



(ISSN: 2602-4047)

Bilgener, G. (2024). Turkish preschool teachers' perspectives on the education of advanced young learners, *International Journal of Eurasian Education and Culture*, 9(27), 431-451.

DOI: <http://dx.doi.org/10.35826/ijoecc.2842>

Article Type (Makale Türü): Research Article

---

## TURKISH PRESCHOOL TEACHERS' PERSPECTIVES ON THE EDUCATION OF ADVANCED YOUNG LEARNERS

**Gülçin BİLGENER**

*PhD., University Of South Florida, Tampa, Florida, [gbilgener@gmail.com](mailto:gbilgener@gmail.com)*

ORCID: 0000-0002-9616-6085

Received: 13.05.2024 Accepted: 21.08.2024 Published: 15.09.2024

### ABSTRACT

The purpose of this study was to explore preschool teachers' perspectives on education of young advanced preschoolers. The study conducted in a public preschool in the northwestern neighborhood of a city in the Black Sea Region of Türkiye. The convenience sampling employed based on the accessibility of individuals and the site. This study designed as a qualitative study, three semi-structured interviews were used as main data collection methods. Two observation sessions took place during participants' teaching and these observation notes were used as supporting data. Grounded theory utilized for analyzing the data. Multiple types of coding; word-by-word, line-by-line, incident-by-incident, axial, and lastly theoretical coding employed analyzing the data. Three main themes emerged from the data (a) perspective, (b) practice, and (c) factors affecting practices. The preschool teachers' stereotypical perspective disrupted when their students identified and attended Science and Art Centers later in elementary school. The participants felt short for providing a responsive environment for these students during their practice. The participants identified factors that affected their perspective and teaching, including the school facilities, the parents' profile, and their previous experience with students. The findings aim to inform policymakers, researchers, and practitioners, guiding future studies and the development of professional development programs for in-service and pre-service teachers.

**Keywords:** Teachers' perspectives, teachers' responsiveness, advanced young learner, early childhood, in-service teachers.

## INTRODUCTION

Early childhood teachers should constantly adapt and enhance their teaching skills to meet the diverse needs of their students. To fashion an appropriate curriculum for advanced and gifted children, teachers should understand the needs and characteristics of these children (Schroth & Helfer, 2008; Walker et al., 1999). This study predominantly employs the term “advanced” instead of “gifted” because preschool teachers who identify a child's potential should provide a challenging environment without awaiting the formal identification typically associated with the “gifted” label. According to Smutny and Fermd (2011) advanced learners demonstrated high scores in intellectual ability, creativity, and sensibilities. Therefore, recognizing and distinguishing the characteristics of advanced and gifted students are crucial to provide appropriate and responsive education for these young children. While some may perceive gifted and talented students as having an inherent advantage over their peers, a nurturing environment and deliberate intervention practices are essential for them to reach their full potential (Diezmann & Watters 1997).

Preschool teachers have a great responsibility and the means to create an education program according to each child's skills, so young advanced students can reach their full potential (Sankar-Deleeuw, 2002; Robinson, 1993). When teachers suspect a student may be advanced, they should look for further evidence to confirm their suspicion. Educational settings are mainly organized for typically developing children, often leaving advanced or gifted students unchallenged. Consequently, young gifted students often remain unidentified and underserved within the children with special needs (Sankar-DeLeeuw, 2002). Teachers of young advanced children fall short of identifying and creating the most favorable learning environments for these children (Tezcan, 2012).

Early identification, as early as preschool, increases the chance of a student to develop their gifts into talents. Identified students has better chances to receive services by attending the gifted programs or services. Hence, a student who displays higher accomplishments and becomes identified as gifted receive greater opportunities compared to peers who are not identified or do not have access to limited services (Johnsen, 2012). In early childhood classrooms, teachers employ various assessments to gather information about their students. Utilizing appropriate tests, instruments, and techniques such as observation preschool teachers can gain significant insights in to each child's potential. Roberts and Bogges (2021) suggested teachers should “cast a wide net when identifying children as gifted and talented” (p. 56). The “potential” of a young child is as important as their “capability” in the development of an advanced child.

Advanced and gifted children are more likely to be neglected during classroom activities by their teachers (Sak, 2017). This applies not only to gifted students in primary, middle, or high school, but also to gifted children in preschool (Kuo et al., 2010). When a teacher overlooked a child's potential and needs, this might cause destructive consequences for their overall development. For instance, unchallenged children may display cognitive, academic, social, and emotional problems in their development (Jolly & Kettler, 2008; Neihart et al., 2002; Snowden, 1995) such as becoming disinterested in routine classroom activities; and they may even display

behavioral problems (Siemer, 2009). In this sense, the preschool teachers' perspective on advanced children has determining their experiences with the classroom. When the preschool teachers recognize these students' needs, they can provide effective settings. However, negative attitudes, or misperceptions, or a lack of knowledge can prevent gifted children reaching their full potential, leading eventually to feelings of alienation regarding their own giftedness (Tezcan, 2012). Hence, knowing teachers' attitudes and perspectives towards gifted children is important for these students growth.

### **Research on Teacher Perspectives on the Education of the Young Gifted**

Teachers' beliefs about student potential influence their practice. For instance, preschool teachers hesitate to identify potential in young children, often avoiding using a "label" or "pushing" students to perform academically (Sankar-De-Leeuw, 2002). Similarly, Siegle and Powell (2004) found biases influenced teachers while nominating students for gifted program. Correspondingly, culturally diverse children are underrepresented in gifted programs (De Wet & Gubbins, 2011). Regrettably, such beliefs can prevent early intervention and support for gifted children. Offering a responsive curriculum continuously supports the development of children's strengths and abilities in their early years is essential (Cukierkorn et al., 2007). Therefore, understanding preschool teachers' is essential for ensuring advanced children can reach their potential with the responsive educational services.

Creating structured and challenging instruction in early childhood settings allows teachers to be responsive to students' interests and needs. Teachers always consider their students' level while preparing their curriculum. To develop a responsive learning environment and differentiated instruction, teacher's understanding of what a challenging curriculum and engaging instruction for gifted students is crucial when investigating their perspectives on the education of the gifted.

Various researchers have investigated early childhood, pre-K3, and teacher perceptions, beliefs, and attitudes on education of young gifted students. Jacob (1972) found kindergarten and first grade teachers hold negative attitudes towards gifted and talented students as much as they had for high school dropouts. Rohrer (1995) pointed out teacher expectations of K-1 students stem from the children's families, not the children themselves. For instance, these teachers believed that there was a greater chance that children would be identified as gifted if they came from a two-parent home, had parents who spent quality time with the child at home, had older siblings who were strong students, and had educated parents (Rohrer, 1995). Wellisch (1997) highlighted rural early childhood teachers in Australia held a different opinion about giftedness and were not willing to identify their students as gifted until they were 10 or 11 years old. In addition, some of the teachers attribute exceptional behavior of advanced students to being pushed by their ambitious parents.

