

The Most Achieved Standards In The Gifted Education Programs In The Hashemite Kingdom Of Jordan From The Point Of View Of The Gifted Student Teachers In Light Of The American Gifted Association Standards

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ABSTRACT

The study aimed at identify the most achieved standards in the gifted education programs in the Hashemite Kingdom of Jordan from the point of view of teachers of gifted students in light of the standards of the American Association of the Gifted. The current study population consists of teachers of gifted students working in King Abdullah II Schools of Excellence in each of Salt, Madaba, Jerash, Ajloun and the Jubilee School in Amman. The sample of the study consisted of (165) male and female teachers, and the tool for the standards of gifted programs was through a questionnaire distributed among teachers, with a triple ranking (available, somewhat available, not available). The validity and reliability indications were extracted for them, and the means and standard deviations were used for the independent samples.

The results showed that the degree of applicability of international standards for gifted education programs to gifted education programs in the Hashemite Kingdom of Jordan from the point of view of the gifted students' teachers came to the overall mean with a mean of (1.41) and a high degree. As for the most attained criteria in the gifted education program in the Hashemite Kingdom of Jordan, from the point of view of the gifted students' teachers, where the criteria for goals came in the first rank with the highest arithmetic mean (1.60) and a high degree. This was followed by the evaluation criterion with an arithmetic mean (1.52) with a high degree. Then the standard of services provided in the program with an arithmetic mean (1.40) and a high degree. The study concluded with recommendations, which is to conduct more studies that show the objectives of gifted education and care programs in Arab countries and evaluate them in light of international standards in general and American in particular, to find out the strengths and weaknesses of these programs.

Keywords: standards, gifted programs, teachers, American Association Standards.

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The problem of the study and its importance:

Introduction:

The gifted category represents a great capital and human wealth that should be invested and utilized to reach developmental and progressive gains. It is worth utilizing these creative capabilities so that they do not wither and stagnate. They constitute an important human resource and rarely exceed the value of other resources, whether material or human, if they are made available to them. The opportunity to positively develop and appreciate their talents and capabilities, as they will have a great role and impact in serving and developing society for the better, and vice versa if they neglect them and do not meet their needs, it may have a negative impact on them and on society as a whole. The

interest in gifted students comes out of concern for a mental balance and constructive competence for a part of the nation's people who are the pillar of its renaissance and building, that attention that must be focused on developing this category cognitive, emotional and skillful by preparing curricula and programs, providing the capabilities and tools and preparing a highly qualified trained teacher in educating the gifted To achieve these goals so that they become a generous field in which the talented finds his intention to develop his talents, develop his knowledge, refine his skills, and achieve his tendencies and desires..

The talent is considered an innate predisposition that is affected negatively or positively by the educational environment. Therefore, the gifted art is refined by the

appropriate environment and it appears mostly in a specific field such as music, poetry, painting, mathematics, etc. The American Bureau of Education in 1972 defined gifted or talented children as those who are exposed by professional and competent persons, who have clear capabilities and the capacity for high achievement and who need special educational programs or services more than those provided to ordinary students in regular school programs. A superior is a person with high performance compared to the age group to which he belongs in one capacity or more of the following group of abilities: general mental ability, special academic aptitude, creativity and creative thinking ability, leadership ability, ability in visual performing arts, and psychomotor ability (Al-Sorour, 1998).

As for Renzoli, in his book "What Makes Talent" in 1979, he defines talent and excellence as consisting of the intersection of three groups of human characteristics:

1. High overall capacity above mean.
2. High levels of commitment to the mission (motivation).
3. High levels of creativity.

The gifted and talented are those who possess the ability to develop this triple combination of traits and use them in any valuable field of human performance. Children who exhibit interaction or are able to develop interactions between the three groups require services and educational opportunities with a wide variety not usually provided by mainstream educational programs. This means that the talent appears in the individual's enjoyment of abilities above the normal rate, and the enjoyment of creative abilities and capabilities of work and achievement, and this definition was known as the triple rings (Jarwan, 1999).

Among the most important indicators that reflect the extent of the educational system's interest in developing talent and nurturing the gifted is meeting the special needs of gifted students. On the other hand, the failure to provide adequate care and meet the needs of these students

will negatively affect the speed and effectiveness of the progress of society, and with the trend towards educational reform in the mid-twentieth century, various educational systems in developed countries such as the United States of America and many European and East Asian countries began to prepare special educational programs for the gifted with a view to Meet their needs and develop their capabilities (Davis Rimm & Siegel, 2010).

