

# **Preservice Agriculture Teacher Attitudes Toward the Education of the Gifted**



---

Olivia Hile, Tyson J. Sorensen, Rebecca G. Lawver  
School of Applied Sciences, Technology, and Education



# Background

---

- AAAE National Research Agenda Priority 3: Preparing the 21<sup>st</sup> century workforce in agriculture (Stripling & Ricketts, 2016)
  - In 2013-2014, 6.7% of students nationally were enrolled in gifted and talented programs (National Center for Education Statistics, 2018)
  - Career and technical education should be a viable option of gifted and talented students (Gentry, Hu, Peters, & Rizza, 2008)
- Agriculture classes are heterogeneous in ability level. Is agricultural education meeting the needs of all students?

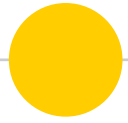


# Purpose & Objectives

---

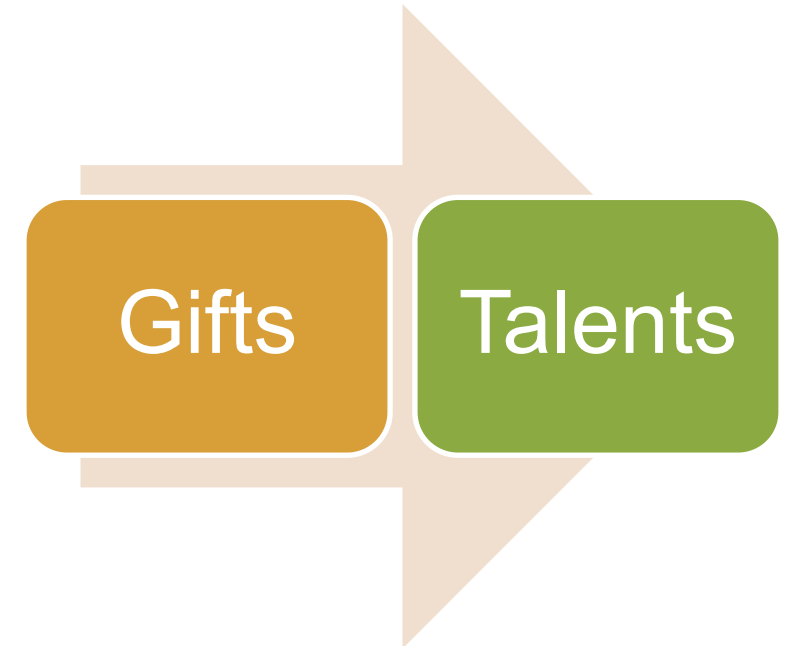
It is unclear how much **preservice teacher training** undergraduates receive regarding gifted students in their future classrooms, and their **subsequent attitudes** toward gifted education are unknown.

1. How much training are pre-service agricultural education teachers receiving regarding gifted education?
2. What are the attitudes of pre-service agriculture teachers regarding the education of gifted students?