Lee (1999) investigated 16 early childhood teachers' conceptions of gifted and talented young children and concluded teachers possess stereotyped beliefs about gifted and talented children. Teachers described these

students as having God-given abilities, motivation, and asynchronous development. On the other hand, Megay-Nespoli (2001) surveyed 64 preservice elementary education teachers on their beliefs and attitudes regarding the instruction of academically talented learners. The attitudes of novice teachers towards academically gifted students changed after three hours of intervention and their level of awareness and confidence in identifying a gifted child and preparing a differentiated curricula increased. Moon and Brington (2008) surveyed K-2 teachers based on four hypothetical gifted students and found these teachers distinguished positive characteristics associated with their gifted behaviors, such as ability to transfer knowledge to real-life situations and curiosity in discovering the how and whys of things.

In recent years, research on teacher opinions regarding gifted education has increased in Türkiye, particularly for primary, secondary, and high school teachers (Akar & Akar 2012; Altıntaş & İlgün, 2016; Çetinkaya & İnci 2019; Kurnaz & Arslantaş 2018; Şenol, 2011). However, studies focusing on early childhood teachers' perspective on young gifted students are very few. Kıldan (2011) discovered 60 preschool teachers' level of knowledge about giftedness in the early years and the education of the gifted needed improved in-service training. Duran and Dağlıoğlu (2017) investigated metaphoric perceptions of 115 preservice early childhood teachers and acknowledged most addressed metaphors as "treasure" and "diamonds", which indicated that preservice teachers held positive attitudes towards young gifted students. Lastly, Yoleri et al. (2018) interviewed 33 early childhood teachers and discovered teachers displayed a lack of theoretical and practical knowledge of the education of the gifted children.

### **Purpose and Importance of the Study**

The education of advanced preschool children is a critical area in early childhood education that requires the use of special approaches and different strategies (Pfeiffer & Petscher, 2008). Teachers should know ways of differentiate instruction for providing effective and responsive education for advanced or gifted students to increase student achievement. Teachers' understanding of responsive curriculum and teaching strategies for advanced and gifted students plays an essential role in success of the differentiation process (VanTassel-Baska, and Brown, 2007). Therefore, purpose of this study is to explore preschool teachers' perspectives on education of the gifted. Understanding how teachers interpret giftedness, along with the identification and instructional strategies they adopt for advanced and gifted students is needed for enhancing the education of advanced and gifted (Kaplan & Hertzog, 2016). The teachers constantly observe developmental stages and educational needs of children. Teachers' perspective play a valuable role in recognizing the educational needs of students. Such insights are pivotal for fostering the individual potential of child (Jolly & Kettler, 2008; Kaplan & Hertzog, 2016). Teacher responsibilities include planning and organizing challenging learning environments to enhance student achievement and stimulate the academic growth of advanced learners (Ruggiero, 2012). The strategies teachers utilized or the challenges teachers face may lead children to unlock their potential (Bildiren, 2018; McGee & Hughes, 2011).

Moreover, such a study can provide the necessary information on preschool teachers' professional competence and training needs on addressing the needs of advanced or gifted students which could lead to professional development programs in this specific topic. Teachers' feeling of inadequacy is a reflection of the difficulties they face in the education of gifted children. Therefore, teachers' opinions may reveal the need for in-service trainings to increase their professional competencies (Kıldan, 2011; Ayas & Kirişçi, 2017). This study was designed to investigate these perspectives, guided by the research questions: "What are preschool teachers' perspectives on the educational needs of young advanced students?" and "How do preschool teachers' perspectives influence their teaching practices?"

## **METHOD**

The research design used in this study is grounded theory, which is a systematic but flexible approach for collecting and analyzing qualitative data. Grounded theory allows researchers to construct a theory from the data (Charmaz, 2014). According to Charmaz (2014), it starts with "inductive data" (p. 1) which requires iterative strategies of touring around data and analysis by utilizing "comparative methods" (p. 1). This bottom up approach begins with the data and little by little constructing a theory to explain the studied empirical phenomena (Charmaz, 2003). Charmaz's constructivist grounded theory allows researchers to discover ways participants construct their meaning of the research topic.

Charmaz (2014) noted with a "gently guided one sided conversation" (p. 56) could investigate a "narrower and or more focused topic" (p. 56) therefore intensive interviews is a suitable strategy to explore preschool teachers perspectives on the education of young advanced child. Charmaz (2014) also clarified the suitability of in-depth interviews for grounded theory methods, since both are "open-ended yet directed, shaped yet emergent, and paced yet unrestricted" (p. 85). The flexible nature of an intensive interview allows the researcher to follow up the emergent ideas during the interview. Similar to grounded theory, my objective was gain insights into the participants' experiences by drawing from the data and returning again to follow up on information gained so as to generate, mine, and make sense of the data (Charmaz, 2014).

## **Participants**

Convenience sampling was employed to invite participants based on the accessibility of individuals and the site (Bloomberg & Volpe, 2012). In this study, teachers from a public preschool in the northwestern neighborhood of a city in the Black Sea Region of Türkiye were invited. All 10 teachers were invited with participation based on their willingness. Ultimately, five teachers volunteered for the study.

**Table 1.** Demographic Information of Participants

Participant	Gender	Age	Experience in career	Years at the school
Asya	Female	39	13	5
Eda	Female	38	17	7
Hayal	Female	41	15	7
Selena	Female	38	15	8
Zuhal	Female	49	13	8

Table 1 illustrates the demographic information of the five female participants involved in the study. The ages of the participants ranged from 38 to 49 years, yielding an average age of 41 years. Their professional experience varied from 13 to 17 years, and they had been working at their current school for a duration of 5 to 8 years. Once the study began, theoretical sampling employed, allowing researchers to engage in this process during data collection. After initial data analysis, the researcher decides on the collection of participants to ensure sufficient representation of the theoretical concept (Charmaz, 2014).

Ethical matters and dilemmas might occur during fieldwork or data analysis (Miles et al., 2020; Saldaña, 2016). This study was approved by the Institutional Review Board at the University of South Florida (IRB ID: STUDY004197). A permission from the Provincial Directorate of National Education was obtained. Lastly, data collection protocols shared with the participants in the informed consent letter. This study had minimal risk to participants given the topic was not sensitive. Participants even benefited from talking or reflecting on their teaching practice. To protect participants' anonymity, no information about the school and city was shared and pseudonyms were used to safeguard personal data (Tracy, 2010).

