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Competencies for a Classroom Teacher to Support Gifted Students in the Regular Classroom: A Qualitative Research[1]

Özel Yetenekli Öğrencileri Genel Eğitim Sınıflarında Destekleyecek Sınıf Öğretmeninin Sahip Olması Gereken Yeterlikler: Nitel Bir Araştırma

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Abstract

Purpose: The purpose of this research was to research and reveal the competencies for classroom teachers to support gifted students in the regular classrooms.

Design/Methodology/Approach: In order to achieve this purpose, researcher conducted a case study and an action research of the qualitative research design, respectively. Participants of the study were five classroom teachers, their gifted students, parents of the gifted students, other classroom teachers, elementary school teachers and school administrators. Data were collected through unstructured interviews, observations, focus group interviews, documents and products during both the case study and action research. Roughly, 44 hours of interviews and 70 course hours of observations were carried out; and 311 documents and/or products obtained. Content and descriptive analysis were run to analyze the data. Inter-coder reliability coefficient was found to be .78.

Findings: Overall analysis revealed thirty-four competencies under eight different competency areas on four different stages. The first stage, "Introduction to Inclusion of the Gifted", comprised of "Basics of the Domain" and "Vocational Principles" competency areas including five and four competencies, respectively. The second stage, "Before the Inclusion of the Gifted", comprised of "Cooperation and Support", "Precautions and Arrangements" and "Planning and Programming" competency areas including five, three and four competencies, respectively. The third stage, "During the Inclusion of the Gifted", comprised of "Management and Climate of Inclusion Classroom" and "Implementation and Evaluation of Inclusion Program" competency areas including three and seven competencies, respectively. The fourth stage, "After the Inclusion of the Gifted", comprised of only one competency area labeled as "Maintainability" including three competencies.

Highlights: Gaining the competencies, revealed in this research study, to classroom teachers who will support gifted students with inclusion practices in regular classrooms by discovering and developing students' different talents is of critical importance in terms of meeting the educational needs of gifted students in regular education environments.

Öz

Çalışmanın amacı: Bu araştırmanın amacı, özel yetenekli öğrencileri genel eğitim sınıflarında destekleyecek sınıf öğretmenlerinin sahip olmaları gereken yeterlikleri araştırmak ve ortaya çıkarmaktır.

Materyal ve Yöntem: Bu temel amaca ulaşmak için araştırmacı, nitel araştırma desenine ilişkin sırasıyla bir durum çalışması ve bir eylem araştırması gerçekleştirmiştir. Araştırmanın katılımcıları beş sınıf öğretmeni, özel yetenekli öğrenciler, ebeveynleri, okul yöneticileri ve diğer sınıf ve ilkokul öğretmenleridir. Durum çalışması ve eylem araştırması aşamalarında veri toplamak için yapılandırılmamış görüşmeler, gözlemler, odak grup görüşmeleri, dokümanlar ve ürünlerden faydalanılmıştır. Araştırma sürecinde yaklaşık 44 saat görüşme, 70 ders saati gözlem ile 311 adet doküman ve/veya ürün toplanmıştır. Toplanan veriler içerik analizi ile betimleyici analize tabi tutulmuştur. İçerik analizi için hesaplanan kodlayıcılar arası güvenirlik katsayısı 0,78 olarak bulunmuştur.

Bulgular: Yapılan analiz sonucunda dört farklı aşamada sekiz farklı yeterlik alanı altında otuz dört yeterlik ortaya çıkarılmıştır. Birinci aşama olan "Özel Yeteneklinin Eğitiminde Kaynaştırmaya Giriş", sırasıyla beş ve dört yeterliği içeren "Alana Özgü Temeller" ve "Mesleki İlke ve Prensipler" yeterlik alanlarından oluşmaktadır. İkinci aşama olan "Özel Yeteneklinin Kaynaştırma Eğitiminden Önce", sırasıyla beş, üç ve dört yeterliği içeren "İşbirliği ve Destekler", "Önlemler ve Düzenlemeler" ve "Planlama ve Programlama" yeterlik alanlarından oluşmaktadır. Üçüncü aşama olan "Özel Yeteneklinin Kaynaştırma Eğitimi Sırasında", sırasıyla üç ve yedi yeterliği içeren "Kaynaştırma Sınıfı Yönetimi ve İklimi" ve "Kaynaştırma Programını Uygulama ve Değerlendirilme" yeterlik alanlarından oluşmaktadır. Dördüncü aşama olan "Özel Yeteneklinin Kaynaştırma Eğitiminden Sonra" ise üç yeterliği içeren ve "Sürdürülebilirlik" olarak etiketlenen yalnızca bir yeterlik alanından oluşmaktadır.

Önemli Vurgular: Bu araştırma ile ortaya çıkarılmış olan yeterliklerin özel yetenekli öğrencileri genel eğitim sınıflarında kaynaştırma uygulamaları ile destekleyecek ve bu öğrencilerin farklı yeteneklerini keşfederek geliştirecek olan sınıf öğretmenlerine kazandırılması özel yetenekli öğrencilerin eğitimsel gereksinimlerinin karşılanabilmesi açısından kritik bir önem arz etmektedir.

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INTRODUCTION

A limited number of educational opportunities are being offered within the framework of national education options for gifted students. For these students, the failure to carry out programs specific-to-specific talent areas may cause serious priority problems for gifted students to reveal and develop their existing potentials. In addition, practices such as private school, private classroom, school within the school, and pull-out programs bring along some problems such as equality and elitism as they aim to support these students in an environment where they stand separated from their non-gifted peers (Borland, 2003; Ford, 2003; Matthews & Kitchen, 2007). In fact, inadequacies in educational options may likely to cause these students to lose their talent(s). Lack of sufficient number and quality of educational options, and also being compulsorily attended to pre-school, elementary school, middle and high schools as a must in terms of to continue their education in Turkey, makes having been supported via inclusion practices in their regular classrooms unavoidable and a priority for gifted students.

It is expected that gifted students, whose special needs can be ignored by teachers even though it should be considered within the scope of special education, will benefit from individualization and inclusion practices. These practices, in the context of developing and supporting their potentials, need to be implemented in formal education institutions where gifted students enrolled and continue their education. Correspondingly, The Ministry of National Education in Turkey was declared the necessity of providing individualization and inclusion support through its' relevant administrative texts (MEB, 2003; 2006; 2007). Moreover, the teachers of gifted students were determined as the first degree responsible for structuring and conducting related inclusion and individualization practices; and contextually emphasis is placed on supporting gifted students in the general education process.

When the national and international literature is reviewed, it is striking that there are different studies focusing on the education of gifted student in regular classrooms (Çelikdelen, 2010; Darga, 2010; Dimitriadis, 2012; Eakin, 2007; Ekinci, 2002; Johnsen, Haensly, Gail & Ford, 2002; Mazza-Davies, 2008; Moratta-Garcia, 2011; Mosse, 2003; Palladino, 2008; Perez, 1997; Tekbaş, 2004). Although these studies mostly focused on enrichment and differentiation in education, there are studies conducted with a focus on individualization. However, some of these studies reported that sufficient inclusion and individualization practices for gifted students could not be carried out effectively due to teachers' inadequacy in inclusion practices for gifted students and lack of knowledge/equipment (Ekinci, 2002; Moratta-Garcia, 2011; Mosse, 2003), or these practices were not included at all due to a series of deficiencies. Moreover, the fact that the lack of necessary arrangements for a gifted student who has been studying with his/her peers in the regular classrooms may even cause them face with the phenomenon of waiting in the class (Peine & Coleman, 2010). For a gifted student who is faced with the phenomenon of waiting in the class, the educational environment can turn into an environment where she/he wastes her time, repeats what she/he already knows, and often distracts her/himself with different pursuits. In schools, the responsibility of turning this educational environment into a supportive format for gifted and other students rests with teachers. It is critical to examine teachers, who are expected to fulfill such a responsibility for gifted students, by focusing on a much more specific and concrete situation such as the qualifications and competencies, as distinct from general or special field competencies. Simply put, those specific competencies may likely to have addressed to teachers in terms of supporting gifted students in regular education environments by meeting their educational needs.

It is possible to define the term "competence" in different ways. According to MEB (2008), in a broader definition, it is defined as "having professional knowledge, skills and attitudes required to perform tasks specific to a profession". It is also possible to talk about different competency areas of teachers from different branches. However, it is emphasized that teachers of gifted students in both inclusion classes and/or pull-out programs should have certain competencies and/or characteristics (Abraham, 1958; Bishop, 1968; Davis, 1954; Gear, 1979; Gold, 1976; Gowan & Demos, 1964; Maker, 1975; Marland, 1971; Mirman, 1964; Newland, 1976; Torrance, 1963; Ward, 1961' as cited in Seeley, 1998; Ray, 2009; VanTassel-Baska & Johnsen, 2007). In general terms, emphasis is placed on the necessity of having relevant competencies in relation with basic concepts related to the field of giftedness, characteristics of gifted students and their individual learning differences, teaching models for the education of gifted students, education and training planning skills, appropriate assessment skills, effective communication skills, collaboration with experts (VanTassel-Baska & Johnsen, 2007). In addition, it is pointed out that the necessity of having different characteristics such as teachers' maturity, experience, self-confidence, above-average intelligence, positive attitudes towards gifted children, regularity-dreaminess-flexibility and creativity in attitudes and responses, sense of humor, tendency to be a "facilitators rather than a "director" in learning, tendency to spend extra time and effort, believing in individual differences and understanding these differences (Seeley, 1998). Unfortunately, these competencies and characteristics generally indicate teachers of the gifted students, and are not intended for a unique situation such as a classroom teacher who will support a gifted student in a regular classroom. As a first step to be taken, it is necessary to design a research focusing on how classroom teacher will support the gifted student in the general education class to determine the difficulties experienced in regular classroom environments where elementary school gifted students are studying. Moreover, addressing these difficulties and development and implementation of applications to solve them; in general terms, it would be appropriate to seek a scientific-based answer to the question of what competencies a classroom teacher should have to support the gifted student in the regular classroom, in order to meet the needs of classroom teachers who will support these students.

