

## Chapter18: Criteria for Nomination of Gifted Students in Florida

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**Abstract:** This study aimed to identify the criteria for nominating talented students in Orange County, Florida, in the United States of America, where the importance of this study was formed through knowing the best methods, procedures, and policies in caring for gifted students and benefiting from transferring positive experiences from various countries of the world. This study reached several beneficial results, the most prominent of which is the flexibility of applying tests and the diversity of their implementation mechanisms between group and individual, and the role of the teacher and the family in caring for the gifted student was not neglected.

### 1 Introduction

The process of discovering and identifying gifted and talented students represents the natural entrance for any project or program aimed at caring for them and unleashing their energies. It is a very important process because it results in taking decisions that may have dangerous effects and classifies a student as "talented" while another is classified as "unpopular" and given this importance, it is almost empty of a book or reference specialized in the field of talent psychology or the education of the gifted and the talented. The separation or success of any program to educate gifted and talented students largely depends on the accuracy of the detection process and the integrity of the procedures that followed their choices (Jarwan, 2012).

Gifted children can grow and develop inconsistently: their minds often precede their physical growth in addition to that cognitive and emotional functions develop differently and in different stages. Because of these distinct characteristics of the gifted, the need arose to build a special education for them, which is what we will learn about by identifying the stages of the detection of gifted students in Florida.

#### Stages of detection of talented people

The process of revealing and identifying talented students is the first step when thinking about presenting programs aimed at caring for them and developing their talents. The multi-dimensional detection process offers more than a procedure for detecting gifted and talented students, based on the fact that the talent hypothesis is not only a high IQ factor but also varies to include a wide range of diverse human capabilities (Al-Shabatat, 2014).

#### Basic criteria for the detection of talented people

Julia Roberts and Julia Bogus (2015) mentioned some basic criteria that can be used while identifying and classifying students as gifted:

1. Ensure that the detection process is of the type that can be defended, which means that educators need to know the steps that must be followed and the evaluation that must be used.
2. Matching services to the field of identification, and this matter is of great importance, as matching is what makes the services convincing and defensible.

3. Attention to diversity. Procedures and assessments must be applied to ensure appropriate assessment of students from different ethnic backgrounds and those from poor families.
4. The process of uncovering talents must continue, as talent may appear in different situations during the course.
5. The services should lead to continuous progress, as the purpose of identifying talented and talented students is to determine the need for appropriate services to develop the field of talent or interest.
6. The procedures must be adhered to, as the identification process must abide by the instructions and instructions set by the school district.
7. Use assessments to identify talent for different population groups, by selecting appropriate assessments to increase opportunities for students representing different groups of society, and to ensure their classification as talented in one or more talent groups.
8. Organizing professional development courses relevant to the talent detection process.
9. Many measures should be used, as a single evaluation should not be used to determine talent or exclude a student from the gifted category based on only one degree

Jarwan (2012) states that the process of detection and identification of gifted and talented children passes in three consecutive stages:

First: the investigation and nomination stage

As the process of uncovering talented children begins by announcing the start of the nomination phase, to collect a large number of candidates in a list that is metaphorically called a "talent pool", they are children who are nominated by their parents or teachers. And often a criterion is set before the nomination in many countries, which is that the academic achievement of the candidate students exceeds (90%), after which some of the criteria established in the second stage of their evaluation will be applied, which are often intelligence tests and association readiness. In this context, the researchers presented (Hog and Camdemore, 1986) practical suggestions to achieve this goal, the most important of which are:

- Training and preparing teachers for the nomination process by clarifying the objectives of the program, the procedural definition of talent and excellence, the sources of information that the teacher needs, and how to assess the behavioral characteristics in the assessment standards.
- Providing teachers with sufficient instructions and tools to write their notes and express their judgments that relate to the conditions for nomination.
- Assigning teachers who know students the right to know about the nomination process, and it may be appropriate if this process takes place in the form of a case study in which teachers, the educational counselor and the headmaster participate after they become acquainted with the objectives of the program, its curricula and the stages of the selection process.

Second: the stage of tests and measures

This stage aims to collect more objective data provided by the test results available to those in charge of gifted education programs to assist them in making sound decisions related to these students. In practical terms, the large numbers of students who were nominated in the first stage will be reduced in this stage by varying proportions that differ from one program to another in light of the need for the program and the number of students nominated.

The tests used to detect gifted students at this stage can be classified into five categories, namely:

1. Individual IQ tests
2. Collective Intelligence Tests.
3. School and academic readiness tests.
4. Academic achievement tests.
5. Creativity and creative thinking tests.
6. Estimation Metrics

Third: The selection stage

At this stage, the data and the degree of students obtained in the second stage are collected and processed after applying the tests and measurements to them. This process of data processing is carried out in an appropriate scientific manner that guarantees the extraction of a total score for each of the candidates. Those in charge of the gifted programs choose the required number from the list in light of the order of the students' grades. In some cases, a special committee is formed to carry out this step, among whose tasks it is to conduct personal interviews for students who may be equal in their grades to differentiate between them.