### **Data Collection Tools**

#### ***Interviews***

The main data collection tool was semi-structured interview, with three sessions conducted for each participant. A pilot study conducted to refine interview questions. Charmaz (2014) also recommended the researcher to construct broad and open-ended questions to start a grounded study. She suggested the questions should be flexible tools that can be revised spontaneously. The pilot study enable flexibility, letting the participants navigate the conversation freely, and allowing for real-time adjustments to question. With this detailed semi-structured interview guide, I became conversant in how to conduct a fluid interview solely depending on the experience of the participant and while fulfilling my research goals (Charmaz, 2014). Additionally, I considered other data sources to capitalize on what I could learn about the teachers' perspectives on advanced students' needs. The primary data sources for this study were interviews, supplemented by observation notes and my researcher journal.

The first interview primarily aimed to build rapport and understand the participant's background and journey to becoming a pre-K teacher (Janesick, 2016; Lincoln & Guba, 1985), and have a peek at their practice in general. The second interview focused on exploring the teacher's beliefs about gifted students' education and their needs.

Semi-structured interviews allowed me discuss with the participants the list of issues (Thomas, 2016), such as following up my initial interview notes and covering other topics that emerged from the literature. The third interview conducted after analyzing the previous ones, served for verification, emendation, and member checking, providing clarity on the participants' lived experiences and addressing any misconceptions (Cho & Trent, 2006; Lincoln & Guba, 1985). This process helped refine the preliminary findings.

### **Observation**

There were two observation sessions with the each participants. A simple teacher observation form created with following questions to “view the events in the setting” (Charmaz, 2014, pp. 43-44):

1. What is happening in the setting(s)? What are people doing? When do they do it? What are they doing? Which actions, experiences, and events routinely occur within the setting? Which patterns of actions and events do you discern? Which actions, experiences, and events are unusual, surprising, or cause consternation?
2. What strikes you as most noteworthy, most interesting, or most telling? What hunches, impressions, and intuitions do you gain that you need to look and check for? Which questions occurred to you while in the field or writing field notes?
3. How would you describe the setting? Who is there? Why? How do people become part of or associate with the setting in each group you find? Are there non-human actors involved in the setting? If so, how? What significance do they hold?
4. Which hierarchies are there for you to discern? How do these hierarchies affect individual and collective actions?
5. What do different participants in the setting seek to accomplish? How are the participants' actions connected?
6. How are material resources involved? What material resources are needed for the actions? How are these resources procured, maintained, controlled, and dispersed?
7. How does your understating shift and change as your research proceeds? Do you have different vantage points in the setting?

### **Researcher Journal**

Keeping a researcher journal allowed me to recognize my tacit knowledge, beliefs, and biases regarding the research topic (Lichtman, 2013). Janesick (2016) suggested creating awareness of the self, the senses, and consciousness and grasping the notion of subjectivity in qualitative research by using a researcher journal. Charmaz (2014) also highlighted the influence of preconceptions on one's thinking and writing, advocating for reflexivity during focused coding. My journal entries allowed me to think critically and develop my preliminary analysis by providing a space for researcher reflexivity. In my free style researcher jottings, for instance, I noted

my surprise regarding a participant's belief that young children should learn concepts later, questioning whether this view limits the child's potential:

“I am so surprised on pg 5, she said that young children should learn behavior and concepts later, when the one is 4 yo and up. Isn't this a limiting belief, a 3yo might have a ‘brain of 5yo’ and display the required behaviors earlier. This perspective limiting the abilities of the child, doesn't mean all children climb the stairs in same manner.”

### **Data Analysis**

In this qualitative study, data collection was followed by an analysis. The first steps included listening to audio recordings and transcribing interviews, which were verified for accuracy by listening twice. Charmaz (2014) suggested the researcher should take action to feel closer to the data; hence, I printed the transcripts for easy access to stay engaged with the data. There are several ways to reach meanings from the data. I employed Charmaz's (2014) Constructivist Grounded Theory as the method of analysis. Grounded theory is one of the methodological approaches to qualitative research and it yields analytic categories directly from the data instead of using preconceived concepts and hypotheses (Charmaz, 2014).

The analysis process requires meticulous attention to the data through various coding cycles (Saldaña, 2016). Charmaz (2014) identifies at least two main phases of coding: initial and focus coding. Initial coding paves the way for further analysis, while focus coding allows for concentrating on the most relevant initial codes and verifying them against the data (Charmaz, 2014). To understand participants' realities, I started initial coding at the end of each interview day. Charmaz (2014) proposed employing different coding techniques as well as to “remain open to all possible theoretical directions indicated by your readings of data” (p. 114) during initial coding. Some coding practices included *In Vivo*, *descriptive*, *process*, and *emotion* (Saldaña, 2016). Word-by-word and line-by-line coding were employed to spot the familiarity and difference in the data (Charmaz, 2014). Similarly, Emerson et al. (2011) advised employing line-by-line coding for capturing “all analytical possibilities” (p. 175), which inspired new ideas for my third interview. Although the transcripts were in Turkish, I coded in English for my final report.

While coding the data, I prevented focusing on the participant by focusing on “actions” (Charmaz, 2014). I simultaneously noted these initial codes in a spreadsheet to identify patterns and contrasts within and across participants. I utilized incident-by-incident coding to compare each data source, and I made sense of the data by discovering patterns and contrasts within and across the participants (Charmaz, 2014). Gradually, tentative sub-categories started emerging from the initial codes. When I understood what those were, I began focus coding immediately. Charmaz (2014) pointed out that focus coding was a critical step for organizing the data and managing the emergent analysis. In this way, I began to make decisions about which initial codes made analytic sense to create categories in my data (Charmaz, 2014). Writing memos helped me to decide “the adequacy and conceptual strength of the initial codes” (Charmaz, 2014, p. 138) during focus coding.