The purpose of this study was to seek answers and reveal the competencies for a classroom teacher to support gifted students in the regular classroom. It is possible to encounter researches on the education of gifted students in international and national literature. However, it is striking that there are limited studies focusing on supporting these students in regular classroom

environments and on the characteristics/competencies that classroom teachers are expected to have in supporting these students. In addition, Turkey has not met with in any empirical research that has been conducted focusing on the current issue. In this context, it can be thought that this research study could make a serious contribution first to the national literature and then to the international literature. With the findings to be obtained from this research process and the competency statements to be developed for practice, it will be possible to develop concrete solution proposals for the problem of classroom teachers who teach gifted students in regular classrooms to cope with the situation of supporting gifted students in these classes. Besides, it will be possible to clarify the competencies that classroom teachers should have to support the elementary school gifted students in the regular classrooms. It will also be possible to lay the foundations of many options such as teacher training programs for classroom teachers, in-service training, undergraduate courses, and additional resources, on a going-forward basis. In the light of this importance of the current study, the main research question that planned to have answered is given below:

- What are the competencies for a classroom teacher to support gifted students in the regular classroom?

METHODOLOGY

Research Design

This research study is a qualitative method research, in which researchers examine the subject(s) they will research in their natural environment, explain and interpret the phenomenon of the subject being investigated (Denzin & Lincoln, 2005). Because, this research requires a complex and in-depth understanding of the research subject, as it focuses on supporting gifted students in the regular classroom environment, which is a very unique case. In order to determine the classroom teacher competencies, there is a need for a good explanation of the problems and difficulties experienced by the teachers in the classroom environment where the gifted student receives education with their peers. Similarly, teachers, students and parents are expected to share their experiences based on their own experiences and to contribute to the answer of the research question by making their own voices heard.

In this research, a case study and an action research were conducted during two sequential terms, respectively. For the case study, single case with embedded units (Yin, 2003) was chosen. Because, as more than one unit of analysis may often be needed to investigate a single situation, It is aimed to describe the educational situations and problems by feeding from intertwined data sources; such as; observations to be made in the relevant classrooms, classroom and other teachers, counselors, administrators, gifted students and their parents as a result of the education of gifted students in inclusive classrooms. For the action research, application focused action research (Grundy, 1988 qtd. as cited in Yıldırım & Şimşek, 2011) was employed. The reason underlying of this action research type was the aim that the process of the research progressed, according to the theoretical framework of the practice-oriented action research, in parallel with the observations to be made in the classroom teacher's classroom and the interviews to be made with the teacher, and the development, implementation and evaluation of the applications to be carried out for the solution of the problems.

Participants

Researcher’s aim was to reach different type of schools, classrooms, teachers, parents and managers. To achieve this, maximum variation sampling (Fraenkel & Wallen, 2006) was chosen. Case study participants were two classroom teachers from two different elementary schools, their students, other five classroom teachers, two school counselors, a vice manager, a fourth grade gifted student and her parent. Classroom teacher Güler (a pseudonym) teaching third graders had twenty-one years of experience in her job. Classroom teacher Mehmet (a pseudonym) teaching fourth graders had forty-one years of experience in his job. Other participants were attendants of two different focus group interviews. Action research participants were four classroom teachers from three different elementary schools (one of them was also one of the schools in where the case study was conducted). Classroom teacher Ferdi (a pseudonym) teaching first graders and classroom teacher Veli (a pseudonym) third graders had ten and nine years of experiences in their jobs, respectively. Classroom teacher Berna (a pseudonym) teaching second graders had more than twenty-one years of experience in her job. Classroom teacher Güler (a pseudonym) teaching fourth graders had twenty-one years of experience in her job. This teacher was also one of the attendants of the case study.

Setting

This research study took place at four different public elementary schools in Ankara, Turkey. All schools were preferred to be located in different districts to include schools from different socio-economic levels for maximum variation sampling. While two of these schools were located at a military protected area; one were located at a university campus and other one was located at a suburban area. Schools located at military area were classified as middle SES (Socio-Economic Status) schools. The one at university campus was classified as a high SES school. In addition, the other one located at the suburban area was classified as a low SES school. Among these schools, two of them were in dual education (the one located at military area and the one located at suburban) and other two were in full-time education (the one located at military area and the one located at university campus). Classroom sizes in which this research study held varied from twenty to thirty-seven and all of the classrooms included one or two students identified as gifted. Additionally, most of these classrooms were also included students with different special needs as teachers reported.

The Role of the Researcher

The author of this paper has conducted this current research study by becoming a natural part of the research process at both stages. During the case study, observations carried out in two different primary schools and all individual and focus group interviews were carried out by the researcher himself, and the researcher tried not to exhibit behaviors that could affect the environment or the participants until the end of this process. In the action research, the researcher studied with classroom teachers at different schools in where the applications were carried out, identified their problems, and developed practical suggestions for the solution of these problems by interacting with the classroom teacher and ensured that they were applied in the inclusion classroom environment. The observations, interviews, evaluations, sound recordings and product archiving at both phases were carried out by the researcher himself. The researcher has no retrospective connection with the research settings (the school and the classroom).

Instrumentation

Interviews, focus group interviews, observations, documents and products used to collect data from participants. During both case study and action research processes, researcher used unstructured and conversation interviews. Interviews and focus group interviews aimed to collect data in order to reveal classroom teachers' ways of supporting gifted student and their experienced difficulties, educational arrangements in the classroom, effects of applications in classroom settings on gifted and other students. Moreover, teachers' views about applications, issues and topics in need of academic support, school managements' support and needs, parents' problems with school and regular classroom and their expectations were part of the data. During both case study and action research processes, researcher was also used unstructured field study observation type and taken the role of participating observer. The aim of observations was to collect data in order to reveal and evaluate the state and change in classroom climate and environment from student and teacher dimensions. Products were collected during action research process. Some of those products were students' ideas, problems posed and their solutions, designs and inventions, writings, drawings and paintings. Focus on data collection phase was mainly on the following questions:

- What are the needs of the classroom teacher to support the gifted student's talent in the general education classroom?
- What kind of arrangements can the classroom teacher make in the regular classroom environment to support the gifted student?
- How should the arrangements in the classroom environment be planned, prepared and implemented in a practical way?
- How do practices in the classroom affect the classroom environment?
- How do classroom practices affect gifted students and other students?
- What are the opinions of students and classroom teachers about these practices?
- What difficulties does the teacher have in supporting the gifted student?
- How does the teacher support the student's talent?
- How are educational arrangements implemented to support the gifted students and their talent(s) in the regular classroom environment?
- In which subjects and problems does the teacher need academic support regarding the education of the gifted student?
- What opportunities and facilities does the school administration provide for gifted students?
- What kind of support does the school administration need for gifted students?
- What are the problems faced by the student and his / her parents regarding the school and general education classroom environment?
- What are the expectations of the student and their parents from the school, teacher and other students?

Procedures

Research proposal was sent to and approved by Ankara Provincial Directorate for National Education. Elementary gifted students' enrollment information (frequency) by school was gathered from two different Science and Art Centers in Ankara. The schools where the research to be conducted have been determined based on the frequency of gifted students and the socio-economic status of the school district. Case study and action research processes were conducted on spring and autumn semesters in two and three elementary schools, respectively. In schools, teachers and students' parents were acknowledged with an information letter and a voluntary participation form. While case study was conducted with 3th and 4th grades in two different elementary schools, action research was conducted with 1st, 2nd, 3th and 4th grades in three different elementary schools. During case study, two classrooms were observed and teachers were interviewed before the beginning of the school day and between courses. In addition, a vice manager was also interviewed in his office and other teachers' attended to two separate focus group interviews. Moreover, a gifted student's parent was interviewed too. During action research, the researcher worked with four classroom teachers for twelve weeks focusing on their needs in supporting gifted student in the regular classroom. Meetings were conducted weekly with each teacher and applications were planned and applied together with the researcher following this cycle: define the problem, make a plan, apply the plan and collect data. All interviews, observations and products collected and saved on digital formats.

Data Analysis

During case study and action research processes: a total of forty two interviews, two focus group interviews, seventy observations were carried out and three hundred and eleven documents/products were collected. Interview and observation notes and records were transcribed. Documents and products transformed into digital formats. All qualitative data transferred into Maxqda 11 and content analysis run through Creswell's (2007) data analysis spiral. To answer the research question, the hierarchy of sub-code, code, subcategory and category used. An illustration of this approach is given below (Figure 1).

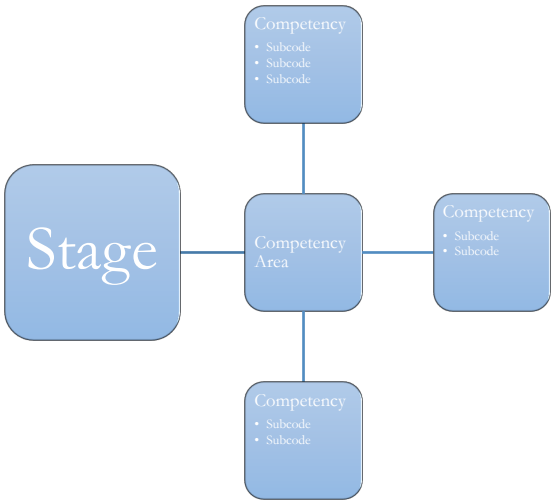


Figure 1. Creating and Revealing Competencies, Competency Areas and Stages via Sub-code, Code, Sub-category, Category Hierarchy

Figure 1 above represents the hierarchical approach in creating and revealing the competency statements, competency areas and stages. First, codes created from sub-codes as competency statements. Second, subcategories as competency areas created by grouping competency statements. Third, categories as stages derived from competency areas. Finally, a thousand and two hundred twenty three coding were formed and two hundred and six sub-codes, codes, subcategories and categories were created. Additionally, inter-coder reliability coefficient for coding was also calculated.

