresentation in gifted education through an interactive online case-study, with specific emphasis on Frasier’s Four A’s and Trait’s Aptitudes, and Behaviors tool.

The See Me Statement was assigned during the second week of the Invisible Gifted module, and designed to target teacher attitudes and values towards gifted students from diverse populations (see Table Two for full directions for the See Me Statement assignment). Participants used the literature covered in week one to write research-based personas (see

van Rooij, 2012; Baek et al., 2008) of unidentified gifted students and thus “put a face” to issues of underrepresentation. These personas were written in the form of a letter: the assignment required students to assume the role of an unidentified gifted child and write a letter to teachers and administrators urging them to recognize and serve her gifts and talents. Students were challenged to “become” their persona and use the letter to provide evidence of giftedness that is expressed in diverse manners.

## Table 2

### *See Me Statement Directions and Requirements*

---

After reviewing the materials on the Invisible Gifted, **assume the role of a student** who may, unfortunately, not be identified for gifted and talented services via traditional identification procedures. Using your knowledge of issues of underrepresentation in gifted education, write a letter urging teachers and administrators to “see” your gifts and talents and better support your learning.

Your letter should include the following:

- A clear description of who you are: Paint a picture of the student’s life – is he or she from a traditionally underrepresented population? Perhaps an English Language Learner? A culturally diverse student? A student who may be twice-exceptional? A student growing up in poverty?
  - Evidence of your gifted characteristics: Provide anecdotal evidence that you are gifted, and remember that giftedness manifests in diverse manners. Be sure to review Frasier’s Traits, Aptitudes, and Behaviors (TABs) identification tool.
  - An honest description of some of the unique challenges you may face as a student from a traditionally underrepresented population in gifted services
  - Suggestions for how teachers and administrators can support you in the regular and/or gifted education classroom
- 

Personas are commonly used in the marketing field: fictitious representations of potential clients are carefully designed to “convey the needs, wants, and attitudes of the user in the context of the product/service being designed” (van Rooij, 2012, p. 79). Research has shown that personas help students gain empathy for the individuals they will serve; while fictitious, personas make the strengths and challenges of future students feel “real”, and thus promote an empathic connection between teacher and student (van Rooij, 2012, Kelchtermans et al., 2009). Research around first-person narrative writing has also focused on the medical field, since quality clinicians must be able to empathize with their patients (Dean et al., 2010; DasGupta & Charon 2004). Challenging physicians to view illness from the patients’ perspectives has resulted in more successful medical practices: increased empathy leads clinical students to ask better questions and demonstrate greater emotional connection with their patients. Such emotional connections in the medical field are often called Points of Contact, and form a foundation of trust and collaboration between clinicians and their patients (Dean et al., 2010).

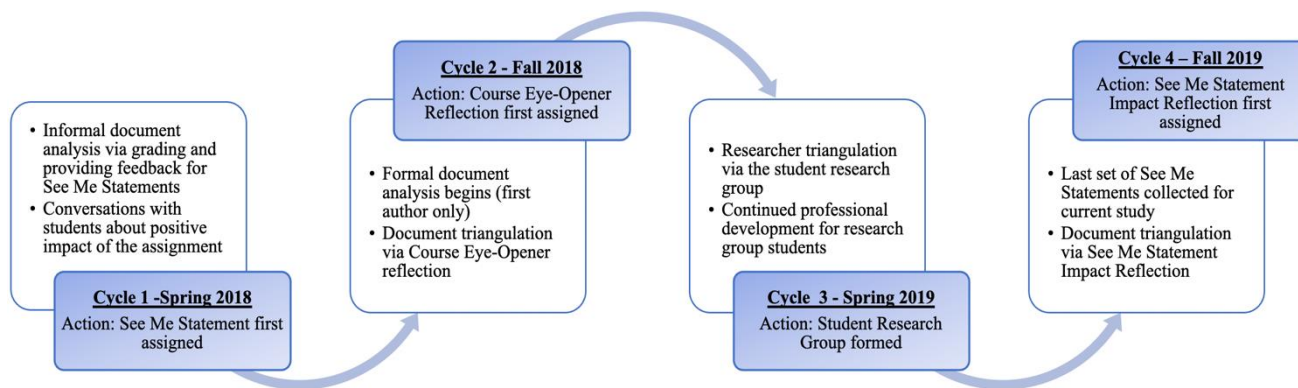
The See Me Statement was designed to promote similar Points of Contact between teachers and students: the challenge to “walk in the shoes” of an unidentified gifted child brings an emotional connection to the content in the Invisible Gifted Module. Creating a persona challenges students to consider the diverse characteristics, attitudes, and behaviors of gifted children from a personal lens (see Hammond, 2009), thus promoting the empathy that is central to the attitudinal component of Frasier’s 4 A’s Framework. In short, the goal was for students to experience what it feels like to be an unidentified gifted child who is not receiving appropriate educational services.

### **Cycles of the Action Research Process**

Figure One summarizes the progression of the action research process since the See Me Statement was first assigned in Spring 2018. As depicted in the figure, there have been four distinct cycles, each characterized by a new data-driven action to strategically examine the research questions. While the majority of the research was conducted from 2018 –



2019, it is important to note that the COVID-19 pandemic significantly delayed formal data analysis and sharing of findings.



**Figure 1**  
*Cycles of the Action Research Process*

**Cycle One: See Me Statement first assigned.** Initial reading of the first See Me Statements had a profound impact on the main author. The process of reviewing and providing feedback for these statements organically mimicked the ongoing and reflective nature of thematic analysis techniques. I was shocked by the vivid personas that brought Frasier’s TABs to life, and several of my online students stopped by my office to discuss the impact of the assignment in person. Furthermore, almost half of my students chose to further examine issues of underrepresentation in gifted education for their final independent study project. Students chose to examine populations such as English Language Learners, African American girls, and Native American students, and many cited the See Me Statement as the initial inspiration for topic selection. This anecdotal evidence of the positive impact of the assignment inspired a more formal analysis of student learning demonstrated in the See Me Statement and an investigation into the prolonged impact of the activity.

**Cycle Two: Course Eye-Opener Reflection first assigned.** The Course Eye Opener Reflection was created to formally capture the potentially positive impact of the See Me Statement and thus provide data triangulation for the positive anecdotal evidence which characterized Cycle One of the action research study (Stringer 2013). At the end of the semester, students were required to reflect on their biggest take-aways from the course and discuss essential content they would want all educators to understand about gifted and talented education (see Table Three). These reflection questions were purposefully written to be general and open-ended; it was important not to implicitly suggest the Invisible Gifted Module and See Me Statement should have had the most impact on student learning. Students completed these reflections at the end of the course, five weeks after the See Me Statement was assigned. In addition to collecting evidence of student learning through the Course Eye Opener Reflection, See Me Statements were also formally analyzed for evidence of student understanding of non-traditional characteristics of giftedness.