The problem of the study:

The American National Association for Gifted Children and Gifted Care in European countries sought to develop specific standards, principles and indicators that cover all gifted education programs. These criteria are used in evaluating programs in the United States of America, European countries, and abroad from other developed countries (Radadi, Muhammad, and Osama, 2012). Hence, the evaluation of programs is an urgent and necessary need, in order to verify the success of these programs and to improve and develop them, and in order for the evaluation to be effective and useful, it must be based on internationally accepted principles and standards that are guided by every part of the programs (Callahan & Reis, 2004).

Therefore, the importance of the current study emerged from the extent to which the standards of services provided in gifted education programs meet American international standards. Since standards are a tool that guarantees the provision of services according to specifications that meet the needs of the gifted, and in addition to that, no standard evaluation study has been conducted that clarifies the reality of gifted education services in the Hashemite Kingdom of Jordan during the past nine years. Therefore, the problem of the current study came to identify the standards that most meet international standards for gifted education programs in the Hashemite Kingdom of Jordan.

Study questions:

This study sought to answer the following two questions:

- What are the criteria that most meet the standards of the American Gifted Association from the point of view of teachers of gifted students in light of the standards of the American Association of the Gifted on gifted education programs in the Hashemite Kingdom of Jordan?

- What is the degree of applicability of the American Gifted Association standards to gifted education programs in the Hashemite Kingdom of Jordan from the point of view of gifted program teachers?

Study Objectives: The study seeks to achieve the following objectives:

- Knowing the reality of gifted education programs in the Hashemite Kingdom of Jordan in light of the standards of the American Association of the Gifted.

-Identifying the most important gaps and shortcomings in these programs by comparing them with the American Gifted Association standards.

- Reaching out results and recommendations that (if adopted) would contribute to improving the gifted education programs in the Hashemite Kingdom of Jordan, so that they are in line with the standards of the American Gifted Association.

The importance of study:

The importance of the study is represented in its scientific and practical importance, as follows:

A - Applied importance: that educational programs are among the most prominent institutional actions that require a comprehensive evaluation, as they are among the measures that can contribute to the development of the community on the one hand, and the achievement of its development goals on the other hand, as any educational program does not include in its plan an evaluation process for it. It will be a scientific program and goals and objectives will not be achieved. Therefore, the importance of the study lies in its being an applied study that sheds light on the reality of gifted education programs in the Hashemite Kingdom of Jordan, and seeks to know

the standards that are most achieved in light of the standards of the American Association for Gifted Children, as it benefits those in charge of those programs in Developing them in line with international standards, and accordingly the current study derives its importance from the following:

1- This study provides a description of gifted student programs in the Hashemite Kingdom of Jordan in light of the standards of the American Association for Gifted Children, which contributes to providing decision-makers with feedback on programs to sponsor gifted students in public education schools (special classes in regular schools) and centers for gifted students with the purpose of Program development and improvement in accordance with US standards and controls used in the current study.

2- Developing tools for gifted education programs based on criteria derived from the American Association for the Gifted Care, which can be used well later in knowing the extent to which standards are met for any other gifted programs.

B - The theoretical scientific importance: The importance of the scientific study lies in its originality, as it is one of the rare studies that deal with a subject of high importance in light of the technological, scientific and educational development of our time, which is to know the extent to which the standards of gifted education programs in the Hashemite Kingdom of Jordan have been achieved in light of the standards of the American Society for Children Talented people.

Procedural definitions of study terms:

Gifted Programs: It is defined as a coherent and comprehensive structure of formal and informal services. It is assumed that it is continuous and aims at nurturing gifted students with effective care provided by the targeted institutions of the study (Reis.2006).

Procedurally, it is defined as all the talented services provided by King Abdullah II Schools of

Excellence in the Hashemite Kingdom of Jordan through the teachers' point of view.

American Association of Gifted Children Standards: are specific levels based on specific criteria that measure the success of the program or its proximity to these criteria (Worthen, Sanders, and Fitzpatrick, 2004)

Procedurally, they are defined as indicators and questions that are extracted from the American National Association of the Gifted criteria.

Limits of the study:

The results of the current study are determined as follows:

Human Limits: This study is limited to teachers of gifted students of both sexes working in King Abdullah II Schools of Excellence in Al-Salte, Madaba, Jerash, Ajloun and the Jubilee School in Amman.

Time limits: The study was applied on the first of the 2020/2021 academic year.

Spatial limits: The study was implemented in King Abdullah II Schools of Excellence and the Jubilee School in Amman. By distributing an online questionnaire online

The results of this study are determined by the content of the standards tools for gifted education programs in light of the American Association for Gifted Children standards.

- The respondents' response to the study instruments.