Credibility & Honesty

Researcher aimed at providing persuasiveness, transferability, consistency and verifiability for honesty and credibility of this qualitative research. Frequency of observations and interviews, one and/or two terms of interaction with participants, interviews with teachers, managers and parents, and use of observation, interview and student product for triangulation, advisor's support and asking of participant confirmation (especially during action research phase) were to provide persuasiveness. For transferability, detailed descriptions of participants and their classroom/schools given and participant schools were preferred to be from different socio-economic status for purposeful sampling to provide variety. For consistency; data collection, record and storage were systematically carried out and examined through the research. For verifiability, an independent specialist evaluated and confirmed data, tools and analysis. Additionally, another independent specialist was coded four different interview transcriptions for inter-coder reliability. Calculated coefficient was .78, indicating an acceptable reliability (Fahy, 2001; Kurasaki, 2000).

FINDINGS

What are the competencies for a classroom teacher to support gifted students in the regular classroom?

Content analysis revealed thirty-four competency statements of eight competency areas under four stages. These stages labeled as "Introduction to Inclusion of the Gifted", "Before the Inclusion of the Gifted", "During the Inclusion of the Gifted" and "After the Inclusion of the Gifted", respectively. Competency areas labeled as "Basics of the Domain", "Vocational Principles", "Cooperation and Support", "Precautions and Arrangements", "Planning and Programming", "Management and Climate of Inclusion Classroom", "Implementation and Evaluation of Inclusion Program" and "Maintainability", respectively. The first stage, Introduction to Inclusion of the Gifted, included "Basics of the Domain" and "Vocational Principles" competency areas that derived of five and four competencies, respectively. The second stage, Before the Inclusion of the Gifted, included "Cooperation and Support", "Precautions and Arrangements" and "Planning and Programming" competency areas that derived of five, three and four competencies, respectively. The third stage, During the Inclusion of the Gifted, included "Management and Climate of Inclusion Classroom" and "Implementation and Evaluation of Inclusion Program" competency areas that derived of three and seven competencies, respectively. The fourth stage, After the Inclusion of the Gifted, included "Maintainability" competency area that derived of three competencies. Regarding and considering the limits of a paper to be published as a research article, the

author of this paper has briefly given evidence on how each competency statements were derived. Full-length and detailed version of deriving all competencies can be accessed from Akar (2015). Evidence for uncovering the competencies within the competency areas under each stage is summarized below.

Stage 1: Introduction to the Inclusion of the Gifted

Competencies of Basics of the Domain

Themes and selected quotations which researcher determined related to five competencies under competency area named Basics of the Domain were as following (Table 1). First competency is to be able to understand giftedness and being gifted. Observations and field notes reflected issues related to classroom teachers' views on critical issue of identifying during preschool years, their intention in following a route to separate the gifted and to cover his/her talent(s), a teachers' use of a phrase such as "…going to get normalized among others in the classroom". In addition to these were school administration's unawareness of gifted students, classroom teachers problems in recognizing the gifted, misunderstanding the gifted student's behaviors and labeling those behaviors such as problem behaviors. During the action research phase, the researcher and a classroom teacher together determined in a form, which sent from ministry of national education, included the term gifted under the title of the type of student's disability. Then classroom teacher Veli criticized this situation as labeling the gifted as a "tie down" in education system. Another classroom teacher Berna noted about her views on being gifted, "Intelligence or talent? Some students comprehend what they read. Memory thing… Some students have strong memory, they remember; some students make interpretations even if they have no strong memory, they make inferences.". She added, "Intelligence is the capacity to improve talent… If you have that talent, you improve it with your intelligence.".

Table 1. Sub-codes, Codes (Competencies), Sub-categories (Competency Areas) and Categories (Stages) of the Stage 1

Stage	Competency Area	Competency (To be able…)	Sub-codes
Introduction to Inclusion of the Gifted	Basics of the Domain	1. To understand giftedness and being gifted	Meaning of being gifted, importance of early identification, who is the gifted student?
		2. To identify characteristics of gifted	Student characteristics, student profiles, student needs, difference between gifted and successful student
		3. To master basic knowledge regarding gifted education	Appropriate education environment, support options in school, rearranging the classroom environment, effects of classroom level, ways to support the gifted, teacher behaviors, teacher competencies, teacher attitudes, philosophy of educating the gifted
		4. To determine and nominate the potentially gifted student efficiently	Realizing the potential, parent effect, lack of multiple nomination techniques, teacher nomination
		5. To master administrative texts regarding gifted students and their inclusion in education	Teacher's responsibilities, school management's responsibilities, having educated with peers, providing special supports
	Vocational Principles	1. To adopt the comprehension of talent supporting and need addressing within the scope of individual differences	To address all kinds of students, attitudes towards individual differences, supporting talent in classroom
		2. To be aware of his/her vocational requirements towards gifted's inclusion in education	Being a part of general education system, teacher's experiences, being focused on teaching, lack of appropriate student and teacher books, vocational experiences, being focused on learning, awareness problems, teacher characteristics, teacher's educational background, arrangement of classroom environment, supports to be provided in school
		3. To adopt the comprehension to maintain the process of gifted student's inclusion in education by working planned and programmed	Planning skills, commitment to school, unplanned and non-programmed process, unconstructed implementations
		4. To adopt the comprehension of not only a group of students but every student's benefit from a course at his/her learning rate as an inclusion principle	Being focused on learning rate, lack of individual relevance, problem of segregating the gifted, student centeredness

Classroom teacher Veli too shared his view about giftedness,

> Can we think like this? An energy or love in that gifted child, which enables and involves him/her into both positive and negative things. Yes, being hyperactive or completing tasks in responsibility, I am not sure how these reasons connected to giftedness but a quite calm, passive, stable and non-productive child should less likely to have a potential in terms of giftedness.

Another classroom teacher Güler notified a memoir of her about the gifted student and giftedness,

> Sometime ago we held an exam, a joint exam with another class. A student from that classroom came and told that their teacher was asking for an answer key of the exam. I told him that I have not prepared yet. Gifted student, who was working with something by the time, rose his head up and asked the student, "What is the problem? Cannot your teacher find answers and ask for an answer key?" He is a very interesting student.

Second competency is to be able to identify characteristics of gifted. Observations and field notes reflected issues related to classroom teachers' reported and limited characteristics regarding gifted students such as; gifted students prefer to communicate with grown-ups, do not like writing, prefer building friendship with other gifted students, school commitment. In addition to these were being a young researcher, leadership abilities, being aware of his/her differences, prefer going towards scientific concepts, being successful at tests, having strong verbal abilities, asking extreme questions, like discussions and brainstorming, feeling frustrated when failed, perfectionism, and being extravert. Classroom teacher Mehmet stated, "My gifted student wants to become a vet. He has pets and plants at his room. Once he wanted to feed a heifer as a pet in his room just because of his deep interest in animals.". Another classroom teacher Berna reported, "I came across with my gifted student in a book fair lately. He had bought lots of books about machines.". After researchers' share of the information about gifted versus successful student characteristics, a classroom teacher reacted that "Now I started to think that one of my student may have higher potential than the gifted one." and she continued about the gifted one:

> I was aware of his potential since his 1st grade. I would like him to enter good schools. His ideas and behaviors are at grown up level. He can answer if I ask upper level questions. He was able to multiply at 3th grade level when he was only 2nd grader. He has not been interested in child or pop songs. He has been interested in dramatic songs, grownup songs; and he signs them. He gets uncomfortable if he could not fully understand something.

Third competency is to be able to master basic knowledge regarding gifted education. Observations and field notes reflected issues related to the dilemma of private school/classroom or inclusion for the gifted, gifted student as a burden for classroom teacher, lack in supporting the gifted, lack of resource room and other opportunities, need in reconstructing classrooms for supporting gifted students and course level vs. gifted student's level. Classroom teacher Berna stated, "What should immediately be done is to open schools that provide special education for gifted students, like the ones for disadvantaged students.". Another classroom teacher Veli discussed student assessments on a three-likert scale (very good, good, must developed) "…yes, this shows how he/she progressed in terms of academic aspects but this does not show how he/she is a better and a promising student. I would like them to be assessed on different criteria…". And he continued: "I was not thinking that I had talent in arts. However, when I saw my own drawings in a drawing course that I took under undergraduate minor at faculty years; I witnessed that training and/or programs can develop talent.".

Fourth competency is to be able to determine and nominate the potentially gifted student efficiently. Observations and field notes reflected issues related to parental effects in nomination process, lack of parent/self/peer nominations, teachers' difficulties in realizing students' talent(s), teachers' lack of self-confidence, non-use of ways to find potentially gifted students, non-use of alternatives to construct extraordinary problems and/or tasks, using different nomination forms can help focusing on different students and spreading the nomination process over time. When researcher suggested use of a parent nomination form, classroom teacher Veli stated that:

> Will it be possible to apply these to all students? Because I really wonder… Students wear a uniform before coming to school; both physical and identity uniforms. They wear manners on themselves that fit school, not only a blue school uniform; something beyond it. Characteristics may be restricted at home and parents tell them do not behave like this or that. Perhaps those uniforms prevent us to discover creativity, talent and sparkle in their intelligence. I would like to apply this form to all of them because they may feel more comfortable with their parents.

After using parent and teacher nomination forms together, he added, "…These forms are quite useful. To see our and parents' or a third person's thoughts about students coincide together on those forms is more convincing and motivating.". After using different forms, he also confessed that he began to realize one of his non-gifted student's potential to be identified as gifted with remarking student's curiosity, prefer in asking instead of responding, quality of questions and, nonsensical and lunatic ideas.