**Table 3**  
*Course Eye-Opener and See Me Statement Impact Reflection Prompts*

<b>Course Eye-Opener Reflection Prompts (Fall 2018 – Fall 2019)</b>	<b>See Me Statement Impact Reflection Prompts (Fall 2019)</b>
<ul style="list-style-type: none"> <li>▪ What was the biggest eye-opening concept covered in class?</li> <li>▪ What are the top 2-3 things you would want your colleagues to know about gifted education?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Think back to the See Me Statement assignment that you completed for the Invisible Gifted Module. What student did you choose to “become” when writing this assignment, and why?</li> <li>▪ What was the impact of writing from the perspective of a gifted student from an underrepresented population?</li> </ul>

## Data Analysis

Document analysis techniques were used to examine both the Course Eye Opener Reflections and the See Me Statements. Document analysis is a common form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around a topic of study (Bowen, 2009). In contrast to more rigid research procedures, document analysis is meant to be both ongoing and reflective: “the investigator moves between concept development, sampling, data collection, data analysis and interpretation” in search of underlying meaning and emergent themes and patterns within documents (Wood et al., 2020, p. 457). Given the cyclical nature of document collection and interpretation, there is seldom a clear stopping point between data collection and analysis (Corbin & Strauss, 2008; Wood et al., 2020).

Bowen (2009) described three stages of document analysis: superficial examination (e.g., quickly skimming through all documents), thorough examination (carefully reading all documents in full), and interpretation. Thematic analysis is a common interpretive strategy: qualitative data is systematically analyzed, organized, and described via emergent themes (Braun & Clarke, 2006). Wood and colleagues (2017) proposed the following steps to conducting a trustworthy thematic analysis: familiarizing yourself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

Thematic analysis represents large quantities of qualitative data as meaningful patterns and themes, but it is imperative to address the fact that this reductive process is highly impacted by researcher positionality (Green, 2000; Wood et al., 2017). Credibility of thematic analysis addresses the alignment between true document content and the researcher’s representation (Tobin & Begly, 2004). Several techniques have been shown to improve credibility, such as prolonged engagement with data, data collection triangulation, and researcher triangulation (Lincoln & Guba, 1985; Wood et al., 2017). Triangulation provides a confluence of evidence and reduces the impact of potential bias by examining multiple sources of information (Bowen, 2009). Triangulation also protects against a “garden path analysis” in document analysis, in which researchers are unknowingly tempted to follow attractive themes that confirm bias (Bazeley, 2009).

Course Eye Opener reflections were analyzed using inductive coding; it was essential to let this data “speak for itself” rather than to approach analysis with a preconceived notion of overall course impact (see Bazeley, 2009). All student reflections were initially reviewed in one sitting, allowing the author to become fully engrossed in the data (Tucket, 2005). Initial codes were developed, and the data was reviewed again through this framework to begin examining emerging themes. Thematic analysis became richer with time; as more students completed the See Me Statement and reflection over various semesters, multiple cycles through the coding process produced a rich narrative of the impact of the course and assignment. See Me Statements were analyzed via deductive coding, utilizing Frasier’s TABs as the coding framework. This analysis followed a similar procedure: all See Me Statements were initially reviewed in one sitting, and then the work was coded for examples of each of Frasier’s traits, aptitudes, and behaviors. It is important to note that document analysis spanned three cycles of the Action Research Study, thus providing ample opportunity for triangulation of findings across both time and student populations (Creswell, 2008; Mertler, 2022).

**Cycle 3: Student Research Group formed.** In Spring 2019, the main author formed a student research group, in hopes of providing continued professional development for students in gifted education and enhancing credibility of the analysis of the See Me Statements via researcher triangulation and member checking (Stringer, 2013; Wood et al., 2017). Students were selected based on: 1) commitment to gifted education demonstrated throughout the course, 2) advanced writing ability, and 3) interest in professional involvement in the field of gifted education. The research group was composed of five students, and met weekly during the Spring and Fall 2019 semester (Note: Members of the research group are listed as second authors for the study). Students played an active role in the writing process, and thus gained experience in advocating for gifted children in a more formal manner. Throughout the process of writing this article, it became clear that students were deepening their knowledge of issues of underrepresentation in gifted education through the data analysis and writing process. While data from research group interactions was not formally captured, the

conversations with these students provided a contextual richness for the understanding of the ongoing impact of the See Me Statement.

**Cycle Four: See Me Statement Impact Reflection assigned.** Up until this point in the study, ongoing analysis of Course Eye-Opener Reflections had revealed a prolonged impact of the Invisible Gifted module and student commitment to raising awareness of diverse characteristics of giftedness in their own classroom and school settings. For this reason, we were less concerned about pressuring students to report positive learning experiences related to the See Me Statement, and thus created the See Me Statement Impact Reflection to collect targeted data about the impact of the assignment (see Table Three). These See Me Statement Impact reflections were analyzed using inductive coding, in hopes to capture the authentic learning experiences that arose from the assignment. This added another layer of data triangulation to the study, providing further credibility to analysis of the See Me Statement and Course Eye-Opener Reflections submitted from Fall 2018 onward.

### Results

Document analysis techniques were used to examine See Me Statements (collected across three semesters, beginning in Fall 2018); Course Eye-Opener Reflections (collected across three semesters, beginning in Fall 2018) and See Me Statement Impact Reflections (collected Fall 2019).

#### See Me Statements

Deductive coding of See Me Statements revealed evidence of each of the ten Traits, Aptitudes, and Behaviors in Frasier’s TABs, as depicted in Table One. It is particularly notable that these excerpts challenged stereotypical depictions of gifted students. For example, rather than depicting motivation as a student who eagerly completed all assignments, one participant painted the picture of a resilient child writing her autobiography (even if that meant ignoring school assignments!). Another described a student who asked thought-provoking, yet dark questions that “often focus on the bad parts”, illustrating how inquiry can often manifest in an intense, almost disturbing manner. Finally, rather than depicting a student’s reasoning skills in an academic context, one participant described a seemingly rebellious child who challenged the teacher’s rules and proposed a *better way* of running the classroom.

**Table 1**

*Sample Excerpts from See Me Statements that Correlate to Frasier’s Traits, Aptitudes, and Behaviors*

TABs Component	Description	Correlating Excerpt from See Me Statement
<b>Motivation</b>	Evidence of desire to learn Forces that initiate, direct and sustain individual or group behavior in order to satisfy a need or attain a goal	“Mommy’s working late again tonight, so I’ll stay up late so I can say hi. That will give me some time to work on my book. My autobiography. I used to bring it to school, but one time the teacher took it while I was trying to write during math class – well math is stupid (and easy) anyway!”
<b>Interests</b>	Intense (often unusual) interests Activities, avocations, objects, etc., that have special worth or significance and are given special attention	“My test scores aren’t that high even though I’m told I’m smart. Not like anyone ever gives me anything else to learn about – I find that stuff all by myself. I have friends in the GT program, but they all look and act the same. There aren’t any kids in there that look like me. Maybe that is why I’m not a part of it.”
<b>Communication Skills</b>	Highly expressive; effective use of words, numbers, symbols	“You are going to have to see me soon, because some of the students are making fun of me for being a “nerd”, so I’m thinking about trying to be not so smart somehow.