A guide to discovering and assessing talented people in Orange County County, Florida 2019-2020

A. Guide for nominating talented students for examination:

1- Parents and teachers can nominate students from kindergarten to grade 12 to examine gifted people who are clear evidence and high potentials that can include high performance, academic achievement, creativity, ability, leadership, social maturity, intellectual curiosity, or some behavior that indicates advanced capabilities.

2- Students who have been examined in advance from kindergarten through grade 12 through school and not the general examination in Orange County Schools for each part of the state its regulations, then the student in a region that was not within the scope of the Orange County may be entitled to test

3- Students who are considered part of the examination program in MTSS schools, problem-solving program

Annual check pattern:

1- Full examination of all his new boycott applications

2- The comprehensive examination of all his second grade primary students in the period of 20 December 2019, which is through NNAT-3, which is offered to students free of charge to train them and provide instructions to them

3- The comprehensive and final examination, which was completed in the spring of April 24, 2020

Information on talented students and their eligibility is provided based on their selection criteria to the Department for Identifying Gifted Talents and teaching them on the Orange County Administration Site

Students who have not passed the KBI-2 or OLSAT-8 test by examiners can undergo additional examination if there are indicators that support their nomination, and the student cannot take the other examination before the year has passed since the last examination

Students in non-governmental schools (private, home, and virtual) should be examined in the same schools in the area using the same evidence procedures

All second graders will be examined through a comprehensive examination of gifted students, except students who have already been examined and are part of the gifted students' program or students who have been evaluated in advance and have proven ineligible to be from gifted students such as mental disabilities and the like or some students who have been evaluated as Within the ESE program, which does not indicate the eligibility of their aptitude for talent

Organizational evidence for examination:

First: General information:

1- Talented students are examined by a team of school teachers. The school psychologist is available to train the teachers 'staff in the procedures, registration, and supervision of the people who examine the OLSAT / KBIT-2 exams. Kaufman's Pearson test must hold a certificate and be qualified to administer the tests And conducting it and knowing its temporal and spatial limits and obtaining training from the KBIT-2 website to ensure the quality of the application from one school to another and that the application does not differ

2- Parental permission to examine students is optional

3- Schools can choose to send information to parents and inform them about their son's detailed result of the test

Second: examination procedures:

1- Students who are candidates for the examination are those who have not been previously examined by OCPS. They will check in one way below. Any student I think is gifted but unable to complete the examination procedures should attract the attention of the school psychologist.

2- KBIT-2 Kaufman's Brief IQ Test is a verbal and non-verbal period of 20 minutes

3- It is recommended that the Kindergarten students and the first graders be examined using the entire Kaufman battery for the second-grade examination. They need to be examined individually after reviewing the results of the comprehensive examination, as well as the complete battery inspection.

4- Students allowed by OCPS after the results of the comprehensive test complete the examination, either through KBIT-2 or OLSAT-8.

5- Any student from grade 2 to 12 can be examined by the Kaufman 2 battery freely by the school

6- Students who speak or are fluent in a language other than English are also examined using the full Kaufman battery.

7- KBIT-2 measurement tools are purchased through the school's website and a license number may be requested for the person who qualifies for assessment ability or the school official or through the OCPS administration correspondence via the email indicated to them

8- Officials should verify the student's age and levels accurately and perform the measurement through the full Kaufman battery individually and accurately record their answers.

9- Age criteria should be used to calculate compound or verbal IQ or matrices

10- The school must maintain the tools used, their wages and protocols for 3 years, and then destroy them after that.

B) The Pearson OLSAT Eighth Edition oral and non-verbal intelligence assessment

1- This test can be applied to students from the third to twelfth grade by the school psychologist

2- Each stage takes 60 minutes

3- All examination papers and answers are returned to the school's psychologist

Third: examination criteria:

1- The student gets 120 in one of the tests KBIT-2, OLSAT-8, NNAT-3 through the school psychologist, any student whose degree is less than 120 and its capabilities indicate the presence of talent indicators that the MTSS team should determine if the evidence is sufficient to justify the student's assessment

2- Students who obtain a score between 119-115 in one of the approved IQ tests in the province and they are classified on the LF / LY programs, which means that the English language is not their mother tongue or their economic status is low, they are evaluated by the school psychologist and are enrolled in the student programs

3- The Gifted (Plan B).