Fifth competency is to be able to master administrative texts regarding gifted students and their inclusion in education. Observations and field notes reflected issues related to school administration's unawareness of gifted students and their educational needs, lack of school administration support, need of a separated support unit, classroom teachers' lack of seeking and asking support/help from school administration. In addition to these were need of a private support, lack of support from ministry of education and unawareness of classroom teachers' responsibilities in inclusion of the gifted. Classroom teacher Güler noted about lack of support:

> While there are so many disappointing things, you cannot do much, you step aside. Then you do not think, what do you say to me, if the ministry does not think, if the minister does not, you say that I will get my salary and sit down. As most teachers say. You know, I don't do this, but I'm talking in general, right. The parents did not want to, what can I do, I took a step back and sat down. I don't do it, I try as much as I can, but it's not a self that is the case. There are a lot of chain links, if one link is broken, it is over ...

Competencies of Vocational Principles

Four competencies under competency area named Vocational Principles derived from themes and given as following with selected quotations. First competency is to be able to adopt the comprehension of talent supporting and need addressing within the scope of individual differences. Observations and field notes reflected issues related to lack of problems/questions posed for talented students, belief in impossibility of individualization, course level's inefficacy on gifted student's level, classroom size as a

barrier in focusing individual differences, classroom teachers' reaction of "Am I going to focus on only to gifted student?". In addition to these were beliefs in gifted students' existence brings unfair applications, beliefs in every student is different and so their needs, insensitiveness in students' individual differences, higher IQ causes problems in settling in the classroom. Moreover, classroom teachers' conflict in supporting basic skills or talents, belief in individualizing the gifted may cause problems for other students, main concerns in completing the curriculum than facing students' needs were other themes. Classroom teacher Berna reported that:

> For instance, multiplication is not among our operations on this grade but my gifted student asks if he can multiply while solving problems. I straddle between saying yes and no. Sometimes yes, sometimes no depending on the moment. If I say yes to him, I know there are others who cannot multiply because we have not yet discussed this subject. When I say to gifted student to perform an undiscussed subject, he becomes privileged. Or other students get aggrieved.

Another classroom teacher Güler added,

> …I have a curriculum to complete. Your gifted child may be different but other gifted student's parent do not react or ask that way. If your expectations are too much, you had better go find a teacher who is able to response to those. This is what I am.

Second competency is to be able to be aware of his/her vocational requirements towards gifted's inclusion in education. Observations and field notes reflected issues related to incomprehension of difference between teaching and learning, classroom teachers' self-perception of doing everything he/she can, being unaware of what they need, not to attempt to support gifted student, not to request support from school management, need of teachers with self-criticism, classroom teachers' characteristics and attitudes as essential variables. In addition to these were need in improving themselves, possibility of teacher's training college graduate classroom teachers' efficiency, needs in providing classroom environment for supporting talent, lack of resource room support, assignment of other school teachers instead of specialists in resource room, inefficacy of course books, boring and routine activities in the classroom, focusing on basic knowledge and skills. Moreover, being too much experienced in teaching, lack of teaching skills in activating the gifted student, teacher centeredness, learning outcomes in general curriculum, inefficacy of in-service training, lack of encouraging students, openness to change, teachers' undergraduate background, lack of skills in arts and music courses and problems in motivating students were other themes. Classroom teacher Berna notified that, "There is a need in in-service training programs for teachers about educating gifted students like the ones designed for educating disadvantaged students.". Another classroom teacher Veli added that, "We, classroom teachers are not competent about this issue." and "Yesterday my gifted student came and asked that why aliens are always shown as evils. This created sparkles on everybody, I mean going out of routines adds them value.". And another classroom teacher Güler's reaction while she and researcher were trying to pose different types of problems for gifted and non-gifted students using a matrix was,

> I see... I will…We will be satisfied of their responses. I give the problem to a student and then he/she finds a solution. Am I going to interfere? Like it is right or wrong. Because you know there is always one right answer..

She also added about one of her gifted student parent's expectations:

> They struggle for their child to stand out. "Our child is smart enough, he can make it; ask more than that…" they say. And I say "There is not only your child in the classroom, there are others too.". I have 25 students. All are my precious. This class has an average, has a level. I follow this grade level…

Third competency is to be able to adopt the comprehension to maintain the process of gifted student's inclusion in education by working planned and programmed. Observations and field notes reflected issues related to gifted students' behaviors to occupy him/herself because of the course level, gifted students' loss of motivation due to their needs in individual attention and always asking for more, requirement of effective programs between school and pull-out programs, classroom problems because of gifted students' learning rate, current classroom environment and climate do not address their needs. In addition to these themes were classroom teachers' difficulties in planning and programming, need in endowing planning skills, inefficacy of IEP's content, need in affective programming tool and lack of differentiation for gifted student. A classroom teacher in the focus group reported what she has been casually doing with her gifted student:

> I give guidance to my gifted student and even I ask her to assist me in my work. I try to make her benefit from me like a master-apprentice relationship. I make regulations toward her and bring different questions/problems. I give her different responsibilities. I ask her different questions in different levels.

Another classroom teacher who considered her gifted students' behaviors as problem behaviors was determined not to have a plan and/or a program for that student, as well as other participant teachers.

Fourth competency is to be able to adopt the comprehension of not only a group of students but every student's benefit from a course at his/her learning rate as an inclusion principle. Observations and field notes reflected issues related to normalization of the gifted in the classroom, possibility of talent loss, non-individualized teaching practices, perception of separation if providing individual support for gifted student, tendency and lack of constructivism, being distant from student centeredness, classroom teachers' tendency of being always active, non-constructivist classroom teachers for gifted students. In addition to these were lack of skills in activating every type of students, perception of unfair in differentiated practices, lecturer wise teaching, problems in using additional activities for gifted, concerns in getting out of the curriculum, classroom as a monotype student and problem of prominence of not student's but classroom's level. Classroom teacher Veli's statement about separating the gifted was:

> I bring science books to class to let them enjoy different things. I want to open a door to them. More could have done but here is a disadvantaged zone. I really do not want to dive into things like taking them to different places because expectations will rise and separation issues will come to the fore; why some students and why not whole class…

Stage 2: Before to the Inclusion of the Gifted

Competencies of Cooperation and Support

Five competencies under competency area named Cooperation and Support derived from themes given as following with selected experiences and quotations (Table 2). First competency is to be able to provide cooperation between gifted student's inclusion program in school and other programs out of school by collaborating with each of those programs. Observations and field notes reflected issues related to gifted student's attendance in out of school programs, content of the program, school and out of school program together as a burden, over attendance problem, gifted students drop out from out of school programs. In addition to these were out of school program's content does not match up with gifted students' needs, gifted student's waste of time and not to care in selecting out of school programs and courses. Classroom teacher Berna's statement related to this competency was "Student has been experiencing difficulties, which I think caused from the center where he goes in the morning. He becomes exhausted in there and comes to school too tired. And, he experiences difficulties in motivating to courses at school.". Another

Table 2. Sub-codes, Codes (Competencies), Sub-categories (Competency Areas) and Categories (Stages) of the Stage 2

Stage	Competency Area	Competency (To be able…)	Sub-codes
Before the Inclusion of the Gifted	Cooperation and Support	1. To provide cooperation between gifted student's inclusion program in school and other programs out of school by collaborating with each of those programs	Content of program or course attended, over-participation problem, drop out (program or course)
		2. To include gifted student's parent into his/her inclusion in education process	Parent's attitudes, activating the parent, to obtain information from parent, parent's skills, parent's behaviors towards the teacher, interaction between parent and teacher
		3. To provide required support from school management related to inclusion of the gifted in education within administrative texts	Asking support from school management, supports to be provided by school management, expectations from school management
		4. To interact with specialists who do scientific research about inclusion of the gifted in education	Working with specialists, lack of school counselor's support, specialist support
		5. To follow up scientific resources on gifted students and their inclusion in education	Improving knowledge and skills, attitudes towards the gifted, myths about being gifted
	Precautions and Arrangements	1. To take precautions in order to eliminate intraclass situations that may cause a loss in gifted student's talent(s)	Being bored in course, waiting in the class, completing assignments faster and earlier, motivation to lesson, activities in student's books, losing talent
		2. To prepare regular classroom environment and all students in the classroom to inclusion in education	Class level, analyzing factors related to classroom environment, classroom climate, problems in inclusion in education, respect to individual differences, perception of being equal to each student, performing more than one work simultaneously
		3. To cope with difficulties that may originate from different variables special to classroom environment	Physical inadequacy of classroom environment, frequency of gifted students in the class, frequency of students with special needs in the class, class size, students' level differences
	Planning and Programming	1. To gather information that is necessary to prepare an inclusion program for a gifted student	Information about the gifted student, students' emotional development, uselessness of IEP, student's curiosity and concerns, student's social development, student's talent areas, student's gifted characteristics,
		2. To determine comprehensive and efficient objectives that support and develop talent(s)	Choosing accurate objectives, being objective-focused, needs regarding on objectives, roles regarding on objectives,
		3. To include effective methods, approaches, strategies, teaching techniques and tasks being used for educating the gifted in regular classroom in the inclusion program	Lack of or non-use of acceleration, using strategies, differentiation, enrichment, grade skipping, importance of domain specific methods and techniques, supporting talent development, well-defined problems, product oriented in given tasks and assignments
		4. To find movement area for objectives of inclusion program of the gifted by being flexible in current general education program	Concerns in completing the curriculum, lack of time to implement, classroom environment and the rest of the class, objectives in general curriculum, problem of perceiving the class as one

classroom teacher Güler reported, “Student enrolled to a center. Then he got bored because he had always finished given activities faster. He argued with the teacher and quit the course.”.

Second competency is to be able to include gifted student’s parent into his/her inclusion in education process. Observations and field notes reflected issues related to parents’ needs in gaining guiding skills related to their gifted child, parents’ needs in getting trained in communication-cope with-supporting their gifted child, classroom teachers’ report on lacking request from parents’ about their gifted child and need in providing detailed information from parents about gifted students. In addition to these were need in affective advices to parents, importance of giving active roles to parents in supporting their child’s talent, sharing parents’ observations and determinations about the gifted child, providing active participation of parents’ into gifted child’s inclusion process and parents’ difficulties in supporting their child. For example, classroom teacher Ferdi believed that his gifted student had no talent in drawing. When he asked her family about this and her family sent student’s everyday drawing book to the teacher, student’s talent came in sight in her everyday drawings.