	<p>Transmission and reception of signals or meaning through a system of symbols (codes, gestures language, numbers)</p>	<p>I've heard some people in the office say that there aren't many gifted kids at our school. I do not understand that. If giftedness is genetic, I do not think it avoids certain people. Blue eyes do not avoid poor people, and that is genetic. If it is not genetic, then maybe it does have something to do with how much money we have, but many gifted historical figures had nothing growing up. Maybe I should research what it took for someone to see them and use that to make someone see me."</p>
<p><b>Problem-Solving Ability</b></p>	<p>Effective, often inventive, strategies for recognizing and solving problems.                  Process of determining a correct sequence of alternatives leading to a desired goal or successful task completion                  Large storehouse of information on school or non-school topics</p>	<p>"Hispanic students, like me, are less likely to be identified as gifted than other white students because of stereotypes. When we first start school, we meet with ELL teachers a lot. Does the gifted teacher meet with them? Do you have training for teachers to identify gifted students? To teach gifted students? To see different students as gifted?"                  "Although I may not always understand what my peers and teachers are saying, I know that I understand some things faster than my peers do; I have also realized that I understand things a lot differently than my peers do. You know those people on the game show Jeopardy? Those people that have a lot of useless facts memorized? I like to think that will be me one day. I have a memory like no other and I remember a lot of useless facts when I hear them."</p>
<p><b>Memory</b></p>	<p>Exceptional ability to retain and retrieve information</p>	<p>"Sometimes it can be hard to focus on tasks at school because I have so many questions during class. I am constantly asking thought provoking questions about the content and mixing it with real world problems that can come from it. Most of the times these questions are dark and focus on the bad parts of it. But this is just me trying to get the whole picture of everything."</p>
<p><b>Inquiry</b></p>	<p>Questions, experiments, explores Method or process of seeking knowledge, understanding of information</p>	<p>"I never do well on these math tests – I know all the answers, but can't tell you how. My teacher back home explained it differently. What's up with all those steps we have to do, just to get the obvious answer? I just know. The word problems take forever to figure out – and they are about random things like football. American football!"</p>
<p><b>Insight</b></p>	<p>Quickly grasps new concepts and makes connections; senses deeper meanings                  Sudden discover of the correct solution following incorrect attempts based primarily on trial and error</p>	<p>"When my teacher does not give clear directions, I get frustrated. I like knowing what my teacher is expecting from me so that I can perfect my work and make her proud. Sometimes I question her procedures, but it is only because I am curious of what we are doing and why we do it that way. I tend to be bossy because I do not like</p>
<p><b>Reasoning</b></p>	<p>Logical approaches to figuring out solutions                  Highly conscious, directed, controlled, active, intentional,</p>	

	forward-looking, goal oriented thought	my peers’ input. I think I know what’s best. I often am seen as different from my peers, but it’s not a bad thing. Some of my responses to you are not meant to be disrespectful, it is how my parents have talked to me.”
<b>Imagination/Creativity</b>	Produces many ideas; highly original Process of forming mental images of objects, qualities, situations or relationships which aren’t immediately apparent to the senses. Problem-solving through nontraditional patterns of thinking	“My teacher always fusses at me for drawing on the back of my paper after I have finish my classwork. It seems like I am always done way before everyone else, but I don’t know what she wants me to do instead – I stay quiet the whole time. Sometimes I get bored in class, and I chose to doodle instead. I can always doodle what I want, but sometimes we learn about things I don’t care to learn about. Why do we have to learn those things?”
<b>Humor</b>	Convey and picks up on humor Ability to synthesize key ideas or problems in complex situations in a humorous way	“Unfortunately, not many of my teachers or peers take me very seriously though because I am really funny and try to make my questions humorous and am looked at as the class clown. I am also pretty disruptive because they come to me really fast and I interrupt a lot from my ADD. I don’t take medicine for it because I need a really high dose and don’t like the way it makes me feel.”

*Note.* Samples were strategically selected to illustrate understandings of nontraditional (e.g., “problem child”) manifestations of giftedness.

**Course Eye-Opener Reflections**

Student submissions for Eye-Opener reflections centered on two questions: *What was the biggest eye-opening concept covered in class?* and *What are the top 2-3 things you would want your colleagues to know about gifted education?* Seventy-five percent of the student reflections explicitly mentioned the Invisible Gifted module as the most eye-opening concept covered in class, and seventy-nine percent of students reported that issues of underrepresentation and stereotypical conceptions of giftedness were among the top things they would want colleagues to know about gifted education.

As depicted in Figure Three, inductive coding revealed two initial themes in student reflections: commitment to action to improve gifted education and a changed attitude towards giftedness that challenged stereotypical representations of gifted children. The theme of a changed attitude harkened back to Frasier’s Four A’s framework, which inspired the main author to further code student responses that revealed a commitment to action into themes of the remaining components of Frasier’s Four A’s: Access, Accommodation, and Assessment.

Initial Codes	N	Emergent Themes	Further Coding	N	Refined Themes
Calls to Advocate	32	Action	Admin/Legislative Change	10	Access
Frustrations with Gifted ID and Service Practices	36		Become a Voice for Students	11	
“Negative” Characteristics of Giftedness	53	Attitude	Change Classroom - Level Gifted ID & Service Practices	14	Accommodation
Twice Exceptional Students	14		Change Formal ID Procedures for Gifted Services	36	Assessment
Giftedness Beyond Academics	14				
Underrepresentation – Race/Ethnicity	39				
Uncovering Personal Bias	7				

Note. Frasier’s Four A’s were used as final themes.

**Figure 2**  
Qualitative Analysis of Course Eye-Opener Reflections

The theme of **access** was characterized by determination to advocate for administrative/legislative change in gifted education (N = 10), as well as a commitment to become a voice for students who are not receiving appropriately challenging and supportive educational services (N = 11). Reflections asserted that teachers must “notice the characteristics of the invisible gifted student” and be “vigilant in identifying students who may be minorities or may fly under the radar.” As one student wrote,

*As a classroom teacher, you can refer students for services, nurture their unique needs, and advocate for their success. Every student deserves to have their needs met to ensure their academic success. As a teacher, you can be their voice and be a positive role model. It all starts with awareness of the topic [of giftedness] and then steps can be taken to make sure every student is receiving appropriate services.*

It was most encouraging to see that students recognized the connection between a dynamic **attitude** toward the gifted and increased access for diverse populations: “Our misconceptions can cause way more problems than we realize, especially with the students who are missed in the identification process being likely to get bored in class and even drop out. Underrepresented populations are not underrepresented because they don’t exist, but because we have a rigid view of what a gifted student looks like”. Such assertions indicate that students resisted the comfortable, narrow-minded

conclusion that issues of underrepresentation are “someone else’s problem”, and instead recognized the potential impact of their own attitudes and assumptions concerning gifted children.