- Sufficient time to apply the study instruments.

Theoretical literature and previous studies: Since man was found on the surface of the earth, measurement was used as a criterion that was considered the main pillar in identifying the features of the surrounding objects. Therefore, we would not be surprised if we knew that this process is important in his life, and in his knowledge of the characteristics of things and phenomena. The interest in gifted and talented students and caring for them in particular is not considered a prejudice for a group of students alone. Rather, the entire educational process must

be transformed in dealing with students according to the principle of their individual differences, and the interest in caring for gifted and talented students is for the benefit of all segments of society, as it is the category on which societies rely to achieve all their future goals in various fields. The gifted and outstanding students have many characteristics and skills that require them to use higher levels of knowledge, such as analysis, synthesis, and evaluation. These students are also distinguished by their ability to solve the problems they face, the ability to make judgments on things and the correct conclusion, and to have the skills to distinguish between hypotheses and generalizations and between facts and allegations. (Al-Anzi, 2006)

God provided man with multiple mental capabilities, and scholars differed in classifying them and determining the relationships between them. This indicates the importance of these capabilities in the individual's current and future life, as well as in his professional, educational and social life. Through the study of different cultures, we find that there are continuous attempts globally to develop and educate people with advanced thinking, high capabilities and talents (Al-Suroor, 2010).

The individual differences between human beings in their characteristics, abilities and skills are an indisputable fact since man was found on this planet. It is natural for people to show special interest in individuals who have been exceptionally distinguished by their abilities, talents, or skills in one of the fields of human activity that is valued by society. In many cases, this concern was a disgrace to these individuals, for their exclusion from all that is familiar and known. However, individual differences have remained a matter that requires attention and attention since ancient times until now, whether on the official or popular level. (Jerwan, 2013)

The concept of giftedness and talents: Giftedness: It is a gift and a natural strength, indicating the children and youth who demonstrate the ability to perform at high levels of

achievement, demonstrate high capabilities of performance in intellectual, creative or artistic fields, or possess an extraordinary leadership ability, or excel. In specific academic fields they require services or activities that schools do not usually provide and talent is found in all cultural groups, economic classes, and areas of humanitarian endeavor (Callahan, 2013). Rizzoli defined talent as the interaction between three human abilities that the gifted can be distinguished by one or more of them with the availability of a minimum of the rest of the abilities, and these abilities are above mean abilities general or special, high abilities in completing tasks, and high abilities in creativity (1979, Renzulli)

Al-Sorour, Al-Khatib, Al-Hadidi, Al-Zureikat, Al-Samadi, Yahya, Al-Amayrah, Al-Rousan and Al-Natour (2016) defined talent as a group of mental abilities resulting from the performance of cognitive processes.

Global standards in gifted programs and how to use them: The concept of standards refers to a set of standards and rules that regulate doing things, and they are the general guidelines that decision-makers and workers in institutions and companies refer to on the various subject matter of their work, as this broad concept is considered to be comprehensive for the aspects of life. We find standards for educational curricula, other standards for the health care sector, and standards for trade and marketing. The meaning of the word standards may include technical controls that are by working with and observing them. On the other hand, the development of organizational concepts has prompted the emergence of the concept of international standards that are characterized by accuracy and high objectivity, and many bodies seek to raise the quality of their performance and work in compliance with these standards (Wallace 2009)

The importance of standards is in determining the levels of quality entrusted to each area, product or institution, and in facilitating commercial dealings. And protecting students and

preserving their rights through the supervisory authority to implement standards. Granting laws clarity; The legislator needs rules that determine the validity of the behavior, project, action or data; In order for the appropriate law to be issued, and based on compliance with it or lack thereof, the executive authorities assume the task of holding violators accountable. Helping individuals and institutions evaluate their career steps; through the standard, managers and employees realize that what they are doing is in line with their work standards or not, and in any case, they adjust and reform based on these standards as well.

How to determine standards: Standards must be enacted through international organizations specialized in various topics related to the standards they set and to study the merits of the subject for which the regulatory standards are supposed to be taken and try to set standards that meet the need of people on the basis of objective foundations in addition to taking into account the standards that will be decided flexibly from For the possibility of implementing it on the ground and coming up with multiple criteria, then a comparison between them before choosing the most appropriate criteria. Marketing these standards should be done by announcing them officially. Channels of communication should be opened from the legislative bodies to enact laws that protect these standards in addition to seeking to ensure that the supervisory authorities know about it.

Special education in the context of standards-based reform: The standards-based reform movement of the 1990s and early 2000s was built on the fact that education policymakers became concerned about the general decline they observed in students' educational attainment, and as a result, they emphasized standards-based reforms. These reforms include setting educational standards that are measured by standardized tests.