Third competency is to be able to provide required support from school management related to inclusion of the gifted in education within administrative texts. Observations and field notes reflected issues related to school administrator’s report on lacking requests regarding problems and help by teachers, school administrator’s unaware of gifted students and their needs, school administrator’s no support, classroom teachers’ work load, no training provided by school administrator, no care of gifted students on middle school level. In addition to these were need in the leadership of school administration in order to provide supporting environment, necessity of enabling resource room for gifted students, need in assistant teachers, need in specialist support in school and lack of interventions for gifted students in schools. Classroom teacher Veli reported that, “I asked for support from school administration while students were in first grade and I was told to get support on following grades.”. However, another schools’ administrator interestingly stated that “We had no request about gifted students from teachers up to the present.”.

Fourth competency is to be able to interact with specialists who do scientific research about inclusion of the gifted in education. Observations and field notes reflected issues related to classroom teachers’ request from specialist to observe their classes, lack of school counselor’s support, classroom teachers’ need of instant help, classroom teachers’ request in specialist and school interaction. In addition to these themes were gifted students’ need of specialist support, classroom teachers’ need of a specialist support to arrange classroom environment and to support gifted students, classroom teachers’ need to have trained by specialists. Classroom teacher Güler’s statement about working with the researcher was, “…I worked with you together for a short period of two/three months and once in a week. Even so I really learned a lot from you…”. Other participant teachers also mentioned their satisfaction of working with a specialist.

Fifth competency is to be able to follow up scientific resources on gifted students and their inclusion in education. Observations and field notes reflected issues related to classroom teachers’ lack of scientific resources in gifted education, their limited knowledge about gifted education, their need in developing skills on supporting gifted students, their perception level on gifted students and their education. In addition to these were different beliefs towards gifted students, differences in attitudes towards gifted students and lack of tendency to improve their knowledge and skills towards gifted education.

Competencies of Precautions and Arrangements

Three competencies under competency area named Precautions and Arrangements derived from themes given as following with quotations. First competency is to be able to take precautions in order to eliminate intraclass situations that may cause a loss in gifted student’s talent(s). Observations and field notes reflected issues related to boredom of the gifted during courses, lack of regulations to motivate the gifted to course or issue, classroom teachers’ tendency of supporting their talent with different questions/problems, course level’s inefficacy on gifted student’s level, immediate loose in their motivation, exhibiting self-entertaining behaviors during courses and gifted student’s advanced level in courses as a problem. In addition to these were completing activities faster and earlier, need in challenging activities for gifted in course books, given roles as assistant to teacher, integration of activities in the class without considering gifted student and gifted student’s desire to be always active in the classroom. A gifted 4th grade student’s parent stated that:

> For example, she does not want to move from A to B than C in a hierarchical issue like A-B-C; and she says she would like to learn it from her teacher otherwise he will get bored in the class.

And she added that: “She was completing the activities faster and responding faster during first grade, and her teacher suppressed him.”. Classroom teacher Ferdi’s confession as a precaution for his gifted student was: “I assign tasks to her like helping others in reading, practicing and some teaching roles…”. Similarly, classroom teacher Veli mentioned that:

> He finishes the test in ten minutes. That is why I created the role “checker” for him. The ones who complete the test mostly bring to him for getting their tests checked. However, if the assignment is about writing a story, he takes his whole time.

Another classroom teacher Berna reported that:

> For example, we did an activity in the classroom and both two gifted students finished that activity faster and moved to another one. When response turn came to one of them, he could not find in which activity we were working on.

In order to achieve this problem, researcher suggested to this classroom teacher to use additional activities that challenge the gifted students under teacher’s control. Researcher prepared a few sample activities and passed them to the classroom teacher to use them at her courses. Classroom teacher later reported its’ usefulness and efficacy after using those activities during another course.

Second competency is to be able to prepare regular classroom environment and all students in the classroom to inclusion in education. Observations and field notes reflected issues related to classroom climate and students in the classroom were effective variables, classroom teachers' difficulties with regard to inclusion in education, teachers and students perceptions on individual differences were effective variables, need in respect to individual differences, need in skills for classroom teachers to analyze level differences and special needs between students. In addition to these were, gifted student's classroom level as critical variable, effect of classroom climate generated by classroom teacher, differentiated practices for gifted students as a problem for others. Classroom teacher Ferdi emphasized that, "A special activity for her is impossible, other students ask for their selves too.". Another classroom teacher Berna added that, "I have problems in arranging classroom order. I have two gifted students. They always want to be active during courses. The issue of segregation comes to mind in giving different tasks to them." And she continued:

> They perform more than one task simultaneously like making a paper plane, painting etc… I do not get mad at them. They both listen and perform at the same time. But, other students try to do the same and of course non-gifted students could not achieve it. Gifted students mostly do this in Language and Life Sciences courses. They could not give it up even when they have warned.

Another classroom teacher Veli stated about his classroom climate;

> He was already reading and writing when he started to first grade. It was hard for me but also it was a good experience too. I used his potential because he was a good example. For instance, other students mostly avoid negative comments about him. Because they are aware of his talent, perhaps they think he is special…

Third competency is to be able to cope with difficulties that may originate from different variables special to classroom environment. Observations and field notes reflected issues related to the quantity of students who identified with special needs as a burden for classroom teacher, special students effect as another variable, crowded class size as a manifestation to individualization, insufficient classroom environment, students' level differences as a negative effect on classroom environment. In addition to these were, ideal class size effects classroom environment positively and more than one gifted student in the classroom has both negative and positive effects. Classroom teacher Güler of fourth grade reflected her difficulty about classroom size and students with special needs in her classroom referring to individual attention to students; "It's OK if you have a class size of twenty. But thirty seven students in the classroom even do not allow walking between them.". Another teacher Veli added about students' levels and differences:

> Existence of a variety of students… Different kinds of students in the same classroom decreases the quality of education. Communication between students, teacher's motivation, dialogue between parents… I actually faced with huge difficulties but there is nothing to do. They are all children at all. I try my best for them…

Competencies of Planning and Programming

Four competencies under competency area named Planning and Programming derived from themes given as following with quotations. First competency is to be able to gather information that is necessary to prepare an inclusion program for a gifted student. Observations and field notes reflected issues related to needs in considering gifted student's social development, needs in comparison of course content and gifted student's level, addressing gifted students' talent areas, inefficacy of IEP on supporting gifted students in the regular classroom, lack of including the classroom environment and other students in an IEP. In addition to these were, needs in addressing the interest areas of the gifted student, determining the deep interest areas, using different resources to collect data about the student and assessing gifted student on a developmental perspective. When the researcher examined a first grade gifted student's everyday drawing book, which requested to have sent by her parents caused student's talent in drawing to be questioned. Her teacher's detailed information also supported and extended her talent in this area:

> She uses details in her paintings quite well. She draws clothes in details. She likes drawing and painting. She designs clothes out of waste fabrics. Waste paper, fabric, wood, stone toy parts become her design and action materials. Among her handcrafts were painting, sculpture, weaving…

Another teacher Veli reflected his gifted student's passion and its effects on him:

> His passion is to satisfy himself, not to outrun someone. Passion with positive intentions. Consequently some negativities occur. Missing details or misread because fast reading and mistakes in responses. Like missing a question in a negatively structured sentence. When I show him later, he gets sad. There are mistakes in tests because he still has the feeling or desire to complete the test faster…Decrease in his success wears down him. Like he sits and cries because of getting a grade of 80 out of 100 on a test.

In addition, he added that:

> Extended version of the current topic in a course comes more attractive to him. But he reflects if there is an issue that burdens his memory. He mostly comes and ask me about it. It happens in mathematics or in other courses. I think he is aware of he could not be able to do other things if he had not understand that… When he asked to pose a problem with given data, he is able to create a problem with many stages and details in it… He writes the dialogues in story like he lives in it; he never goes back and reads what he has written…

A gifted student's parent reported about social issues of their gifted child: "One day he had a problem because a child took his stuff without asking. He desired to exhibit extreme behaviors towards her. Socializing harms him.". And same student reported about his social condition and loneliness: "One of the most thing I have ever wanted to do is riding bikes with friends.". His classroom teacher Güler added about his abilities:

> If we look at our topics like anatomy, I give research tasks without diving into details. But, he says I researched and we have this quantity of veins, we have this, we have that in details… He likes reading thick books. Sometimes he quits because of getting bored. It is hard for him because the topic and book is above his age… He likes mathematics and science. He has a strong reasoning ability. He responses too many problems without operating on a paper. When I say you have to use a pen and a paper, he finds it unnecessary. He finds different ways of solutions… I know he is well in drawing but he draws with a high hand even if a topic is given. He never uses a composition. I babble he says. Free and original. I do not try to do something or create something. When you give a topic and say draw, he creates an irrelevant combination. But, his drawing is well. He draws mini figures and objects on every part of his books and notebooks. He even can draw while reading something.

Second competency is to be able to determine comprehensive and efficient objectives that support and develop talent(s). Observations and field notes reflected issues related to gifted student's level above the course's level, given roles in assisting teachers, loading unstructured different responsibilities to gifted students, need in providing independent learning options by using gifted student's research interests, inefficacy of students books and teaching materials, need in effective programs that include objectives, being distant from talent supportive objectives. In addition to these were, practicing monotonous activities, non-use of open ended processes, ill-structured tasks given to gifted student, lack differentiation to gifted, lack of using planning tools, limitedness of objectives in the general curriculum, courses being held via lecturing and question-answer method, tasks without objectives given to gifted student. Classroom teacher Berna observed to have given a gifted student an activity paper including a number of multiplication operations that gifted student completed in minutes. She later reported about being distant from objectives that supports talent: "I did something in mathematics for them, using pencils in different colors. When they used those pencils, they could not have finished the task earlier… I specifically told them to use different colors for each digit…". She added, "I let one of my gifted student to be my assistant and gave him errands.". While researcher was trying to show two different classroom teachers how to develop objectives that supports creativity and talent in mathematics and literature, Berna was one of those teachers who agreed to apply objectives not only for the gifted student but for all of the students in the classroom.