Grounded theorists also engage with axial coding to specify the properties and the dimensions of a category, aiding in understanding categories and subcategories (Strauss, 1987; Straus and Corbin, 1990, 1998). I began color-coding the examples of example of axial codes on the spreadsheet. Finally, I used theoretical coding for identify the central or core category, pinpointing the primary theme of the research (Saldaña, 2016). According to Charmaz (2014), memo writing serves as a distillation process that records the researcher's theory construction path. I noticed the links between subcategories during my memo-writing. The memos helped me structure my interpretation of the participants' realities and the core of grounded theory. After identifying core concepts from each data, I compared them across the data to disclose similarities or differences, and report findings. The final themes identified from the data included teachers' perspectives, their practices, and the factors influencing their educational approaches towards advanced learners

### **Standards for the Quality of Study**

Confirmability is a key criterion in a qualitative study, requiring researchers to provide detailed information about the methods and procedures for external auditing. Additionally, researchers must recognize their values and biases (Miles et al., 2020). My researcher journal contains detailed information on the methodological process along with my reflections and interpretations of the data. Credibility is another criterion for quality in qualitative research. To achieve this, I focused on providing thick descriptions of participants' realities (Miles et al., 2020). Second, to achieve multi-vocality, I collaborated with participants to discuss the preliminary study findings. Moreover, my researcher journal facilitated crystallization (Janesick, 2016) and reflection on the data analysis process. Charmaz's (2014) theoretical sampling also provided insight beyond the participants. Transferability helps researchers to determine how findings apply to similar experiences and settings (Grbich, 2013). In this qualitative study, I focused on the interactions within their context. My observation notes and guided questions provided sufficient details about the study, participant, settings, and processes for naturalistic generalizations (Stake, 1995). Trustworthiness is another criterion for quality. To ensure validity and trustworthiness, member check meetings confirmed the accuracy of the findings (Birt et al, 2016).

### **FINDINGS**

All the teachers at the research site have been working there for more than five years and have extensive experience working with children with diverse needs. All the participants held bachelor's degrees in Preschool Teaching, except for one participant who graduated from a formal education program, while the others completed their degrees through distance learning. The teachers' years of experience range from 13 to 17 years. Additionally, all five of the participants attended in-service training that focused on their area of interest and/or new teaching methods.

### Teachers' Perspective

When asked their first hand experiences, that shaped their perspective about advanced or gifted students, their responses varied. Selena stated, "I did not have students, who were identified as gifted. You know, but I had students who had a glimmer of intelligence, and perhaps some of my students might had a little bit higher intelligence score than normal." Asya remarked, "I have never had a student that I thought was so exceptional." She considered the reasons for not having a talented student and concluded the reason for this was "not being able to uncover" the talented students' skills. Eda stated that she has not encountered any identified or potentially gifted and talented students in her classroom throughout her teaching career. Zuhail had not previously worked with an identified gifted preschooler. However, one of her previous students who was also her niece, entered the gifted program at Science and Art Center in first grade. Zuhail had worked with as small number of students whom she deemed to be "mentally superior to their peers." On the other hand, Hayal indicated having "different students" during her teaching career. Currently, she did not have a student identified as gifted or talented in her classroom; however, during the pandemic she taught Adem, a child identified as gifted. Adem made himself recognizable with one of the questions, he asked her "Are you satisfied with teaching career and happy with your job?" on the first day of school. Hayal affirmed her first observation by talking Adem's parents who were also considered their child an advanced child and provided a supportive environment for him.

When investigating the teachers' perspective on definition of advanced young learners, it is found that Selena teacher reconstructed her notion of giftedness when her previous students started attending Science and Art Centers in elementary school. Since then, her criteria for giftedness changed. She explained:

I am now looking at the things, I mean academically, I'm trying to notice the child who grasps things very quickly. I mean, some children really do this in, let's say, in mathematic. It doesn't have to be in mathematics, they can give a very philosophical answer to a question I ask. So, this makes me realize the student. You say, yes, there is a sparkle, you say. You say that a child looks from a window that no one else looks from.

On the other hand, Asya teacher had distinguished understanding about gifted from talented. Asya differentiate giftedness from being talented by saying,

Well, my son, who is in the first grade, will enter the SAC (Science and Art Center) exam. At SAC, tests are made according to certain fields. Here, general talent, general culture, musical talent, artistic talent are different, because it does not mean that a student who is very good at painting, who can draw what he sees directly, will have a very good intelligence. In other words, it does not mean that he/she is very good at math, or that his/her Turkish is very good, or that he/she understands what he/she reads very quickly. I think there is a difference between gifted and talented.

Eda clarified the distinction between having skills, being talented and being gifted. According to Eda,

I think that a child has a special talent if he/she is good in one area rather than in all areas, for example, he/she has a predisposition to music. Talent is of course linked to intelligence, but being talented does not mean being gifted in my opinion. Of course, being talented is a special case. For instance, I would like to be talented. In my opinion, if you have several talents together, you are gifted.

Eda took a careful approach to identify the differences between gifted and talented. According to Eda, inventors such as Tesla could serve as exemplars of gifted individuals, while Vincent Van Gogh might exemplify talented.

Zuhal defined advanced or gifted preschools as “light,” “star” and “bright,” explaining, “You see them first, like you see it (star) even in the dark, that's why I said that. So, I think their light and brightness is different in the group.” Zuhal posited a distinction between intelligence and mind, asserting that a child might possess intelligence but lack the ability to utilize their mind for reasoning purposes. In light of this, Zuhal emphasized the significance of a child's funds of knowledge. Zuhal attributed the child's intelligence to parental care and involvement, declaring,

My two children are smart. Because both of their parents are teachers, one of child's both of parents are a teacher and the other one's mother is a teacher. That's why I said that attention starts in the family. Spending quality time with the children one-on-one, being able to guide the child, I think that's why. I think he's different from other children in that they are bright, I'm not claiming that they are at the level of genius, but I said they are more intelligent than others, I expressed them to their parents.

While Hayal had chance of observing the early development of a talented child at home, she got to work with gifted and talented students during her teaching career. Hayal stated that upon first encountering a student she was able to recognize their potential with ease and never overlooked a single student before. She added “The child with the potential says I am here when you look into your eyes with her speech, communication, behavior and questions.” The first thing that caught Hayal's attention in advanced preschoolers was the thought-provoking questions they asked during a conversation.

In summary, Selena found challenging to identify giftedness in early years. Selena and Zuhal considered parents hold an important role for recognizing their children's ability and to provide better learning opportunities even outside of the classroom. Similarly, Asya and Eda considered the identification of advanced students has its challenges, and the teachers need training to recognize them. Hayal suggested teachers should rely on careful observation of child and being collaborative for meeting the needs of advanced students.

### **Teachers' Practice**

When it comes to disclose their practice for advanced children, one thing was common among the participants was purchasing ready plans prepared by social media influencer teacher and then they all adjust their lesson plans to suit the needs of her students. Selena explained that she prepares a learning environment for advanced

child by aiming their happiness and feeling satisfied be in the classroom. Asya indicated crafting engaging plans for the holistic development of her students. Eda mentioned providing learning settings avoids idle minds. Zuhail disclosed setting bar for the average students. Hayal specified that in context of modifying her lesson implementations for an identified student, Hayal especially designed opportunities for conversations that “pushing student to think” with thought provoking questions which were aligning them with his individual interests.