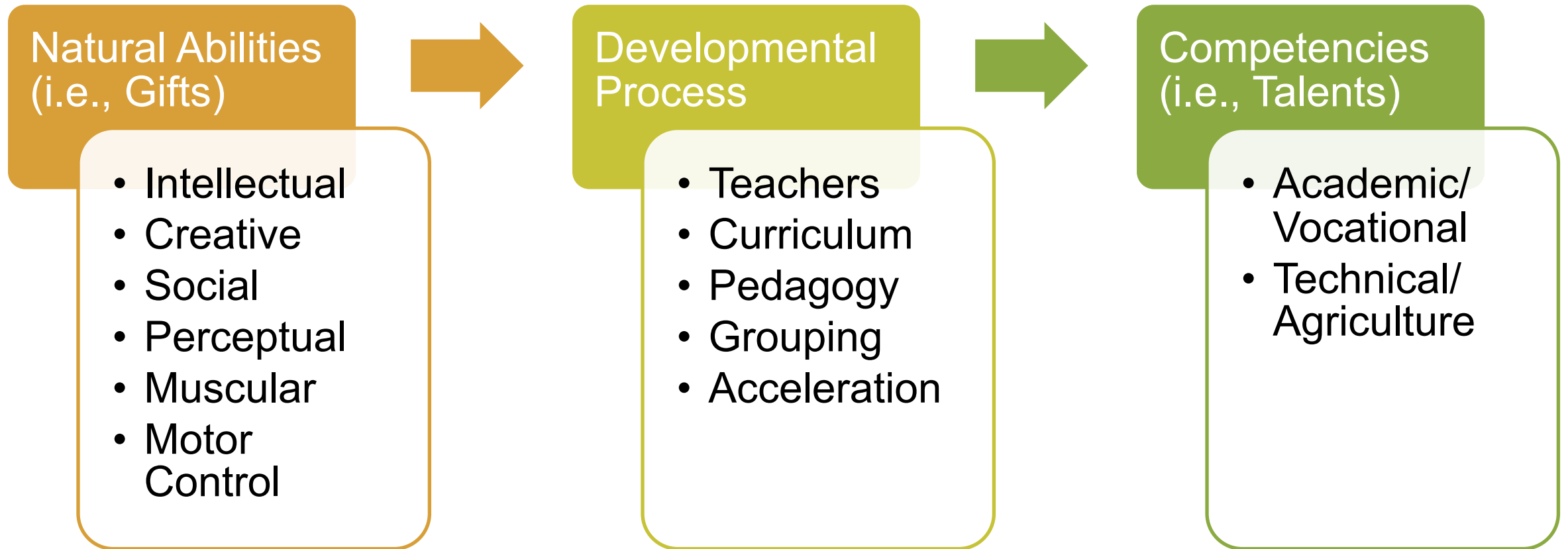
# Theoretical & Conceptual Framework

- Differentiated Model of Giftedness and Talent (Gagné, 2010)
  - Teachers are environmental catalysts that influence the development of the gifted student
- Beliefs about giftedness influence teaching practice (Berman, Schultz, & Weber, 2012)
- Attitudes have been found to be both positive and negative (Feake & Gross, 2008; Megan-Nespoli, 2001)



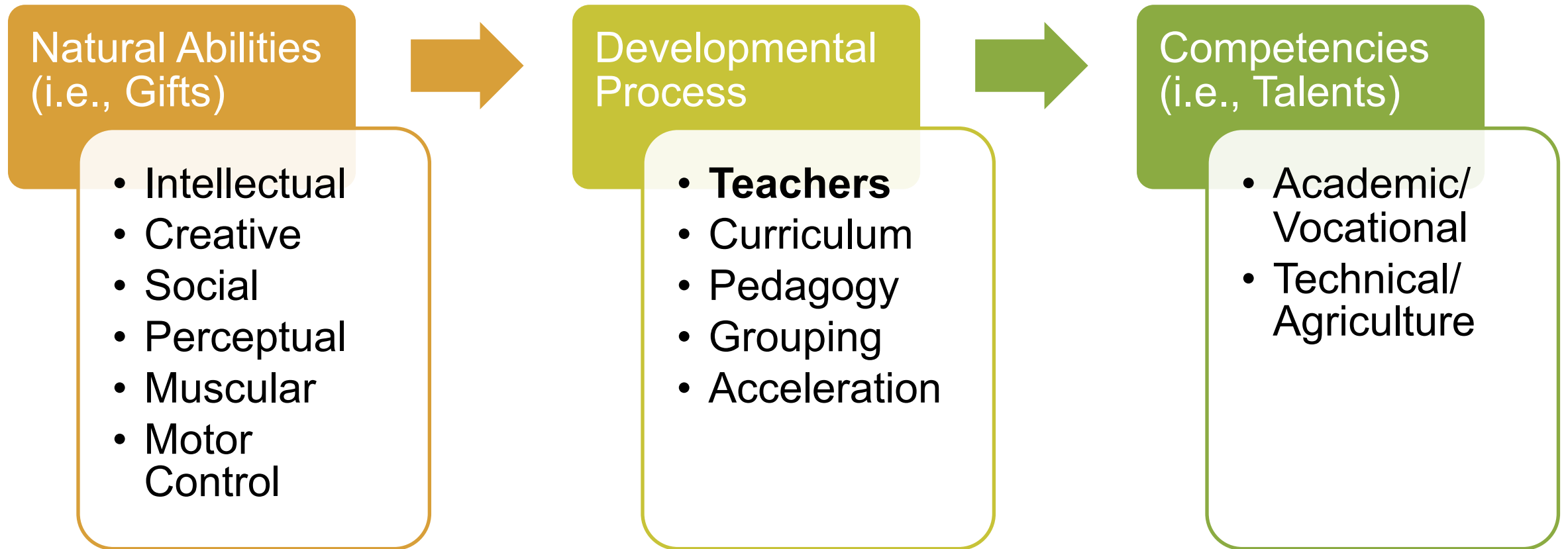


**Adapted from the Differentiated Model of  
Giftedness and Talent (Gagné, 2010)**





## Adapted from the Differentiated Model of Giftedness and Talent (Gagné, 2010)





# Methodology

---

- Fall 2018 Semester
- Quantitative Survey Methodology, all responses confidential and anonymous
- Preservice agriculture and technology engineering education teachers were surveyed
- Final methods class of the agricultural education teacher preparation program
- $N = 18$