Third competency is to be able to include effective methods, approaches, strategies, teaching techniques and tasks being used for educating the gifted in regular classroom in the inclusion program. Observations and field notes reflected issues related to assessing grade skipping as an acceleration, classroom teachers' need in appropriate methods and teaching techniques, need in activities and problems that develop talent, need in skills to prepare implementations to be included in gifted student's program, course books as a barrier to support talent. In addition to these were, need in enrichment and differentiation practices in the classroom, inefficacy of activities in course books, limitedness of performance tasks given in course books, unawareness of real life problems in developing talent and performance tasks structured as knowledge oriented. Researcher tried to show classroom teacher Berna how to use differentiation in a course focusing on topic "the space" using a video from NASA in which an astronaut was trying to conduct an experiment about things to happen when a wet cloth squeezed in space station. Researcher and classroom teacher Berna structured tasks as group works and applied it to whole classroom. End of the day, classroom teacher Berna reported, "I really liked this. It has nothing to do with the general curriculum, it is a very different one and it lets students' mind work.". Another one was trying to show another classroom teacher Veli how to differentiate a course in mathematics using model-eliciting activities. Researcher explained the activity to the teacher and teacher applied it as a group work in his classroom. He then found activities different and efficient. Moreover, the gifted student's assessment about the activity was also supported teacher's ideas:

> It was just my cup of tea. Because I like working with operations. I sometimes play with a calculator. For instance, we calculated two hundred and forty nine as a solution, and you wish to find better solutions after every trial. The better result you reach, the better you understand. When you understand better, what we found, how we found… It was a very good activity. Doing it as a group brought us to upper levels. It was very good.

Researcher also showed the same classroom teacher how to pose seven different types of problems using a matrix called Discover Problem Matrix. Then, he prepared different problems using the matrix and applied it to his classroom as he named it "Mathematics in Seven Steps". He assessed his experience as,

> It has a characteristic like addressing to all levels. It almost acts as a measuring tool, at least an indicating tool. For instance, when you give a student problems that posed using the matrix and ask him/her to solve one of them, the problem that student verged may be an indicator. Apart from those, I really enjoyed to have mastered a tool like this. It was also fun and different for students.

Fourth competency is to be able to find movement area for objectives of inclusion program of the gifted by being flexible in current general education program. Observations and field notes reflected issues related to topics on courses take a long time of period, necessity of considering non-gifted students, limitedness of existing objectives and implementations, classroom teachers' fear of going out of the curriculum, tendency of moving objectives out of the classroom. In addition to these were, difficulties in finding time to get prepared, effects of teachers' time management skills and convenience of enrichment and differentiation on existing objectives in the curriculum. Classroom teacher Veli criticized the objectives in the general curriculum: "It's like a field manual at the army. Dry your hands, touch the socket… It was always emphasized like, prepares for listening.". Another teacher Güler added: "We cannot conduct too many brain storming in the class, there is no chance for it. Prepares for listening, uses his/her foreknowledge. What kind of objective is that? Take this, prepares for listening, determines his/her purpose of reading…". Additionally, she continued about going out of the curriculum:

> We have a curriculum and we cannot go out of it. I told you we have no time for it. I cannot finish my topics. I could not have finished the language book yet and we are almost at the end of the year. If you do more activities, you drop behind.

Stage 3: During the Inclusion of the Gifted

Competencies of Management and Climate of Inclusion Classroom

Three competencies under competency area named Management and Climate of Inclusion Classroom derived from themes given as following with quotations (Table 3). First competency is to be able to construct an effective classroom climate by using gifted student's talent(s). Observations and field notes reflected issues related to gifted student positive effect on their teachers, gifted student foster teachers and other students into research by going out of routines, they motivate the class in a positive way, gifted student effects the class in a positive way and they teach subjects to students when teacher cannot. In addition to these were, existence of the gifted may create a unique classroom climate in a well-constructed classroom environment, gifted students affect

others in a course with their different ideas, ill or well-constructed tasks and responsibilities as an assistant to teacher. A classroom teacher pointed out in a focus group: "I cannot teach some issues to students. I get help from my gifted student at those times. Interestingly, she succeed in teaching those issues to her friends and let them learn by using her choice of methods.". In classroom teacher Mehmet's class, researcher observed a gifted student during his presentation and noted about what a gifted student can do even if the task is limited:

> He was presenting about electricity. He used different images and he prepared a presentation plan. During the presentation, he asks questions like what if there was no electricity. But his teacher do not care about the question. However, it was a quite good question to start a discussion of an hour. He used animations in his presentation. He emphasized electricity sources and things to do in case of hazards. He used comics focusing on what to do at school. Additionally, he highlighted students about wet and dry batteries.

Table 3. Sub-codes, Codes (Competencies), Sub-categories (Competency Areas) and Categories (Stages) of the Stage 3

Stage	Competency Area	Competency (To be able…)	Sub-codes
During the Inclusion of the Gifted	Management and Climate of Inclusion Classroom	1. To construct an effective classroom climate by using gifted student's talent(s)	Effect of the gifted, assistant roles in teaching, using the gifted as an engine
		2. To exhibit classroom management skills unique to inclusion of the gifted in education	Sense of humor, being every students' teacher, quality of teacher instructions, basic skills in classroom management, philosophy of education in unified classrooms
		3. To manage gifted student's behaviors that may affect teaching-learning process in the regular classroom	Perfectionism, self-regulative tasks, to avoid from extra-ordinary behaviors, warning and punishment, lack of technique use, urge of being active, over-curiosity, over-excitabilities, unexpected behaviors, relationships with friends, bite back
	Implementation and Evaluation of Inclusion Program	1. To adapt gifted and non-gifted students' educational attainments and learning experiences by arranging them to support talent development	Reaching each student, positive effect of the gifted, all students' benefit
		2. To accurately and effectively apply methods, approaches, strategies and teaching techniques that develop talent(s) of the gifted in the regular classroom	Choosing effective method, technique and strategy, surpassing the phenomenon of waiting in the class, talent development,
		3. To apply tasks given to the gifted student during his/her inclusion in education process by constructing each task such as to product oriented and talent supportive	Product oriented tasks and assignments, elective tasks and assignments
		4. To encourage gifted and non-gifted students in the classroom to group studies by grouping students in accordance with different grouping types	Conducting group works, grouping types, encouraging students to group works
		5. To foster gifted student's creativity and productivity by making arrangements and applications to perpetuate his/her creativity and productivity	Fostering creativity and productivity, given importance to being creative and productive, differentiating the process with instant modifications
		6. To provide integration of applications and/or given tasks within gifted student's inclusion in education program by analyzing each to be applied individually/group/class	Implementations towards the whole class, group work opportunities, parent's choice, equality problem, individual work opportunities, problems in task development
		7. To make evaluations towards the objectives in gifted student's inclusion in education program	To make righteous evaluations, mistakes in test items, traditional evaluation approaches, lack of domain specific evaluation methods and techniques

Same gifted student was observed in mathematics class in which teacher asked a question of "How many straight lines pass on three dots?" and students in the class started to response as "Only one.". After when three non-linear dots marked on the board, gifted student used these terms: Linear and non-linear. Another classroom teacher Veli reported about using gifted student's talent, "I make a point of choosing the student to sit next to gifted one, to be able to have a capacity to learn from him. I use gifted student as a feeder. Both in terms of academic and behavioral…".

Second competency is to be able to exhibit classroom management skills unique to inclusion of the gifted in education. Observations and field notes reflected issues related to needs for self-criticism of teacher, classroom teachers with low control level and emancipatory, teachers with unified classroom experience come through difficulties while managing classrooms with gifted student, necessity of endowing classroom teachers with unified classroom teaching model, teachers with sense of humor could effectively manage these classrooms. In addition to these were classroom teachers lack of basic classroom management skills experience more difficulties, mistakes in teachers' instructions which gifted students easily debug, teachers with strong

communication skills could effectively manage these classrooms, use of negative feedbacks (wrong, it cannot be, etc…). Moreover, teachers prefer of being the classroom's teacher instead of appealing each student in the classroom, lack of dealing with problems emerging from gifted students' desire to be always active (asking a lot of questions, desire to speak and go out of the topic etc…) and classroom teachers experience problems in motivating the gifted and class were other themes. Researcher observed and noted a conflict between teacher Mehmet and the gifted student in the classroom,

> Gifted student debug a mistake of teacher. Teacher did not listen to the student again and student has been trying to attend without asking permission. Thus, teacher mostly do not listen to his ideas because of focusing on asking permission before speaking. Then student debug another mistake.

Same gifted student's responses to his teacher's questions were,

> Teacher: What cities does Germany have?
> Gifted student: What do you mean by "what cities"?
>
> Teacher: Which direction we should follow to go to Bulgaria from Ankara?
> Gifted student: To airport…

In another classroom where researcher and classroom teacher Güler were conducting a group work with students which requires group discussion; classroom teacher suddenly reacted to class because of noise in the class: "The one who wishes to be a good scientist does not talk a lot like this.". Same teacher gladly pointed out her inacceptable "three warnings and then a punishment approach" as,

> Courses are being completed in full since I began to apply this method. I do not feel the need of warning students. If you do not feel that need, course flow occurs more positively. We can go faster. Now, we have more time for activities.