While working with the advanced children, Selena indicated that paying attention to individual needs of the students by incorporating different teaching strategies. Similarly, Asya tailored her teaching practice that suits her students’ needs and encourages peer support for developing their social skills. Eda also prioritized peer collaboration and creative activities to capture the students’ attention and active participation. Hayal’s approach was to interact with them directly while setting a learning environment that caters to different ability levels. With her three years old students, Zuhail mainly focused on developmental levels within the classroom by shooting the average students. Additionally, she encouraged advanced student to take on the role of teaching assistant to promote interaction among students.

### **Factors**

A few things have influenced Selena’s teaching practice and her interaction with advanced learners such as the school facilities, the parents’ profile and her previous experiences with advanced students. Hayal also argued the physical settings, the profiles of parents, and the experiences that students have had prior to their current education are instrumental in determining teaching practices. Hayal, Zuhail and Eda noted overcrowded classroom can make challenging to meet the individual needs of the students. Eda discussed the importance of parent involvement. On the contrary, Asya observed some parents are reluctant to be part of their children’s education and even used old fashion methods while addressing the behavioral problems of their child.

### **DISCUSSION and CONCLUSION**

This study explored the perspective of preschool teachers on the education of young advanced students. Two research questions guided my research were: What are the preschool teachers’ perspectives on the educational needs of the young, advanced students? How do preschool teachers’ perspectives influence their teaching practices? This study was designed to obtain information directly from the preschool teachers by interviewing them and observing their practices. During the semi-structured interview sessions, the participants candidly shared their perspectives on the educational needs of advanced learners. In this section, I crosschecked the findings against the research questions.

### **Research Question One: Teachers' Perspectives**

The preschool teachers' perspectives on the educational needs of young advanced students were influenced by their funds of knowledge play a crucial role in shaping their perspective on a given matter. Analyzing the data revealed demographic factors also shaped perspective of the participants. For instance, being a parent of an advanced child or not has shaped the recognition of the children's potential. Selena, Asya, and Hayal's experiences as parents of advanced children attending SAC (Science and Art Centers) or identified at Counseling and Research Center (CRC) have influenced their recognition of children's potential. Hayal, in particular, views herself as a "talent detector" due to her experiences with her identified talented daughter. Although the literature lacked research on parenting the gifted child as a preschool teacher, to shed light on this matter Aydın and Şentürk (2020) found that preschool teachers with talented family members had a more positive perception of the expressive characteristics, personality traits, and learning motivation of gifted children.

The findings of this study indicated that teachers with identified child at home made these teachers familiar with the characteristics of gifted and talented students. Their experiences and the challenges in supporting their child's education made them knowledgeable. This is similar to an anecdote about Nasrudin Hoja, a 13th-century scholar who, after falling from a roof, insisted that only someone with a similar experience could understand him. Likewise, participant Hayal likened herself to Hoja as her disappointing experiences with her talented daughter's education made her a knowledgeable resource for other parents. The current study highlighted a preschool teacher with an identified gifted child developed a parenting alliance with the identified student's parent. Renati et al. (2017) noted that a lack of such alliances is a significant stressor for parents of gifted children. This partnership helped both the teacher and parents identify ways to create educational opportunities beyond the school, benefiting the child's development through the teacher's recognition and support.

The participants acknowledged that their experience with typically developing children shaped their opinion about the characteristic and needs of advanced and gifted students. The preschool education program mainly focuses on the typical development of kids, leading teachers to become familiar with the characteristics of these children. Consequently, students who are "different than peers" (Asya) or "extreme" in being above average (Eda) may be perceived as advanced or gifted. The cognitive characteristics that led participants to consider a student gifted align with the literature, which notes that gifted children exhibit traits such as curiosity, broad knowledge, and strong memory (Bildiren, 2018; Karabulut and Ömeroğlu, 2021). Based on these studies, gifted children at a young age exhibit traits including curiosity, broad knowledge capacity, and strong memory. Similarly, the participants observed that advanced students had unique thinking styles compared to their classmates. Expressing themselves with complex sentences and having unique answers in early years was an indicator for considering the young children as advanced or gifted for the participants.

The teachers had preconceived notions about the social traits of advanced children. Selena, for instance, considered advanced students as "antisocial" which eventually hindered her ability to recognize a socially

advanced or gifted student. Additionally, teachers observed gifted students might experience lower social acceptance due to jealousy from typically developing peers. While Schneider and Daniels (1992) found that gifted preschoolers did not face significant social isolation, yet participant Hayal observed jealousy toward her artistically talented daughter, leading to "psychological abuse" as she tried to fit in with classmates. Schneider and Daniels (1992) also found gifted kindergarteners as attuned themselves to the general rhythm of play, which Hayal observed on her daughter as she lower down her drawing skills to fit in with peers. While Schneider and Daniels noted that gifted preschoolers often befriend more popular classmates, the current study's participants observed that gifted students with strong social-emotional skills preferred engaging in adult conversations about feelings and inner thoughts.

Early identification of advanced children is a critical step for providing a responsive learning environment, requiring cooperation with parents and teachers. Participants argued families are often the first ones to recognize their child's talents due to their close monitoring of development. Scholars have emphasized parents are better observers and provide more reliable feedback on young children's cognitive and social abilities (Jacobs, 1972; Lois & Lewis, 1992; Kord, 2000; Smuthy, 2000). Nevertheless, Asya and Hayal pointed out parents may misinterpret their children's abilities, as every mother tends to see her own gosling a swan and may confuse typical developmental milestone with exceptional abilities.

The participants expressed uncertainty regarding the nomination and assessment procedures for advanced and gifted children, primarily relying on observations while recognizing differences between typically developing peers and advanced students. Similar studies (Dağlıoğlu et al., 2017; Dereli and Deli, 2022) found preschool teachers observation was utilized as a method for detecting developmental diversity among students, while also granting the value of standardized tests screen by professionals. In this study, participants emphasized the need for both intelligence and developmental tests at the preschool level, as noted in the Ministry of National Education's guide for gifted education (Bilgiç et al., 2021). Additionally, they highlighted the importance of diversifying the screening process across different settings to generate reliable results, supporting Schroth and Helfer (2008) who advocated for the use of multiple assessment tools in identifying giftedness in early childhood.

Ministry of National Education published a new strategic plan and a guide for the education of talented students, focusing on providing 'Family Education Programs' with Counseling and Research Centers and Science and Art Centers to support young talented students without isolating them (Bilgiç et al., 2021). The study participants were unaware of this strategic plan but recognized the necessity of special education for gifted students without isolation. They initially suggested a resource room (RS) education model by being familiar from their past experiences, but the new strategic guide proposed the implementation of RS for students in elementary and middle school (Bilgiç et al., 2021). Participants also proposed an after-school program at Science and Art Centers for young advanced students and suggested scholarships to access external resources for skill development.