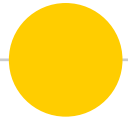


# Methodology

---

- A survey adapted from Gagné and Nadeau's (1991) Opinions About the Gifted and their Education questionnaire on a 6-point Likert scale (1 = *strongly disagree* to 6 = *strongly agree*)
  - 30 Statements
- Additional questions to assess their preservice teacher education program
  - 4 Questions





## Results/Findings

---

- When asked if their Education of Students with Disabilities course (SPED 4000) addressed teaching gifted and talented students ( $N = 16$ ), **50% reported that it did and 50% reported that it did not.**
- When asked about their level of agreement with the following statement, “Utah State University has adequately prepared me to teach students identified as gifted and talented in my future classroom” ( $N = 18$ ), **40% either disagreed or slightly disagreed.**

# Results/Findings



- The 3 most agreeable statements were:
  - Gifted persons are a valuable resource for the agriculture industry ( $M = 4.7647$ )
  - Tax-payers should not have to pay for special education for the minority of children who are gifted ( $M = 4.3235$ )
  - In order to progress, a society must develop the talents of gifted individuals to a maximum ( $M = 4.2647$ )

## Results/Findings



- The 3 most agreeable statements were:
  - Gifted persons are a valuable resource for the agriculture industry ( $M = 4.7647$ )
  - Tax-payers should not have to pay for special education for the minority of children who are gifted ( $M = 4.3235$ )
  - In order to progress, a society must develop the talents of gifted individuals to a maximum ( $M = 4.2647$ )

# Results/Findings



- The 3 most disagreeable statements were:
  - The gifted waste their time in regular agriculture classes ( $M = 1.6471$ )
  - Gifted children are often bored in agricultural education classes ( $M = 1.8824$ )
  - Some agriculture teachers feel their authority threatened by gifted children ( $M = 2.500$ ).



# Conclusions, Implications and Recommendations

- Valuable part of the agriculture industry and look positively on their future ability to work gifted and talented, but its likely that they did not receive necessary training.
- Limitations of small sample
- Additional research with in-service teachers is also needed to evaluate professional development needs.
  - Do preservice teacher attitudes accurately reflect the profession?

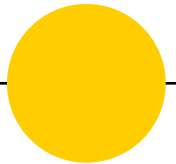


# References

- Gagné, F., & Nadeau, L. (1991). *Brief presentation of Gagné and Nadeau's attitude scale "Opinions about the gifted and their education."* Unpublished manuscript, University of Quebec, Montreal, Canada.
- Gentry, M., Hu, S., Peters, S. J., & Rizza, M. (2008). Talented Students in an Exemplary Career and Technical Education School: A Qualitative Inquiry. *Gifted Child Quarterly*, 52(3), 183–198. doi: 10.1177/0016986208319300
- National Center for Education Statistics. (2018). *Percentage of public school students enrolled in gifted and talented programs, by sex, race/ethnicity, and state: Selected years, 2004 through 2013-14*. Retrieved from [https://nces.ed.gov/programs/digest/d17/tables/dt17\\_204.90.asp](https://nces.ed.gov/programs/digest/d17/tables/dt17_204.90.asp)
- Stripling, C. T., & Ricketts, J. C. (2016). Research priority 3: sufficient scientific and professional workforce that addresses the challenges of the 21st century. In *American Association for Agricultural Education national research agenda: 2016-2020* (pp. 29–35). Gainesville, FL: Department of Agricultural Education and Communication.
- Presentation design: Presentation template by [SlidesCarnival](#), Photographs by [Unsplash](#), Free graphics from Pixabay.

# **Thank you**

# **Are there any questions?**



Olivia Hile, Tyson J. Sorensen, Rebecca G. Lawver

Contact [olivia.horning@aggiemail.usu.edu](mailto:olivia.horning@aggiemail.usu.edu) for with any additional questions