In addition to advocating for more inclusive identification practices, students expressed concern for creating supportive learning environments that appropriately challenge all students: “I would also encourage them [my colleagues] to evaluate their own classroom environment. Do all students feel safe to fail? Do all students feel safe enough to show off their brilliance in a way that does not lead to bullying or peer pressure?” Such statements were ultimately coded under the framework of **accommodation** (N = 14), and focused on practical changes that students were determined to make in their own classrooms. Widened views of giftedness convinced students that “gifted children truly need educational services in order to reach their full potential”. As one student wrote, “It is our responsibility as educators to provide differentiation to all learners, not just ones who struggle. Gifted students deserve to have more challenging tasks, not just more tasks. They need something to allow them deeper thought”.

Commitment to action was largely characterized by a frustration with narrow identification and service practices for gifted education (N = 36). As one student wrote, “If someone is not aware of what concomitant problems or different lifestyles and cultures look like, they may not identify certain gifted students, making groups disproportionately represented in gifted services and forcing students to go without the services they need.” Such assertions were ultimately categorized under Frasier’s **assessment** framework, as they reflected a commitment to improve assessment practices that identify students for gifted services. Students advocated for the use of multiple identification criteria, criticized an over-reliance on biased standardized tests, and supported ongoing observation of behaviors that may indicate giftedness. Six students shared that they planned to propose the TABs and/or F-TAP as potential tools for identification of gifted services in their own school/work environments. As one student wrote,

*The biggest thing I would like my colleagues to know about gifted education is that there are no cookie-cutter students in gifted. Gifted students come in all shapes, sizes, ethnicities, cultures, genders, and levels/types of abilities. I would want them to know that they cannot judge a book by the cover. Another thing is that they need to help create supports for minority and impoverished students. They need to make concerted efforts to make sure that those students are considered for gifted services as well. They need to observe, evaluate, and recommend those students equally.*

The most evident theme across student reflections was a changed **attitude** towards the meaning of giftedness (N = 127). Students discussed previously narrow perceptions of gifted children, and were most surprised to learn the “negative” characteristics (or concomitant behaviors) of gifted students (N = 53). One student shared,

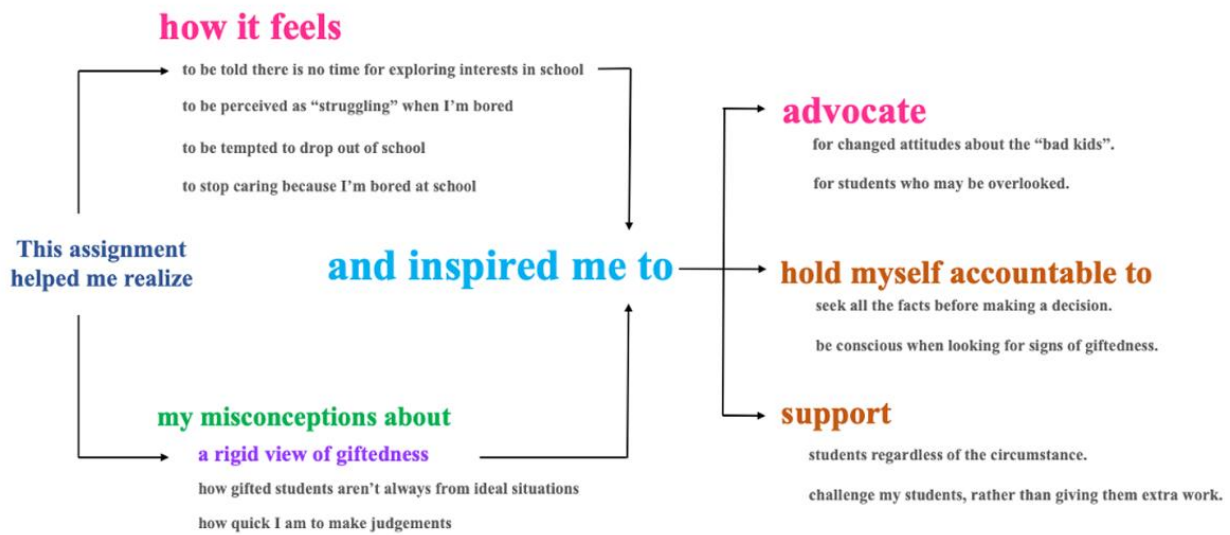
*When I become a classroom teacher, the first thing I want my colleagues to know is that gifted students may all share the same title, but each of them brings their own unique needs to the table. Some students may be gifted but present their gifts in a negative manner. Often your most troubling students may actually be gifted and [absent appropriate services] these students are unaware of or have not been given the chance to explore and foster their gifts.*

Many students confessed they had previously assumed that “gifted students were obviously gifted” and painted the image of a gifted student as an “eager child sitting in the front row of the classroom”. Students discussed the detrimental impact of such stereotypical views of the gifted, and admitted that they previously thought issues of underrepresentation were “simply not a problem due to wishful thinking”. Reflections indicated a realization of the negative impact of a turning a blind eye to the challenges of CLD gifted students: “I did not realize how many students lack gifted education services either due to the biases educators hold about the students’ race or socio-economic status, or due to the students’ behaviors that are seen as “bad” behaviors by educators, when really these behaviors are indicators of giftedness”. One student shared how a such a narrow mindset may have impacted her ability to appropriately serve students in her third-grade classroom:

*I have referred many students for additional testing based on classroom performance and test scores. After completing this [See Me Statement] assignment, I wondered if I had missed anyone. Many students with low incomes are not always identified and are often overlooked. Many people stereotype or judge them based on income which is extremely wrong and immoral. Thank you for making me reflect back on my previous students to make sure I did the right thing.*

**See Me Statement Impact Reflections**

Participants in Fall 2019 responded to additional reflection prompts that explicitly addressed the impact of the See Me Statement: *Think back to your “See Me Statement”. What student did you choose to become? What was the impact of writing from the perspective of a student from an underrepresented population?* As summarized in Figure three, thematic analysis indicated that completing the See Me Statement promoted empathy for underserved gifted students and scaffolded the realization of previously narrow-minded views of giftedness. Students were inspired to advocate for gifted children who don’t fit the “stereotypical mold” and expressed commitment to hold themselves accountable and appropriately serve gifted students in their own classrooms.



*Note.* Larger font sizes and colors indicate more common responses.

**Figure 3**

*Word Tree Summarizing Qualitative Analysis of See Me Statement Impact Reflections*

Students expressed an impactful emotional connection with the gifted students they chose to become for the assignment: “Writing from the perspective of a student from an underrepresented population was rather humbling. It reminds you to have empathy and to seek understanding and all the facts so you can best serve your students”. Participants placed themselves in the shoes of gifted students “who are told to rush to the next assignment rather than pursue their passions”, “who are gifted but perceived as the opposite because of where they are from or the languages they speak”, and “who are seen as boisterous and annoying, and thus not expected to succeed”. One participant shared that “writing the See Me Statement made her slow down and really think about the implications of teacher actions”. In short, viewing the classroom through the lens of an unidentified gifted student shined a new light on teacher attitudes and actions, which inspired participants to take action and advocate for the rights of all gifted students.