### **Research Question Two: Teachers' Practice**

Preschool teachers' perspectives significantly influence their teaching practices, particularly regarding the education of advanced students. Effective early childhood education programs require a balanced approach that addresses all developmental areas and incorporates a variety of activities and teaching styles, including whole group, small group, and individual work (Milli Eğitim Bakanlığı, 2013; 2024). However, the participants considered the advanced students already reached the educational goals set for the day, this leading them to prioritize addressing deficit area rather than talent development. They expressed feeling of inadequacy in supporting talent development and mainly implemented lesson plans aimed at the whole group, with small group activities being rarely utilized. Individual activities were only implemented during free play time as needed.

Lesson planning is crucial while catering a responsive education to children with diverse needs. Early childhood teachers mainly refer on the Early Childhood Education Program for guidance. However, all the participants used a curriculum created by a social media influencer teacher rather than creating their own or using the conventional professional sources published by Ministry of National Education (MoNE). Although, MoNE published and distributed a sample activity book in 2018, which was created by a commission of both preschool teachers and directors, participants opted for another popular content. Likewise, Saygin and Polatlar (2021) found the teacher used prepared plans while examining the preparation and implementation of activities particularly in relation to teacher evaluation.

Evaluation of a lesson plan can always assist the teacher in developing enriched lesson plans for their students. Ata and Bolat (2022) discovered that the preschool teachers often relied on ready-made plans without completing the evaluation section of plan. Correspondingly, participants in the current study did not fill out evaluation of their lesson, but evaluated the student's learning through observation and the workbooks provided by Ministry of National Education. While the participants felt confident in providing a supportive environment for the advanced or gifted students, they acknowledged their lack of knowledge on practical ways of helping these students and need for support from Counseling and Research Center. Likewise, Sarar (2018) investigated the relationship between early childhood teachers' self-efficacy related to gifted education and their perceptions and knowledge about gifted education. Sarar revealed that teachers demonstrated high levels of self-efficacy and perception towards gifted education, although their knowledge about gifted children was low.

The teachers' attitude and expectations has an important impact on the strategies employed for advanced students. All participants assumed the advanced students quickly grasp the concepts, hence participants implemented couple of strategies to keep advanced students busy. Their main strategy was peer tutoring, additionally challenging extra tasks or let them free paint offered. Encouraged gifted students to act as teaching assistants was a common approach. While local literature was lacking on peer tutoring in early childhood gifted education, research such as Abbak Kaçar (2019) showed peer education can enhance social interaction and awareness about autism spectrum. Correspondingly, the participants of present study indicated the peer

education would enhance language, communication and social skills of advanced children, ultimately fostering their confidence, especially for an introvert advanced child.

This study's results illustrated these preschool teachers' perspectives regarding the education of young advanced students and how their perspectives affected their practices. The participants highly valued and relied on the input of families in identifying the children and addressing the educational needs of these students. Additionally, they recognized the unique traits of advanced students compared to their typically developing peers, yet they sometimes misinterpreted advanced students as merely academically successful. However, the participants held certain biases which had an impact on their practices, particularly the social skills of these students.

There was a consensus on the significance of early identification, the teachers expressed a lack of knowledge about their role in nominating advanced children and the screening procedures. Participants relied on observations formative assessments, and applied summative assessment at the end of semester. They did not use assessment as a way of improving their educational program. Despite being familiar with preparing individualized education programs for students with special needs, they did not differentiate their lesson plan for the advanced or gifted students. Consequently, the teachers acknowledged the need for additional support and guidance to foster a responsive learning environment to children with diverse needs.

The findings on teachers' practices, especially on lesson planning and strategies, provided valuable insights into their educational decisions. To cater for a responsive environment, teachers need to create their own curriculum. However, participants were reluctant to do so, and relied on lesson plans from social media influencers. Unfortunately, this may limit teachers' ability to meet the educational needs of advanced and gifted students. In conclusion, early childhood teachers have an important role in the education of young advanced students, emphasizing further pedagogical support and teacher training for them may ensure creating responsive educational programs for these students.

## **SUGGESTIONS**

This study examined preschool teachers' perspectives on educating advanced students, emphasizing the essential part parents play in recognizing the potential of their children. To facilitate this process, policymakers should offer guidance and training to parents, enabling them to understand the needs of all children, including those who are gifted, talented, or have special needs. The collaboration of researchers, teacher educators, and specialists from Counseling and Research Centers is vital to support this initiative, allowing parents to identify and address their children's educational need early on. This approach provides tailored education for every children and aids teachers concentrate on creating inclusive settings for children with diverse abilities.

This study contributes literature on educating young advanced and gifted students, deriving from the experiences of five Turkish preschool teachers who have taught or raised an advanced or gifted child. Recommendations include policy changes to the Ministry of National Education (MoNE) and The Council of Higher Education. An



additional recommendation is for researchers in the field to improve methodology to conduct research in this topic.

The participants required in-service training to better support advanced or gifted students. Therefore, MoNE should create online or face-to-face training led by experts from the Counseling and Research Center (CRC). The training should clarify the characteristics of academically successful, advanced, gifted, and talented students, methods for recognizing young advanced children for testing at the and practical teaching strategies to accommodate children with different ranges of abilities.

The participants mentioned their preservice education did not equip them with the information to offer a responsive teaching environment to advanced or gifted and talented students. The Council of Higher Education oversees Türkiye's higher education system should encourage Early Childhood Education Programs to include Gifted and Talent Education in their undergraduate coursework. Furthermore, adding such coursework in graduate programs would benefit teachers seeking to improve their teaching practice.

Researchers in the field should conduct a study with larger sample sizes and employ different data collection methods to gain extensive information on this topic within a city or throughout the country. A longitudinal study that trains preschool teachers and follows their teaching practice could uncover overlooked or missing points of teachers' perspectives.

#### **ETHICAL TEXT**

This article complies with the journal's writing rules, publication principles, research and publication and journal ethics rules. The responsibility for any violations that may arise regarding the article belongs to the author(s). The ethics committee approval of the article was obtained by the University of South Florida IRB with the decision number STUDY004197 dated 04.25.2022.