Third competency is to be able to manage gifted student's behaviors that may affect teaching-learning process in the regular classroom. Observations and field notes reflected issues related to jealousy of the gifted, intolerance of unfairness that creates conflict with teacher, gifted student does not like writing, exhibiting problem behavior when their achievement not appreciated, perfectionism, exhibiting insulting behaviors towards other students, having difficulties in reflecting their emotions, introversion, hiding their emotions, non-enthusiastic, over-sensitiveness. In addition to these were, they seem as a problem student because of curiosity and activeness, being dominant to their friends, speaking without permission, having a tendency to go out of the topic, use of warning and punishment technique for behavior management, lack of behavior analysis by questioning its reasons, not being encouraged to self-regulation. Researcher suggested to classroom teacher Berna to use an observation form focusing on understanding gifted student's problem behaviors in order to create solutions by analyzing reasons and effects of the behavior within the environment. Teacher refused to use the form and continued on her own ill-structured approach, "For instance he was warned because of not following the course. He's going to get a punishment after third warning.". She added about consequences of her approach,

> Both gifted students and a non-gifted student punished. Punishment was an assignment to find a dialogue about two characters in a topic in language course. I told both of them research and present it together. One of them rose against me and told me he is not going to do it. He objected but objection is one his characteristics.

She noted about one of his gifted student's perfectionism, "I think this is because of his parents. For instance, he continuously checks his exam paper. He asks me about questions that confuses him because he wants to get a clue for the answer.". Another classroom teacher Güler complaint about gifted student's problem behaviors and she asserted that student quit those behaviors in order not to make the teacher upset. Researcher criticized and suggested teacher to give the gifted student a well-structured task focusing on self-regulation. Task was assisting teacher in observing problem behaviors of students in and out of the classroom. Additionally, teacher Güler asked to observe and note gifted student's exhibited problem behaviors in terms of frequency. Teacher then reported about effects of this task,

> He is not calm, still restless but we have no problem now. His English Language teacher also thanked to him about the change in his behaviors… Observing other students' behaviors and their effects stopped him to exhibit his own problem behaviors… I observed positive changes in his behaviors in a period of a week.

Same student's parent pointed out about his problem behaviors emphasizing the necessity of understanding reasons of behaviors, "He seemed as a problem child which was not originated from him, but his potential. He was misunderstood at most of the times.". This issue also refers to a situation, which mostly experienced by gifted students; because gifted students may likely waste their time in vain and labeled as a child with problem behaviors if no structured or planned supports in the classroom.

Competencies of Implementation and Evaluation of Inclusion Program

Seven competencies under competency area named Implementation and Evaluation of Inclusion Program derived from themes given as following with quotations. First competency is to be able to adapt gifted and non-gifted students' educational attainments and learning experiences by arranging them to support talent development. Observations and field notes reflected issues related to teachers' following non-structured processes, lack of analysis of students' talent(s), unawareness of supporting gifted student means discovering other students' talent(s), need in determining non-gifted students' readiness for differentiated implementations, lack of considering other students in IEP planning and necessity in recognizing implementations in the classroom to support both gifted and non-gifted students as a criteria.

Second competency is to be able to accurately and effectively apply methods, approaches, strategies and teaching techniques that develop talent(s) of the gifted in the regular classroom. This competency is directly related to and derived simultaneously

with one of the previous competencies under competency area called planning and programing; to be able to include effective methods, approaches, strategies, teaching techniques and tasks being used for educating the gifted in regular classroom in the inclusion program. Both competencies share same reasons.

Third competency is to be able to apply tasks given to the gifted student during his/her inclusion in education process by constructing each task such as to product oriented and talent supportive. Observations and field notes reflected issues related to limitedness of given tasks, focus on knowledge-based works, lack of given significance to support talent(s), lack of focusing on creativity and productivity and lack of creating different options in given tasks. Researcher prepared and showed classroom teacher Güler how to create selective performance tasks in a theme of a science class by using a matrix. They together created four different types of problems as different levels of tasks. When teacher shared the task list with the classroom, gifted student observed to have chosen the hardest task. A week later, gifted student presented his extraordinary design to classroom and reported, "I did not have difficulty in creating this. It was totally my idea.". His teacher added about tasks,

> I mostly use course activities as a basis for tasks…I cannot conduct and give tasks as edge as this… I tell my students that there are four-five themes in science and choose one of them. Gifted student had better choose the one above his level.

Fourth competency is to be able to encourage gifted and non-gifted students in the classroom to group studies by grouping students in accordance with different grouping types. Observations and field notes reflected issues related to lack of group works, lack of group work order or arrangement in the classroom, physical inadequacy of classroom to conduct group works, lack of significance in arranging and conducting group works, advantage of group works in classroom with huge classroom size. In addition to these were, argue of students with different abilities manifest group works, teachers' incompetency in grouping types and group works and necessity in fostering teachers to focus on group works and co-operative learning environments. Researcher observed in teacher Berna's classroom that students in a group work tended to raise their fingers to speak where they were ought to discuss each other with group members. Another classroom teacher Veli and researcher applied a model-eliciting activity as a group work in the classroom and teacher previously warned, "Probably half of the students in the class will sit and wait without doing anything. They will keep themselves away without contributing because this activity is very different to them; too far, too meaningless, too unreachable". Then he assessed the group work, "We could not get efficiency because of group works have not been conducting enough in our classroom. Students far from group work discipline prevented the work to be efficient". But his gifted student reported about the same group work, "It was just my cup of tea. Because I like working with operations… It was a very good activity. Doing it as a group brought us to upper levels. It was very good."

Fifth competency is to be able to foster gifted student's creativity and productivity by making arrangements and applications to perpetuate his/her creativity and productivity. Observations and field notes reflected issues related to that students' products exhibited on classroom boards indicated a non-creative and non-productive supportive environment, limitedness of tasks given to students, use of studies that prepared mostly including multiple-choice items. In addition to these were, lack of given importance to open-endedness, lack of transferring real life problems in the classroom, lack of well-constructed processes to foster students creativity, over use of practice papers focused on revising, being knowledge-oriented effects productivity on a negative way, average students' lack of readiness to open-ended processes and teachers' lack of techniques that improve creativity. In teacher Mehmet's classroom, researcher observed that students' were encouraged to tell a fairy tale but no one was being encouraged to create or write a fairy tale of their own. After the course, classroom teacher Mehmet assigned them to learn a fairy tale from their elders. In another classroom teacher Güler's drawing class, students' were observed to ask at the beginning of a drawing course; "What are we supposed draw and paint?". On the contrary, researcher also showed classroom teacher Veli how to differentiate a task by changing its instruction. The task was "Tell and write about your house of your dreams". After completing the task, students started to tell about their houses of dreams and samples included villas with a swimming pool, flats with elevators, homes where a limousine parker in front of it etc.. Gifted student in that classroom stated about his house of dream, "An apartment on a garden with apple trees; a coach and a TV in its elevator". Then researcher and teacher Veli changed the instruction by differentiating it into "Imagine, design and draw a house of your dream that does not exist in anywhere". Consequently, differentiated instruction leaded students into different and extraordinary designs including a shoe shaped house, an apple shaped house, a house on three legs with mathematical operations on its walls etc…

Sixth competency is to be able to provide integration of applications and/or given tasks within gifted student's inclusion in education program by analyzing each to be applied individually/group/class. Observations and field notes reflected issues related to needs in individual study times and activities for both gifted and non-gifted students, thought of continuous individual activities special to gifted may cause problems in the classroom, parent's negative attitudes towards individual applications, perception of discrimination if differentiating for gifted student and lack of encouragement in and out of class group works. Classroom teacher Berna stated about staying distant to individual applications, "I conduct activities for the whole class, not for some of them. Without letting students feel in an individualized way". Another classroom teacher Veli reported as,

> We apply this into the classroom as a whole… This is not a type of work that I could be able to conduct only with the gifted student. We can use this for other students' foreknowledge. I would like all of them to experience different things.

Classroom teacher Güler which criticized by parents' in the way that "Do we raise inventors here?" because of assigning students selective and open-ended tasks stated that,

> …I think I have not forced you enough. Why do not you become inventors? Inventors used to sit in these classrooms too. Everyone has a special talent. Everyone has things to do in accordance with his/her talent. What is necessary is to be aware of ourselves and reveal our talent. My purpose here is to enable you to discover your talents.

Seventh competency is to be able to make evaluations towards the objectives in gifted student's inclusion in education program. Observations and field notes reflected issues related to classroom teachers' needs in gaining different evaluation methods and techniques, needs in using problems posed with different techniques to assess gifted and non-gifted students fairly, insignificance of multiple-choice items in talent development. In addition to these were, needs in focusing on open-endedness, dominance of classic evaluation items(multiple-choice, infilling, match-up etc.), being knowledge-oriented in evaluation, applying processes in planned and objective based bring objective focused evaluations. In teacher Mehmet's classroom, researcher observed a gifted student while class was taking an exam, and he noted,

> Gifted student finished the exam very fast, even if he found mistakes in items. This means items in the exam were below his level, or quite easy for him. If there was a different evaluation for him, this condition would be more efficient too.

Classroom teacher Berna reported about effects of gifted student's aim at earning the highest grades in exams on him,

> For instance, he continuously checks his exam paper. He asks me about questions that confuses him because he wants to get a clue for the answer. This way or that way. However, he does this if he is not sure about the answer. His purpose is to earn the highest or full grade as he always expected to have.

Stage 4: After the Inclusion of the Gifted

Competencies of Maintainability

Three competencies under competency area named Maintainability derived from themes given as following (Table 4). First competency is to be able to make a perpetual and detailed evaluation towards gifted student's applied inclusion in education program. Observations and field notes reflected issues related to classroom teachers needs in gaining planning, programing and evaluating skills, inefficacy of objectives in the general curriculum to assess gifted students' talent, needs in considering products as a strong evaluation criteria instead of test/exam scores, needs in evaluations towards talent supportive objectives separately and need in evaluating the program extensionally whilst applying it.