Indeed, the most commonly used term in See Me Statement Impact Reflections was *inspiration*, leading participants to take actions that are clearly rooted in Frasier’s Four A’s. Assertions to advocate for changed attitudes concerning “bad kids” and those who may be overlooked align to **attitude**, while commitment to hold themselves accountable to “seek all the facts before making a decision” and to be “conscious when looking for signs of giftedness” demonstrate this dynamic perspective seeping into both the **access** and **assessment** framework. Finally, desire to support students



“regardless of the circumstances” and appropriately “challenge, rather than give extra work” demonstrates **accommodation** that is designed to reach specific students, rather than a blanket approach. As one student wrote,

*The impact of writing from that perspective [of an unidentified gifted student] is that I was put in the shoes of the gifted person who was left out. The one who wasn't helped and the one who learned to give up and stop caring because they were bored and not developing their talents. This further pushes my need to help these students and to change teachers attitudes about the “bad” kids.*

### Implications for the Field

Issues of underrepresentation in gifted education are indisputable and cannot be rectified by a simplistic approach. The challenge lies in crafting learning experiences that promote both cognitive and affective (attitudinal) learning outcomes. While analysis of See Me Statements revealed cognitive understanding of diverse indicators of giftedness, the more compelling finding was the emotional impact of the assignment. Overemphasis on content ultimately disengages teachers who are driven by a sense of purpose and meaning (see Yoo & Carter, 2017), while the promotion of empathy bridges gaps in professional teacher preparation (Dolby, 2012; Peck et al., 2015). As Warren (2018) proposed, “Empathy is the piece of the student-teacher interaction puzzle that connects what a teacher knows or thinks about students and families to what he or she actually does when negotiating appropriate responses to students’ needs, or when the teacher is arranging learning experiences for students” (p. 171).

The positive impact of the See Me Statement reveals the power of stepping outside of one’s perspective and creating a personal connection to big-picture issues such as underrepresentation. The Invisible Gifted Learning Module spanned two weeks, but the See Me Statement required students to personalize the issues of underrepresentation and consider how they impact individual learners who teachers may find in their own classrooms. As one student reflected on the assignment, “writing from their [an unidentified gifted child] perspective really made me think about education in a different light. It made me internalize the information we had been learning and think of ways I can serve all gifted students”.

When taking on the persona of an unidentified gifted child, students are able to empathize with the unique challenges that the invisible gifted are likely to face. This empathy promotes an understanding of another’s experiences, which has been shown to encourage individuals to be more careful when interacting with those who may act or look differently than themselves (Fairbairn, 2002). Research in the field of medicine has indicated that the connection between reflection and empathy is bidirectional (affecting both caregiver and patient), as well as mutually nourishing: “When doctors or medical trainees reflect on their own lives in medicine and when they inspect the memories and associations triggered by their care of the sick, they become all the more available and useful to their patients” (DasGupta & Charon, 2004, p. 352). Such assertions can also be applied to professional learning opportunities in education: by reflecting on students that are harder to see as gifted and confronting potential misunderstandings about gifted students, participants in the study developed a more inclusive conception of the gifted and talented. Not only did this empathy help them identify or ‘diagnose’ underrepresented students as gifted, it also led them to establish methods to ‘treat’ these students by leading them to the resources they deserve.

Inspired by the positive impact of the See Me Statement, the authors propose the following practical suggestions to craft meaningful instructional activities to better equip educators to recognize and serve gifted students who break the stereotypical gifted mold.

**Less is more.** There are a plethora of issues with underrepresentation in gifted education, but we must be careful not to paralyze learners with data without providing appropriate opportunities to internalize content covered in professional learning. Resist the temptation to “cover everything”, as this often results in participants taking a passive stance throughout the training.

**Prioritize affective learning outcomes.** Presenting content outside of an affective context is unlikely to have a lasting impact. Purposefully design learning opportunities to promote attitudinal change: utilize emotional perspective-

taking strategies (such as the See Me Statement) to encourage a personal connection with the content covered throughout the professional learning experience.

**Make it personal.** Alarming statistics of underrepresented populations in gifted education can be jarring, but putting a face to these statistics can motivate change. Discuss the nation-wide context of underrepresentation, but focus the conversation on issues that are closer to home. Ask teachers to critically examine the gifted population in their own school – what would it feel like to be the only English Language Learner in the gifted program? Why do the same ten students seem to be nominated for every award?

**Embrace the uncomfortable.** Effective professional learning opportunities challenge participants to confront potential misconceptions. Many participants are more comfortable sitting through a slideshow about diversity in gifted education than they are engaging in emotional perspective-taking tasks. Expect resistance from some participants: this is an indicator that true learning is taking place.

### Conclusion

This action research journey was characterized by faces, rather than nameless data. Behind our findings lie current and future educators that are determined to act and ensure all gifted students are *seen*, and thus appropriately served. It is our hope that the findings in this study inspire other educators to craft meaningful learning experiences that promote not only cognitive understanding, but affective commitment to making change in their communities.

Imagine you are the child that is “left out” of the game of gifted education, silently sitting on the outside of the circle, looking at your friend’s cards and thinking of more than one way that she could win. Imagine being dealt into a game that was played by rules written in a different language, or rules that contradict your culture and upbringing. *This is the reality for too many of our brightest children. As educators, administrators, parents, and friends, we must see these students, and we must provide culturally-responsive services that meet their strengths and needs.*

### Biodata of Authors



**Sarah Marie Berry**, PhD, is an Assistant Professor at Winthrop University’s Richard W. Riley College of Education. She teaches various gifted endorsement courses to both preservice and practicing teachers, as well as courses on educational psychology and assessment. She enjoys leading study abroad experiences in Latin America, and is dedicated to building lasting relationships with her students. Her research focuses on the intersection between reflection and creativity, and she is particularly interested in strategies to prepare future educators to recognize indicators of giftedness among diverse student populations. She and her husband live in Charlotte, NC, and are expecting their first baby girl Summer of 2022.



**Sara Griffith** has served her community as a public-school teacher since 2020, when she graduated from Winthrop University with a Bachelor of Science degree in Elementary Education and an endorsement in Gifted and Talented Education. She will complete her Master’s Degree in Teaching and Learning from Clemson University in 2022, with research exploring the impact of STEAM integration with the common curriculum on students’ self-perceptions of their ability. Sara’s research interests include the impact of a STEAM learning framework on student achievement and self-image, and the historical underrepresentation of students of color in academically rigorous educational programs and courses.



**Kaylah Haney** just completed her first year of teaching third grade in South Carolina. She is a passionate educator who is dedicated to advocating for her students. She holds a Bachelor of Science degree in Early Childhood Education and an endorsement in Gifted and Talented Education from Winthrop University.