**Author(s) Contribution Rate:** The author's contribution rate is 100%.

#### **REFERENCES**

- Abbak Kaçar, B. (2019). Okul öncesi kaynaştırma sınıfında akran ilişkilerinin geliştirilmesine yönelik durum çalışması: Akran aracılı eğitim. [Case study on the development of peer relations in a preschool inclusive class: Peer-mediated education] [Doktora tezi, Çukurova Üniversitesi].
- Akar, I., & Akar, Ş. Ş. (2012). İlköğretim okullarında görev yapmakta olan öğretmenlerin üstün yetenek kavramı hakkındaki görüşleri. [The views of primary school teachers on the concept of giftedness.] *Kastamonu Eğitim Dergisi*, 20(2), 423-436.
- Altıntaş, E., & İlgün, Ş. (2016). Öğretmenlerin üstün zekâlı öğrencilerin eğitimine yönelik düşünce ve önerileri. [Teachers' opinions and suggestions on gifted education] *Electronic Turkish Studies*, 11(14).

- Ata, N., & Bolat, E. Y. (2022). Okul Öncesi Eğitim Programındaki Aylık Eğitim Planı ve Yarım Günlük Eğitim Akışındaki Genel Değerlendirme Çalışmalarının İncelenmesi. [Investigation of General Evaluation Studies in Monthly Education Plan and Half-Day Education Flow in Preschool Education Program.] *Adnan Menderes Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 13(1), 12-27.
- Ayas, M. B., & Kirişçi, N. (2017). Özel yeteneklilerin özellikleri ve tanınması [Characteristics and identification of giftedness]. M. A. Melekoğlu & U. Sak (Eds.), in *Öğrenme güçlüğü ve özel yetenek* (pp. 154-170). Ankara: Pegem Akademi.
- Aydın, S., & Şentürk, Ş. (2020). Okul öncesi öğretmenlerinin özel yetenekli çocuklara yönelik algıları. [Preschool teachers' perceptions of gifted children] *Türkiye Sosyal Araştırmalar Dergisi*, 24(2), 413-431.
- Bildiren, A. (2018). Developmental characteristics of gifted children aged 0–6 years: parental observations. *Early Child Development and Care*, 188(8), 997-1011.
- Bilgiç, N., Taştan, A., Kurukaya, G., Kaya, K., Avanoğlu, O., & Topal, T. (2021). Özel yetenekli bireylerin eğitimi strateji ve uygulama klavuzu. [Strategy and implementation guide for the education of gifted and talented individuals] *Ankara: Milli Eğitim Bakanlığı Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğü*.
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: a tool to enhance trustworthiness or merely a nod to validation? *Qualitative health research*, 26(13), 1802-1811.
- Bloomberg, L. D., & Volpe, M. (2012). *Completing your qualitative dissertation: A roadmap from beginning to end*. Thousand Oakes.
- Charmaz, K. (2014). *Constructing grounded theory*. Sage.
- Cho, J., & Trent, A. (2006). Validity in qualitative research revisited. *Qualitative research*, 6(3), 319-340.
- Cukierkorn, J. R., Karnes, F. A., Manning, S. J., Houston, H., & Besnoy, K. (2007). Serving the preschool gifted child: Programming and resources. *Roeper Review*, 29(4), 271-276.
- Çetinkaya, Ç., & İnci, G. (2019) Üstün zekâli ve yetenekli çocukların erken çocukluk döneminde tanınmasında öğretmenlerin düşünceleri. [Teachers' opinions on the identification of gifted and talented children in early childhood] *Kastamonu Eğitim Dergisi*, 27(3), 959-968.
- Dağlıoğlu, H. E., Doğan, A. T., & Basit, O. (2017). Kapsayıcı Okul Öncesi Eğitim Ortamlarında Öğretmenler Çocukların Bireysel Yeteneklerini Belirlemek ve Geliştirmek İçin Neler Yapıyor? [What Do Teachers Do to Identify and Develop Children's Individual Talents in Inclusive Preschool Education Environments?] *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 37(3), 883-910.
- De Wet, C. F., & Gubbins, E. J. (2011). Teachers' beliefs about culturally, linguistically, and economically diverse gifted students: A quantitative study. *Roeper Review*, 33(2), 97-108.
- Dereli, E., & Deli, H. (2022). Pre-school teachers' knowledge and needs related to noticing gifted children and the enrichment model. *Participatory Educational Research*, 9(2), 219-239.
- Diezmann, C. M., & Walters, J. J. (1997). Bright but bored: Optimising the environment for gifted children. *Australasian Journal of Early Childhood*, 22(2), 17-21.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes*. University of Chicago Press.

- Grbich, C. (2013). Foreword: Depth psychological research methods. *International Journal of Multiple Research Approaches*, 7(3), 286-286.
- Jacobs, J. C. (1972). Teacher attitude toward gifted children. *Gifted Child Quarterly*, 16(1), 23-26.
- Janesick, V. J. (2016). *Contemplative qualitative inquiry: Practicing the Zen of research*. Routledge.
- Johnsen, S. K. (2012). *NAGC Pre-K-Grade 12 Gifted Education Programming Standards: A Guide to Planning and Implementing High-Quality Services*. Prufrock Press Inc. PO Box 8813, Waco, TX 76714.
- Jolly, J. L., & Kettler, T. (2008). Gifted education research 1994-2003: A disconnect between priorities and practice. *Journal for the Education of the Gifted*, 31(4), 427-446.
- Kaplan, S., & Hertzog, N. B. (2016). Pedagogy for early childhood gifted education. *Gifted child today*, 39(3), 134-139.
- Karabulut, R., & Ömeroğlu, E. (2021). A validity and reliability study of a nomination scale for identifying gifted children in early childhood: A validity and reliability study of a nomination scale. *International Journal of Curriculum and Instruction*, 13(2), 1756- 1777.
- Kıldan, A.A.O., (2011). Okul öncesi öğretmenlerinin üstün yetenekli çocuklar hakkındaki görüşleri. [Preschool teachers' views on gifted children] *Kastamonu Eğitim Dergisi*, 19(3), 805-818.
- Kuo, C. C., Maker, J., Su, F. L., & Hu, C. (2010). Identifying young gifted children and cultivating problem solving abilities and multiple intelligences. *Learning and Individual Differences*, 20(4), 365-379.
- Kurnaz, A., & Arslantaş, S. (2018). Sınıf öğretmenlerine sunulan üstün yetenekli öğrenciler için farklılaştırılmış etkinlik geliştirme eğitiminin etkisinin incelenmesi. [Examining the effect of differentiated activity development training for gifted students offered to classroom teachers] *Milli Eğitim Dergisi*, 47(1), 309-332.
- Kord, P. (2000). *Gifted identification: Parents left out! Parenting a gifted child*, Suite 101. [http://www.suite101.com/article.cfm/simply\\_gifted/52981](http://www.suite101.com/article.cfm/simply_gifted/52981)
- Lee, L. (1999). Teachers' conceptions of gifted and talented young children. *High Ability Studies*, 10(2), 183-196.
- Lichtman, M. (2013). *Qualitative research for the social sciences*. SAGE publications.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage.
- Louis, B., & Lewis, M. (1992). Parental beliefs about giftedness in young children and their relation to actual ability level. *Gifted Child Quarterly*, 36(1), 27-31.
- McGee, C. D., & Hughes, C. E. (2011). Identifying and Supporting Young Gifted Learners. *YC: Young Children*, 66(4).
- Megay-Nespoli, K. (2001). Beliefs and attitudes of novice teachers regarding instruction of academically talented learners. *Roeper Review*, 23, 178-182.
- Miles, M.B., Huberman, A.M., & Saldaña, J. (2020). *Qualitative Data Analysis: A Methods Sourcebook* (4th ed.). SAGE.
- Milli Eğitim Bakanlığı. (2013). *Okul öncesi eğitim programı*. [Preschool education program.] Ankara: MEB Yayınları.