Students who have a score of 119-115 in one of the approved IQ tests in the province and are classified on the LF / LY programs, which means that the English language is not their mother tongue or their economic status is low, they are evaluated by the school psychologist and are satisfied with the talented students' programs

Fourth: Student referral procedures for talent assessments:

1- Parents 'consent must be obtained within 30 days from the date of registration

2- The school team must make sure that the students referred to the assessment have a successful record of the hearing and vision tests, and it is sufficient if the student has a previous examination.

3- After receiving the approval and for verification, the teacher will fill out the list that indicates the characteristics of the gifted for each student from non-governmental or home schools. The checklist is available on the Gifted checklist.

4- Evaluations from schools must be completed within 90 school days that have been addressed from schools. Plan B students may need an additional two weeks to process their evidence.

5- Students who are examined at the end of the spring semester may not have enough time to announce their results. Their results are scheduled with the beginning of receiving the summer academic schedule.

Fifth / Registration of data, evaluation, and examination of the Gifted:

1- The school is fully responsible for registering students and registering the results of the examination on the special site Gifted Screening Share Point and is provided by the specialized school staff

2- The psychologist is responsible for recording test data on the website

B Pre-assessed students

1- Students who were previously evaluated and obtained a score of 125 or higher can be evaluated once again and includes a focus on the cognitive aspects unless the examination justifies evaluating the other aspects

2- Students who were previously evaluated and did not fulfill the eligibility requirements for the examination unless the school justifies what is required for their examination.

3- A full year should pass before the examination is repeated again.

4- The code (PP) must be added to the student who conducted the examination and takes it again.

5- When reviewing the evaluation, the evaluation must have been completed within the last 3 years.

6- Special Considerations: The talented students 'plans for students transferred outside the state

If the student is talented and classified as such and has a plan to walk in another state and was transferred to the state of Florida, they do not need to meet the conditions of classification that they are talented or to the approval of the guardian but requires some documents and documents from the previous school.

Study questions:

What are the criteria for nominating and selecting talented students in Florida?

## **2 The study Problem**

By informing the researcher of the criteria for nominating talented students in the Kingdom of Saudi Arabia and the mechanism used for their selection, it was found that it is necessary to have a comparison between how to nominate and the method of testing between the Ministry of Education in the Kingdom of Saudi Arabia and Orange County County schools in Florida in the United States of America.

Objectives of the study

The study aims to know the differences between the method of nominating talented students and choosing them between the Ministry of Education in the Kingdom of Saudi Arabia and Orange County County schools in Florida in the United States of America.

the importance of studying

The importance of the lesson is formed through the rapid and noticeable development in the gifted education and the different mechanism and strategies for nominating them from one place to another and from one country to another so the researcher saw that it is necessary to transfer experiences and knowledge from other countries and know the extent of the feasibility of its effectiveness in application and knowledge of its results.

The limits of the study

Spatial limits: This study was applied to Orange County School District, Florida.

Temporal limits: second semester of 2019-2020.

### **3 Review of the Literature**

Schools in the United States use various identification processes to identify children as gifted. On one extreme, some maintain that intelligence is measurable by IQ tests, which are extremely reliable and valid, and that different types of intelligence tests all measure the same general intelligence (Gottfredson, 1997, 2003). Those who favor IQ tests believe that a population's IQ range can be represented in a normal curve, with most people clustering around 100 and with only 3% having scores above 130 and thus qualifying as gifted (Gottfredson, 1997, 2003).

Proponents of traditional instruments for measuring IQ believe that such tests are not biased against Blacks, other ethnic minority groups who are English speaking, or other native-born people in the United States, predicting equally well for all subgroups (Gottfredson, 1997, 2003). Conversely, others believe children of color, English-language learners, and low-SES students are discriminated against by standardized tests because such tests are "biased against diverse students" (Ford, 2003, p. 284) and support an identification process that is "colorblind or culture blind, Eurocentric, monolithic, and narrow" (Ford, 2003, p. 284). Tannenbaum (2003) observed, "it is hard to imagine any hope for conciliation in this IQ debate since the combatants are entrenched in seemingly snug and smug positions" (p. 50). Although the various positions regarding identification may not be reconcilable, the methods favored by different models tell a great deal about their philosophy.

Many who favor limiting gifted education services to students who score sufficiently high on a certain test envision a model predominantly serving students already performing at a high level (e.g., Brody et al., 1990; Colangelo, Assouline & Gross, 2004; Gottfredson, 2003; Monks & Katzko, 2005; VanTassel-Baska & Brown, 2005). Those advocating multiple measures (e.g., portfolios; observations; teacher, peer, or parent nominations; and test scores) to identify gifted students also have a strong interest in serving students who have potential for high performance but additionally emphasize the importance of serving more students, including those who may be missed using only traditional tools (e. g., Callahan & Miller, 2005; Renzulli & Reis, 1997; Sternberg, 2002, 2003). Finally, those who focus on the provision of the appropriate challenge to virtually all students rather than the labeling process are more inclusive still (e.g., Borland, 2005; Von Károlyi, Ramos-Ford, & Gardner, 2003; Tomlinson et al., 2002).