**Blair Johnson** just completed her first year of teaching second grade in South Carolina. She is a dedicated educator who continually intertwines creativity and critical thinking into her classes. She holds a Bachelor of Science degree in Early Childhood Education and an endorsement in Gifted and Talented Education from Winthrop University.

**Allison Ponton** holds a Bachelor of Science in Education and an endorsement in Gifted and Talented Education from Winthrop University. She is a committed educator who enjoys staying involved in her local community.



**Madeline Willard** holds a Bachelor of Arts, endorsement in Gifted and Talented Education, and Master's Degree in Teaching from Winthrop University. She currently teaches high school theatre and was previously a middle school educator. She is passionate about educating the whole child and committed to finding each of her learner's strengths.

## References

- Aguilar, E. (2010). Teaching secrets: When the kids don't share your culture. *Education Digest*, 76(4), 52-54.
- Baek, E., Cagiltay, K., Boling, E., & Frick, T. (2007). *User-centered design and development*. In M. Spector, M. D. Merrill, J. van Merriënboer, & M. Driscoll (Eds.), *Handbook of research for educational communications and technology* (3rd ed., pp. 659-670). New York: Routledge/Taylor & Francis Group.
- Barcelona, A.B. (2020). An analytic hierarchy process for quality action researches in education. *International Journal of Evaluation and Research in Education*, 9(3), 517-523.
- Bazeley, P. (2009). Analysing qualitative data: More than 'identifying themes'. *The Malaysian Journal of Qualitative Research*, 2(2), 6-22.
- Besnoy, K. D., Dantzer, J., Besnoy, L. R., & Byrne, C. (2016). Using exploratory and confirmatory factor analysis to measure construct validity of the Traits, Aptitudes, and Behaviors Scale (TABS). *Journal for the Education of the Gifted*, 39(1), 3-22.
- Bitterman, A., Goldring, R., & Gray, L. (2013). *Characteristics of public and private elementary and secondary school principals in the United States: Results from the 2011-12 Schools and Staffing Survey (NCES 2013-313)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Birman, B. F., Desimone, L., Porter, A. C., & Garet, M. S. (2000). Designing professional development that works. *Educational Leadership*, 57(8), 28-33.
- Braun, V. & Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Buchmann, M. (1987). Teaching knowledge: The lights that teachers live by. *Oxford Review of Education*, 13(2), 151-64.
- Boyd, A., Gorham, J.J., Justice, J.E., & Anderson, J.L. (2013). Examining the apprenticeship of observation with preservice teachers: The practice of blogging to facilitate autobiographical reflection and critique. *Teacher Education Quarterly*, 40(3), 27-47.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40. <https://doi.org/10.3316/QRJ0902027>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Boyd, A., Gorham, J. J., Justice, J. E., & Anderson, J. L. (2013). Examining the apprenticeship of observation with preservice teachers: The practice of blogging to facilitate autobiographical reflection and critique. *Teacher Education Quarterly*, 40(3), 27-47
- Callahan, C. M. (2001). Beyond the gifted stereotype. *Educational Leadership*, 59(3), 42-46.
- Castagno, A.E. (2008). "I don't want to hear that!": Legitimizing whiteness through silence in schools. *Anthropology & Education Quarterly*, 39(3), 314-333.
- Chapman, C., Paterson, M., & Medves, J. M. (2011). The quipped project: Exploring relevance and rigor of action research using established principles and criteria. *The Qualitative Report*, 16(1), 208-228. Retrieved from <http://www.nova.edu/ssss/QR/QR16-1/chapman.pdf>
- Creswell, J. W. (2008). *Educational research planning, conducting and evaluating quantitative and qualitative Research*. International Pearson Merrill Prentice Hall.
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: techniques and procedures for developing grounded theory*. Thousand Oaks, CA: SAGE Publications, Inc.

- Dana, N. F., & Yendol-Hoppey, D. (2019). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry* (3rd ed.). Thousand Oaks, CA: Corwin.
- DasGupta, S. & Charon, R. (2004). Personal illness narratives: Using reflective writing to teach empathy. *Academic Medicine*, 79(4), 351-356.
- Day, C., & Lee, J. C. K. (Eds.). (2011). *New understandings of teacher's work: Emotions and educational change*. Dordrecht, Germany: Springer.
- de Vignemont, F., & Singer, T. (2006). The empathic brain: How, when and why? *Trends in Cognitive Science*, 2, 435-441.
- Deen, S.R., Mangurian, C. & Cabaniss, D.L. (2010). Points of contact: Using first-person narratives to help foster empathy in psychiatric residents. *Acad Psychiatry*, 34, 438-441.
- Decety, J., & Jackson, P. (2006). A social-neuroscience perspective on empathy. *Current Directions in Psychological Science*, 15, 54-58.
- Dolby, N. (2012). *Rethinking multicultural education for the next generation: The new empathy and social justice*. New York, NY: Routledge.
- Dunn, R., Dunn, K., & Treffinger, D. J. (1992). *Bringing out the Giftedness in Your Child*. John Wiley, New York.
- Dweck, C. S., Chiu, C. Y., & Hong, Y. Y. (1995). Implicit theories and their role in judgments and reactions: A world from two perspectives. *Psychological Inquiry*, 6, 267-285.
- Edinger, M. J. (2020). What's in Your Gifted Education Online Teacher Professional Development? Incorporating Theory- and Practice-Based Elements of Instructional Learning Design. *Gifted Child Quarterly*, 64(4), 304-318. <https://doi.org/10.1177/0016986220938051>
- Elhoweris, H., Mutua, K., Alsheikh, N., & Holloway, P. (2005). The effect of the child's ethnicity on teachers' referral and recommendation decisions in the gifted/talented programs. *Remedial and Special Education*, 26, 25-31.
- Erwin, J.O., & Worrell, F.C. (2012). Assessment practices and the underrepresentation of minority students in gifted and talented education. *Journal of Psychoeducational Assessment*, 30, 74-87.
- Esquierdo, J. J., & Arreguin-Anderson, M. (2012). The "invisible" gifted and talented bilingual students: A current report on enrollment in GT programs. *Journal for the Education of the Gifted*, 35(1), 35-47. <https://doi.org/10.1177/0162353211432041>
- Fairbairn, G. J. (2002). Ethics, empathy and storytelling in professional development. *Learning in Health and Social Care*, 1(1), 22-32.
- Ferrick, Brenna. (2015). The wicked smaht kids: seeking an adequate public education for gifted elementary and secondary students in Massachusetts. *UMass Law Review*, 10(2).
- Fletcher, K. L., & Speirs Neumeister, K. L. (2012). Research on perfectionism and achievement motivation: Implications for gifted students. *Psychology in the Schools*, 49(7), 668-677.
- Ford, D. Y. (2003). Two wrongs don't make a right: Sacrificing the needs of diverse students does not solve gifted education's unresolved problems. *Journal for the Education of the Gifted*, 26, 283-291.
- Ford, D. Y. (2004). *Intelligence testing and cultural diversity: Concerns, cautions and considerations (RM04204)*. Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.
- Ford, D. Y. (2010). Underrepresentation of culturally different students in gifted education: Reflections about current problems and recommendations for the future. *Gifted Child Today*, 33(3), 31-35.
- Ford, D. Y. (2014). Segregation and the Underrepresentation of Blacks and Hispanics in Gifted Education: Social Inequality and Deficit Paradigms. *Roeper Review*, 36(3), 143-154. <https://doi.org/10.1080/02783193.2014.919563>
- Ford, D. Y., & Grantham, T. C. (2003). Providing access for gifted culturally diverse students: From deficit thinking to dynamic thinking. *Theory Into Practice*, 42, 217-225.
- Ford, D. Y., & Whiting, G.W. (2011). Beyond testing: Social and psychological considerations in recruiting and retaining gifted black students. *Journal for the Education of the Gifted*, 24(1), 131-155.
- Ford, D. Y., Grantham, T. C., & Whiting, G. W. (2008). Culturally and linguistically diverse students in gifted education: Recruitment and retention issues. *Exceptional Children*, 74, 289-308.
- Ford, D. Y., Harris, J. J., III, Tyson, C. A., & Frazier Trotman, M. (2002). Beyond deficit thinking: Providing access for gifted African American students. *Roeper Review*, 24, 52-58.
- Ford, D.Y. & Whiting, G. W. (2010). Beyond testing: Social and psychological considerations in recruiting and retaining gifted black students. *Journal for the Education of the Gifted*, 34(1), pp. 131-155
- Frasier, M. M. (1991). Eliminating four barriers to the identification of gifted minority students. In E.L. Hiatt (Ed.), *Update on gifted education: Identifying and serving diverse populations* (p. 2-10). Austin: Texas Education Agency.
- Frasier, M. M. (1997). Gifted minority students: Reframing approaches to their identification and education. In N. Colangelo & G.A. Davis (Eds.), *Handbook of gifted education* (2<sup>nd</sup> ed., p. 498-515). Boston, MA: Allyn & Bacon.
- Frasier, M. M., & Passow, A. H. (1994). *Towards a New Paradigm for Identifying Talent Potential. (Research Monograph 94112)*. Storrs: The National Research Center on the Gifted Talented, University of Connecticut.
- Frasier, M. M., Martin, D., García, J. H., Finley, V. S., Frank, E., Krisel, S., & King, L. L. (1995). *A new window for looking at gifted children* (RM95222). Storrs: University of Connecticut, The National Research Center on the Gifted and Talented.

- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38, 915-945.
- Grantham, T. C., & Ford, D. Y. (2007). Continuing the search for equity and excellence: An overview of Frasier's Talent Assessment Profile (F-TAP). *Gifted Education Press Quarterly*, 21(2), 2-4.
- Grantham, T. C., Frasier, M. M., Roberts, A. C., & Bridges, E. M. (2005). Parent advocacy for culturally diverse gifted students. *Theory into Practice*, 44(2), 138-147.
- Green, J. (2000). *Understanding social programs through evaluation*. In Denzin, N., Lincoln, Y. (Eds.), *Handbook of qualitative research* (2nd ed., pp. 981-999). London, England: Sage.
- Grissom, J. A., & Redding, C. (2016). Discretion and Disproportionality: Explaining the Underrepresentation of High-Achieving Students of Color in Gifted Programs. *AERA Open*. <https://doi.org/10.1177/2332858415622175>
- Hammond, C. (2009). Borrowing from the B schools: The legal case study as course materials for transaction oriented elective courses: A response to the challenges of the MacCrate Report and the Carnegie Foundation for Advancement of Teaching Report on legal education. *Transactions: The Tennessee Journal of Business Law*, 11(1), 9-39.
- Holmes, A.G. (2020). Researcher positionality – A consideration of its influence and place in qualitative research – A new researcher guide. *Shanlax International Journal of Education*, 8(4), 1-10.
- Hunsaker, S. L., Finley, V. S., & Frank, E. L. (1997). An Analysis of Teacher Nominations and Student Performance in Gifted Programs. *Gifted Child Quarterly*, 41(2), 19-24.
- Johnsen, S.K. (2018). *Identification*. In J.L. Roberts, T.F. Inman, & J.H. Robins (Eds.), *Introduction to gifted education* (p. 121-144). Waco, TX: Prufrock Press.
- Johnson, A. P. (2008). *A short guide to action research* (3rd ed.). Boston: Allyn & Bacon
- Kelchtermans, G., Ballet, K., & Piot, L. (2009). Surviving diversity in times of performance: Understanding teachers' emotional experience of change. In P. Schutz, & M. Zembylas (Eds.), *Advances in teacher emotion research* (pp. 215-232). New York: Springer Science+Business Media.
- Kwakman, K. (2003). Factors affecting teachers' participation in professional learning activities. *Teaching and Teacher Education*, 19, 149-170. doi:10.1016/S0742-051X(02)00101-4
- Landis, R. N. & Reschly, A. L. (2013). Reexamining gifted underachievement and dropout through the lens of student engagement. *Journal for the Education of the Gifted*, 36(2), 220-249.
- Lincoln, Y., Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.
- Little, C. A., & Housand, B. C. (2011). Avenues to Professional Learning Online. *Gifted Child Today*, 34(4), 18-27. <https://doi.org/10.1177/1076217511415383>
- Learning Forward. (2011). *Standards for professional learning*. The Professional Learning Association.
- Lortie, D. (1975). *Schoolteacher: A sociological study*. Chicago: University of Chicago Press.
- Martin, D. E. (2003). Mary M. Frasier: A master and mentor in the field of gifted education. *Roeper Review*, 25(4), 158-162. <https://doi.org/10.1080/02783190309554221>
- Maxwell, L. A. (2014). U.S. schools become 'majority minority'. *Education Week*, 34 (1), 1-16.
- McBee, M. T. (2006). A descriptive analysis of referral sources for gifted identification screening by race and socioeconomic status. *Journal of Secondary Gifted Education*, 17, 103-111.
- Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). *Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies*. Washington, DC: U.S. Department of Education Office of Planning, Evaluation, and Policy Development Policy and Program Studies Service. Retrieved from <http://www.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>
- Melrose, M. J. (2001). Maximizing the rigor of action research: Why would you want to? How could you? *Field Methods*, 13(2), 160-180.
- Mertler, C. A. (2022). *Introduction to educational research* (3rd ed.). Thousand Oaks, CA: SAGE.
- Mertler, Craig A. (2021). Action research as teacher inquiry: A viable strategy for resolving problems of practice. *Practical Assessment, Research, and Evaluation*, 26(19). DOI: <https://doi.org/10.7275/22014442>
- Michael-Chadwell, S. (2010). Examining the underrepresentation of underserved students in gifted programs from a transformational leadership vantage point. *Journal for the Education of the Gifted*, 34, 99-130.
- Mun, R. U., Hemmler, V., Langley, S. D., Ware, S., Gubbins, E. J., Callahan, C. M., ... Siegle, D. (2020). Identifying and Serving English Learners in Gifted Education: Looking Back and Moving Forward. *Journal for the Education of the Gifted*, 43(4), 297-335.
- Moon, S. (2009). Myth 15: High-ability students don't face problems and challenges. *Gifted Child Quarterly*, 53(4), 274-276.
- National Association for Gifted Children. (2015). *2014-2015 State of the states in gifted education: Policy and practice data*. [https://www.nagc.org/sites/default/files/key%20reports/2014-2015%20State%20of%20the%20States%20\(final\).pdf](https://www.nagc.org/sites/default/files/key%20reports/2014-2015%20State%20of%20the%20States%20(final).pdf)
- National Association for Gifted Children. (2019). *2019 pre-K-grade 12 gifted programming standards*. <http://www.nagc.org/sites/default/files/standards/Intro%202019%20Programming%20Standards.pdf>