- Milli Eğitim Bakanlığı. (2024). *Okul öncesi eğitim programı*. [Preschool education program.] Ankara: MEB Yayınları.
- Moon, T. R., & Brighton, C. M. (2008). Primary teachers' conceptions of giftedness. *Journal for the Education of the Gifted*, 31(4), 447-480.
- Neihart, M., Reis, S.M., Robinson, N.M., & Moon, S.M. (Eds.) (2002). *The social and emotional development of gifted children: What do we know?* Waco, Texas: Prufrock Press, Inc.
- Pfeiffer, S. I., & Petscher, Y. (2008). Identifying Young Gifted Children Using the Gifted Rating Scales-Preschool/Kindergarten Form. *The gifted child quarterly*, 52(1), 19–29.
- Renati, R., Bonfiglio, N. S., & Pfeiffer, S. (2017). Challenges raising a gifted child: Stress and resilience factors within the family. *Gifted Education International*, 33(2), 145-162.
- Robinson, N. M. (1993). Identifying and nurturing gifted, very young children. In K. A. Heller, F. J. Mönks, & A. H. Passow (Eds.), *International handbook of research and development of giftedness* (pp. 507–524). Oxford, UK: Pergamon.
- Ruggiero, M. J. (2012). *Effects of gifted and talented programs on standardized test scores of fourth grade students in two school districts* [Doctoral dissertation, State University of New York, Fredonia].
- Rohrer J. C. (1995). Primary teacher conceptions of giftedness: Image, evidence, and nonevidence. *Journal for the Education of the Gifted*, 18, 269-283
- Saldaña, J. (2016). *The coding manual for qualitative researchers* (3rd ed.). SAGE.
- Sankar–DeLeeuw, N. (2002). Gifted preschoolers: Parent and teacher views on identification, early admission, and programming. *Roeper Review*, 24(3), 172–177.
- Sarar, M. (2018). *Okul öncesi öğretmenlerinin üstün yetenekliler eğitimine ilişkin öz yeterlik düzeyleri ile üstün yeteneklilerin eğitimine yönelik algı ve bilgisi arasındaki ilişkinin incelenmesi*. [Examining the relationship between preschool teachers' self-efficacy levels regarding gifted education and their perceptions and knowledge about gifted education.] [Yüksek Lisans Tezi, İstanbul Aydın Üniversitesi].
- Saygın, D., & Polatlar, D. Y. (2021). Okul öncesi eğitim programında bulunan eğitim planlarının öğretmenler tarafından değerlendirilmesi. [Evaluation of the education plans in the pre-school education program by teachers] *Talim*, 4(2), 71-101.
- Schneider, B. H., & Daniels, T. (1992). Peer acceptance and social play of gifted kindergarten children. *Exceptionality: A Special Education Journal*, 3(1), 17-29.
- Schroth, S. T., & Helfer, J. A. (2008). Identifying gifted students: Educator beliefs regarding various policies, processes, and procedures. *Journal for the Education of the Gifted*, 32(2), 155-179.
- Siegle, D., & Powell, T. (2004). Exploring teacher biases when nominating students for gifted programs. *Gifted Child Quarterly*, 48(1), 21-29.
- Siemer, E. A. (2009). Bored out of their minds: The detrimental effects of No Child Left Behind on gifted children. *Washington University Journal of Law & Policy*, 30, 539-560.

- Smuthy, J. F. (2000). CEC—Teaching young gifted children in the regular classroom. Retrieved from ERIC Digest E595 www.cec.sped.org/AM/TemplateRedirect.cfm.
- Smutny, J. F., & Von Fremd, S. E. (2011). *Teaching Advanced Learners in the General Education Classroom: Doing More with Less!* Corwin Press.
- Smutny, J. F., Walker, S. Y., & Honeck, I. E. (2016). *Teaching Gifted Children in Today's Preschool and Primary Classrooms: Identifying, Nurturing, and Challenging Children Ages 4–9*. Free Spirit Publishing.
- Snowden, P. L. (1995). Educating young gifted children. *Gifted Child Today*, 18(6), 16-41.
- Stake, R. E. (1995). *The art of case study research*. SAGE.
- Strauss, A. L. (1987). *Qualitative analysis for social scientists*. Cambridge University Press.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research*. Sage Publications.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research techniques*.
- Şenol, C. (2011). *Üstün yetenekliler eğitim programlarına ilişkin öğretmen görüşleri (BİLSEM örneği)* [Views of Teachers About Gifted Curriculum (Case of BİLSEM)] [Yüksek lisans Tezi, Fırat Üniversitesi].
- Tezcan, F. (2012). *Perceptions of early childhood teachers towards young gifted children and their education* [Master's thesis, Middle East Technical University].
- Thomas, G. (2021). *How to do your case study*. Sage.
- Tracy, S. J. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. *Qualitative inquiry*, 16(10), 837-851.
- VanTassel-Baska, J., & Brown, E. F. (2007). Toward best practice: An analysis of the efficacy of curriculum models in gifted education. *Gifted child quarterly*, 51(4), 342-358.
- Walker, B., Hafenstein, N. L., & Crow-Enslow, L. (1999). Meeting the needs of gifted learners in the early classroom. *Young Children*, 54(1), 32-36.
- Wellisch, M. (1997). A pilot study: Teachers' views on the concept of giftedness in the early childhood setting. *Australian Journal of Early Childhood*, 22 (2), 22-28.
- Yoleri, S., Tetik, G., & Çetken, H. Ş. (2018). Okul öncesi öğretmenlerinin üstün yetenekli çocuklar hakkındaki görüşlerinin belirlenmesi (Uşak ili örneği). [Determination of preschool teachers' views on gifted children (The case of Uşak province)] *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 38(1), 159-18.