The federal government, as well as many individual states, has adopted the Marland (1972) definition of giftedness. Marland took a balanced approach, identifying children who were potentially gifted as those with demonstrated achievement or potential ability, singly or in

combination, in any of the following areas: (a) general intellectual ability, (b) specific academic aptitude, (c) creative or productive thinking, (d) leadership ability, (e) talent in the visual or performing arts, or (f) psychomotor ability (psychomotor ability was later dropped). Of the two more traditional of these definitions, general intellectual ability is often defined as performance two standard deviations above the mean on IQ tests, while specific academic aptitude can be demonstrated through grades or achievement test scores (Marland, 1972; Davis & Rimm, 2003). Creative and productive thinking often refers to the ability to bring together ideas thought of as distinct, while leadership has been defined as the ability to direct individuals or groups to a common goal or outcome (Marland, 1972; Davis & Rimm, 2003). Students who are talented in the visual or performing arts are those who demonstrate great ability at particular tasks involving visual arts, music, dance, or drama/theatre and often are assessed via performance assessments by experts or rating scales (Marland, 1972; Davis & Rimm, 2003)

#### Study tool

The interview was used as a study tool, where meetings and meetings were held with officials and supervisors of the gifted student nomination programs at Orange County County Schools in Florida and their nomination and selection mechanism.

#### Study steps:

- Interview questions were prepared and prepared in advance
- Study questions focused on the mechanism for nominating talented students in Orange County, Florida schools, and what tests were presented to them and the formal procedures used to address their results.
- Meetings were coordinated with the school staff overseeing the nomination of gifted students at Orange County Schools, Florida.
- Meetings were held and discussed in the mechanism for nominating talented students, how to conduct tests for them, and how to deal with them.
- Answers and clarifications are recorded in the notebook.
- The answers are summarized, coordinated, and arranged.

#### Study community:

All public and private schools in Florida

The study sample :

All public and private education schools in Orange County, Florida use a unified mechanism to nominate gifted students.

#### 4 Results

Through the interview, this interview concluded with several results:

- Starting with the second grade of gifted students, there will be an electronic test on the laptop for all students called Naglien Nonverbal Ability Test 3 Edition) and its symbol (NNAT3)

After the test, the school and the parents are given a review, reviewing their children's levels

- Students who scored more than 120 degrees undergo another test after the approval of the guardian and is more complicated and more accurate and is classified as a gifted student.
- The exam is held once a year in January.
- The organizers of the test from outside the school from the Ministry (Public)
- There is a test inside the school (examiner test) such as the general examiner exam in the second grade for gifted students and all stages in the primary if the teacher notices intelligence on a particular student that tells the examiner of the necessity of doing a student examination and this test is called (Kaufman brief intelligence test) The second version is similar to the Torrance test For creative thinking, if the student achieves more than 120, he will undergo another more complicated test after the permission of the guardian. The other test is also electronic, and the student will not be trained on it.
- Whoever takes this test is a trained teacher who has received reliable training.
- The exam is free for all students on a predetermined day and time.
- The teacher obtains a certificate from the university to teach gifted students, representing from 2 to 4 semesters.
- There is no difference in salary in teaching gifted students.
- The teacher works on an individual plan for each gifted student, with the participation and participation of his parents. The plan changes after the primary stage.
- The student registers in the system as gifted even if he is transferred to another school.
- For every classroom, a gifted, part-time, and gifted teacher studies his or her subject matter in general and during work as groups taking into account the goals of the individual plan for the gifted student.
- The gifted care policy differs from one school to another, as some schools give a 30-minute daily class for gifted students, high levels, and students with low achievement who are distributed according to their levels.
- Other schools, the semester is complete, such as Friday, and the same procedure is followed
- All teachers in the class have a background on the names of gifted students and follow the gifted teacher in the stage who studies his subject.

This study concluded several results:

- The nomination of gifted students is available to the student during the school year and from the first to the twelfth grade whenever the teachers feel that the student has a talent.
- The tests for gifted students vary between individual and group.
- Students who are nominated for general testing are sorted in the second grade of primary school after passing several criteria.
- There is an individual educational plan for each gifted student, who will retreat after the end of each stage.
- There is an independent database for each student even if the student moves to another school or another state, and he does not need to repeat the test.

- The school is the one who develops the mechanism and strategy through teachers in the process of their education and training.

Participation of the family of the gifted in setting up the individual plan with the teacher.

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