- Nilsson, M. Ejlertsson, G. Andersson, I. & Blomqvist, K. (2015). Caring as a salutogenic aspect in teacher's lives. *Teaching and Teacher Education*, 46(6), 51-56. <https://doi.org/10.1016/j.tate.2014.10.009>
- Olenchak, F. R., & Reis, S. M. (2002). Gifted students with learning disabilities. In M. Neihart, S. M. Reis, N. Robinson, and S. Moon (Eds.), *The Social and Emotional Development of Gifted Children* (pp. 177-192). Waco TX: Prufrock Press.
- Overview of Frasier's Talent Assessment Profile (F-TAP). *Gifted Education Press Quarterly*, 21(2), 2-4.
- Peck, N., Maude, S., & Brotherson, M. (2015). Understanding pre- school teachers' perspective on empathy: A qualitative inquiry. *Early Childhood Education Journal*, 43, 169-179.
- Peshkin, A. (1988). In search of subjectivity. One's own. *Educational researcher*, 17(7), 17-21.
- Peters, S. J. (2019, February, 25). Gifted and talented: Finding and calculating representation rates. *National Association for Gifted Children*. <https://www.nagc.org/blog/gifted-and-talented-finding-and-calculating-representation-rates>
- Peterson, J. S. (2009). Myth 17: Gifted and talented individuals do not have unique social and emotional needs. *Gifted Child Quarterly*, 53(4), 280-282.
- Peters, S. J., Gentry, M., Whiting, G. W., & McBee, M. T. (2019). Who Gets Served in Gifted Education? Demographic Representation and a Call for Action. *Gifted Child Quarterly*, 63(4).
- Peterson, J.S. (2012). The asset-burden paradox of giftedness: A 15-year phenomenological, longitudinal case study. *Roeper Review*, 34, 244-260.
- Rizza, M.G., & Morrison, W. F. (2002). Uncovering stereotypes and identifying characteristics of gifted students and students with emotional/behavioral disabilities. *Roeper Review*, 25(2), 73-77.
- Richardson, V. (2003). The dilemmas of professional development. *Phi Delta Kappan*, 84, 401-406.
- Reis, S.M. & Renzulli, J.S. (2009). Myth 1: The gifted and talented constitute one single homogeneous group and giftedness is a way of being that stays in the person over time and experiences. *Gifted Child Quarterly*, 53(4), 233-235.
- Roeper, A. (2012). Asynchrony and sensitivity. In Neille, A., Piechowski, C. S., Tolan, S. S. (Eds.), *Off the charts! Asynchrony and the gifted* (pp. 170-181). Unionville, NY: Royal Fireworks.
- Ryan, G. W., & Bernard, H. R. (2000). Data management and analysis methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd ed., pp. 769-802). Thousand Oaks, CA: Sage.
- Sayi, A. K. (2018). Teachers' views about the teacher training program for gifted education. *Journal of Education and learning*, 7(4), 262 – 273.
- Schuler, Patricia A. (2000). Perfectionism and gifted adolescents. *Journal of Secondary Gifted Education*, 11(4).
- Siegle, D. (2001, April). *Teacher bias in identifying gifted and talented students*. Paper presented at the annual meeting of the Council for Exceptional Children, Kansas City, MO.
- Spiro, H. (1992). What is empathy and can it be taught. *Annals of Internal Medicine*, 116(10), 843-864.
- Spoon, R., Rubenstein, L. D. V., Shively, K., Stith, K., Ascolani, M., & Potts, M. L. (2020). Reconceptualizing Professional Learning Within the Gifted Field: Exploring the Instruct to Innovate Model. *Journal for the Education of the Gifted*, 43(3), 193–226. <https://doi.org/10.1177/0162353220933001>
- Stringer, E. (2013). *Action research* (4th ed.). Thousand Oaks, CA: SAGE.
- Sutherland, M. (1986). Education and empathy. *British Journal of Educational Studies*, 34(2), 142-151.
- Torrance Center for Creativity and Talent Development. (2016). TABS: Frasier's traits, aptitudes, and behaviors. *The University of Georgia*.
- Tobin, G. A., Begley, C. M. (2004). Methodological rigour within a qualitative framework. *Journal of Advanced Nursing*, 48, 388–396. doi:10.1111/j.1365-2648.2004.03207.x
- Treffinger, D. J. (2009). Guest editorial. *Gifted Child Today*, 53(4), 229 – 232.
- Tuckett, A. G., (2005). Applying thematic analysis theory to practice: A researcher's experience. *Contemporary Nurse*, 19(1-2), 75-87.
- U.S. Department of Education. (2014). *Office for Civil Rights, dear colleague letter: Resource comparability*. Washington, DC: Author
- van Rooij, S. W. (2012). Research-based personas: Teaching empathy in professional education. *The Journal of Effective Teaching*, 12(3), 77–86. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1092115.pdf>
- Vaughan, M. & Mertler, C.A. (2020). Re-orienting our thinking away from “professional development for educators” and toward the “development of professional educators.” *Journal of School Leadership*, 31(6), 569 – 584.
- Warren, C. A. (2018). Empathy, Teacher Dispositions, and Preparation for Culturally Responsive Pedagogy. *Journal of Teacher Education*, 69(2), 169–183. <https://doi.org/10.1177/0022487117712487>
- Wright, B.L, Ford, D. Y., & Young, J.L. (2017). Ignorance or indifference? Seeking excellence and equity for under-represented students of color in gifted education. *Global Education Review*, 4(1). 45-60.
- Wood, L. M., Sebar, B., & Vecchio, N. (2020). Application of Rigour and Credibility in Qualitative Document Analysis: Lessons Learnt from a Case Study. *The Qualitative Report*, 25(2), 456-470. <https://doi.org/10.46743/2160-3715/2020.4240>
- Yoo, J., & Carter, D. (2017). Teacher emotion and learning as praxis: Professional development that matters. *Australian Journal of Teacher Education*, 42(3), 38–52. <https://doi.org/10.14221/ajte.2017v42n3.3>