Table 4. Sub-codes, Codes (Competencies), Sub-categories (Competency Areas) and Categories (Stages) of the Stage 4

Stage	Competency Area	Competency (To be able…)	Sub-codes
After the Inclusion of the Gifted	Maintainability	1. To make a perpetual and detailed evaluation towards gifted student's applied inclusion in education program	Lack of planning and programming skills, needs in use of objective oriented evaluation types, evaluations towards talent development, objectives in the curriculum,
		2. To edit/progress/reprogram gifted student's inclusion in education program with regard to evaluation results	Lack of planning and programming skills, following up an unplanned and non-programmed term, achieving the issue of talent loss
		3. To make provisions for maintainability of gifted student's inclusion in education on following grade and/or school levels	To provide and seek support in following class levels, subject matter teacher problems, unwillingness to school

Second competency is to be able to edit/progress/reprogram gifted student's inclusion in education program with regard to evaluation results. Observations and field notes reflected issues related to needs in extinguishing the problem of normalization of the gifted, lack of planning and programing, being unaware of the importance of evaluating the program, teachers needs in gaining skills in interpretation of evaluation results, critical issue of questioning and revealing whether talent has been supporting. In addition to these were, being distant to IEP applications that requires individual evaluations, needs in determining the level of achievement of objectives, needs in determining the effects of precautions and regulations, teachers' needs in gaining editing/processing/reprograming skills.

Third competency is to be able to make provisions for maintainability of gifted student's inclusion in education on following grade and/or school levels. Observations and field notes reflected issues related to lack of given attention to gifted students at middle school level, subject matter teachers' difficulties in identifying and supporting talent, lack of persistence in support may cause unwillingness to school and need in items and/or statements in administrative texts that provide persistence in terms of supporting gifted students' talent(s). Classroom teacher Veli stated about his future expectations about the gifted student regarding on supports during following school levels, "I would like him to be offered supportive and prudential opportunities or provide options." In addition, researcher observed teachers' complains in a focus group interview about lack of following supportive environments for gifted students, especially at middle school levels.

DISCUSSION

The purpose of this qualitative study was to research and reveal the competencies for a classroom teacher to support gifted students in the regular classroom. The first stage, introduction to inclusion of the gifted, included basics of the domain and vocational principles competency areas. The competencies under the basics of the domain competency area are generally supported by a number of previous research (Akar & Sengil-Akar, 2012; Akar & Uluman, 2013; Gokdere & Ayvacı, 2004; Hultgren & Seeley, 1982; Karnes, et al., 2000; Mosse, 2003; Neumeister, et al., 2007; Ray, 2009; Rohrer, 1995; Seeley, 1998; Schack & Starko, 1990; VanTassel-Baska & Johnsen, 2007; VanTassel-Baska & Stambaugh, 2005). These studies have mentioned issues related to

teachers of the gifted such as; having limited knowledge about being gifted and associating giftedness with being successful in courses, having limited knowledge about conceptions and definitions of giftedness and characteristics of gifted students. Besides, being trained in educating the gifted, having domain specific knowledge in gifted education, problems in determining the gifted potential, having competence in identifying the gifted and talented and having competence in laws and regulations regarding gifted students and their education were also emphasized. Likewise, competencies under the vocational principles competency area are also in line with previous research (Hultgren & Seeley, 1982; Seeley, 1998; VanTassel-Baska & Johnsen, 2007) in terms of individual differences in teaching gifted students and paying attention to individualization. In addition, requirements such as teacher competence in intellectual vocational interests, self-evaluation, determining his/her individual teaching skills, planning and programing skills for educating the gifted were highlighted as other critical issues.

The second stage, before the inclusion of the gifted, included cooperation and support, precautions and arrangements, planning and programing competency areas. Competencies under cooperation and support competency area are grounded by different research (Akar, 2010; Blumen-Pardo, 2002; Darga, 2010; Tekbas, 2004; Mosse, 2003; VanTassel-Baska & Stambaugh, 2005; VanTassel-Baska & Johnsen, 2007). In brief, those research findings have pointed out issues such as gifted students' over attendance to pull-out programs which may likely lead dropouts unless a unique cooperation and ties exist between school and program and parents of the gifteds' concerns and needs about supporting their child. Additional issues were school administration's weak or lacking support in teaching gifted students which may likely change if teachers of the gifted begin seeking and asking for support based on administrative texts and their need to have encouraged to cooperate with specialists regarding the importance of specialist and teacher interaction in teaching the gifted as well as selecting resources proper to student characteristics. Competencies under precautions and arrangements competency area are also supported by previous research (Dimitriadis, 2012; Peine & Coleman, 2010; Yang, Gentry & Choi, 2012) in terms of a phenomenon called waiting in the class (the less or no special regulations for gifted in the class/school, the more likely for gifted students to sit and wait), and other factors such as the size of the classroom which effects the efficacy of methods applied in the regular classrooms for the gifted. Furthermore, another research findings unavoidably advocate the necessity of such competencies as highlighting that gifted students, compared to their non-gifted peers, do perceive regular classroom environment more positive, but they also perceive out of school programs more positive than their regular classroom environment (Yang, Gentry & Choi, 2012). Planning and programing competency area's competencies are also in line with previous research (Eakin, 2007; Hultgren & Seeley, 1982; Johnsen et. al., 2002; ; Ray, 2009; Seeley, 1998 VanTassel-Baska & Johnsen, 2007; VanTassel-Baska & Stambaugh, 2005) regarding on the necessity of assessing the gifted from his/her superior and weak aspects to gather critical information about the student, possessing skills about determining student's needs in advance, having theoretical knowledge about evidence based teaching models in teaching the gifted, becoming a facilitator for independent research and promoting study skills, fostering creative problem solving and individualized teaching techniques, competence to apply enrichment in students' program, cognitive teaching at a quite high level, effective teaching and learning strategies with applying advanced level thinking and metacognition models and, teaching creativity in problem solving, competence to apply differentiation strategies in the curriculum, competence to teaching and learning towards the gifted and lack of time for individual planning to provide course of action for teaching the gifted in the regular classroom.

The third stage, during the inclusion of the gifted, included management and climate of inclusion classroom, and implementation and evaluation of inclusion program competency areas. Competencies under management and climate of inclusion classroom competency area are argued and emphasized in different researches (Ray, 2009; VanTassel-Baska & Stambaugh, 2005) in terms of lack of classroom management skills, having sense of humor, being a facilitator in the classroom, managing gifted students' behaviors by using sufficient techniques in order to reveal underlying reasons to develop affective solutions. Likewise, competencies under implementation and evaluation of inclusion program competency area have mentioned in several researches (Feldhusen, 1997; Karnes, et al., 2000; Moratta-Garcia, 2011; Renzulli, 1986; Sternberg & Zhang, 1995; VanTassel-Baska & Johnsen, 2007) with regard to benefits of supporting the gifted on non-gifted students, teachers be endowed with skills to have competence to apply teaching methods, techniques, approaches and strategies etc. effectively. Moreover, developing and creating alternatives in tasks given to gifted students to encourage his/her to create, lack of conducting group works in the classroom, creativity and productivity as critical components of giftedness, competence to creativity and productivity, competence to perform academic, formal, informal, alternative and differentiated assessments for gifted students were also pointed out as necessary issues regarding to teacher competence.

The fourth stage, after the inclusion of the gifted, included maintainability competency area. Only one of the competencies of this competency area have mentioned such as possessing skills to assess and evaluate the gifted properly via differentiated and alternative evaluations (VanTassel-Baska & Johnsen, 2007) in terms of the need of the gifted to have assessed regarding on his/her own objectives focusing on talent development as an ongoing and independent process. The remaining competencies are related to other critical issues like revealing the effects of gifted student's applied program by assessing and evaluating it periodically in order to make evidence based decisions such as to edit/progress/reprogram. Besides, to prepare and forward a formal but detailed report about gifted's progress may likely form a basis for possible individual supports during upcoming classroom/school levels.

CONCLUSION & RECOMMENDATIONS

In conclusion, this qualitative research study revealed thirty-four competencies under eight different competency areas in four different stages. The provision of educational environments and options for gifted students and the ability to conduct and run programs for talent development in general education classroom environments require classroom teachers to be equipped with specific and field-specific competencies. Riley (2011) emphasized that gifted students need their talents to be recognized, acknowledged, validated and supported, and by providing inclusive classroom teachers with the support to meet their specificity, gifted students will also feel a sense of belonging to today's diverse learners communities. In order to support the gifted and overcome the phenomenon of waiting in the class (Peine & Coleman, 2010), classroom teachers need to gain unique competencies in addition to general ones.

Competencies researched and revealed in the current study are suggested to be used in both practical and research aspects. These unique and research based competencies can be considered as facilitators for developing and applying classroom teacher training programs and courses (undergraduate, graduate, in-service etc…) focusing on teaching the gifted in regular education environments . On the other hand, overall competencies can be used as an evaluation or assessment criteria for examining and reviewing regular classrooms including gifted students and to be included among general competencies as guiding principles for classroom teachers. Current competencies also have a potential to be used to conduct surveys focusing on determining the state and revealing needs of classroom teachers regarding their competence in supporting gifted students in the regular classrooms. Finally, the author of this current study strongly recommends conducting qualitative researches to reveal preschool and subject matter teachers' competencies to support gifted students in the regular classrooms.

LIMITATIONS

Due to the nature of qualitative researches, the findings of this research do not have any generalization concerns. It is possible to reveal different competencies with research to be carried out in different school and classroom settings. The findings of the current study are limited to the classes in which observations were made, and interviews conducted with the teachers of those classes, counselors, administrators, gifted students and their parents, classroom teachers who participated in the implementation process, gifted students and other students in inclusion classes. The data collected during the study process are also limited to the data collection, application and evaluation tools developed by the researcher. The results to be obtained from this research are also limited to the people and environments of those participated in the research.

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Statements of Publication Ethics

I hereby declare that this study has no unethical issues and that research and publication ethics have been observed carefully.

Ethics Committee Approval Information

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