The standards-based reform movement brought with it a strong emphasis on accessing the general education curriculum for students with disabilities despite the difference in the curriculum

for people with disabilities from the general education curriculum. Failure to educate students with disabilities the same things found in general education have been interpreted as having low expectations for these students, leading to poor achievement and failure in a successful transition to life.

Without a doubt, the standards-based reform movement resulted in a lot of disagreement and controversy. What should the curriculum be like? What should the standards be? Who should set the standards? How can progress towards standards be measured? What outcomes should students and schools have if standards are not met? What should be provided in music, art, poetry, mathematics education, and other fields to confirm progression on standardized curricular tests in reading and mathematics?

United States Standards for Gifted Education: The American Association for Gifted Children (NAGC) (National Association for Gifted Children, 2014) has developed national standards for educational services and environments for gifted education with the aim of achieving high-quality education for students to serve an estimated 3 to 5 million gifted students. It is critical that all teachers be able to identify high-potential students who may need more depth and complexity in teaching or refer them for further evaluation and services.

NAGC has developed standards for use in teacher educational environments programs as well as for training all teachers already in the classroom. These standards provide standards of knowledge and skill and constitute a fundamental understanding of the issues, nuances of learning, and strategies that all teachers should have. The standards have been developed from a larger set of NAGC-CEC 2013 Educational Environments Standards for Gifted Educators. These standards ensure that all teachers are able to:

Identify differences in learning, developmental stages, and the cognitive / emotional characteristics of gifted students, including diverse cultural and linguistic

backgrounds, and identify the academic, emotional and social needs associated with them;

- Design appropriate instruction and performance adjustments for individuals with talents that foster creativity, acceleration, depth and complexity in academic subjects and specialist fields;

- Selecting, developing and using a set of evidence-based educational strategies to enhance the education of gifted students (National Association for Gifted Children, 2014).

This association was to support those who promote the growth and development of gifted children through education, community building and research, and aims to help parents, mothers, families and those concerned with educating children from kindergarten to high school. These programs are designed to help schools check the quality of their programs to help gifted children in their pursuit of achievement Virtuous personality and contribution to their societies. And that the lack of standards or the lack of clarity of those standards makes those in charge of these programs to provide services in a random way, and in many American states, three levels of these standards are set. And the second level: the program, with its minimum limits, matches the standard. The third level: that the program matches the optimal limit of a standard.

NAGC has divided the criteria for the Gifted Program into seven areas:

- Program design and philosophy. * Program evaluation.

- Curriculum and Instruction. * The educational environment.

- The professional development of those in charge of the program. * Learning and Growth

<http://www.nagc.org>

Previous studies:

First: Arab Studies: The results of the Khawaldeh's study (2006) indicated that the gifted curriculum in special programs in the Hashemite Kingdom of Jordan in general was the teachers' responses to it that the teaching methods provided to students are effective and varied and increase

the students' adequacy, abilities and skills. As for the results of the students' responses, the results showed that the teaching methods used were fairly good. However, there must be important and successful cognitive strategies and teaching methods in teaching gifted students. As for the results of the educational extension curricula corresponding to the presented curriculum, the results of the students' responses made it clear that the extension curricula take into account and care about some of the needs, abilities and skills of the gifted student and not all the various aspects of his personality.

Jarwan and Maharmeh (2009) also referred to the evaluation of King Abdullah II Schools' programs for excellence in light of international standards for gifted education. Researchers have developed three tools in the components of the program, namely: the student admission system, the nature of the curricula, and the system for selecting and training teachers. As well as assistants, technicians, teachers and teachers of students who were selected from the tenth and eleventh grades. The results of the study indicated that the general policies, criteria, and procedures used in the detection of gifted students were low in conformity with international standards for all program components.

The study of Al-Sorour and Al-Oweidi, (2013) aimed to identify the level of services provided to gifted students in regular classes from the viewpoint of students and teachers in Amman. The sample of the study consisted of (1207) male and female students for the grades: the third primary and up to the first secondary in its academic branches. And (333) male and female teachers, and to achieve the goal of the study, a questionnaire was constructed to reveal the level of services provided to gifted students from the viewpoint of students and teachers in regular schools. The results related to students showed that there is a need to improve the level of service provided to gifted students. The results indicated that the level of services was low in the areas of awareness of the goals of gifted programs and

curricula. As for teachers, the results showed that the level of service provided was low in the following areas. The concept of giftedness, awareness of the goals of gifted education programs, detection and evaluation, the school curriculum, and the field of counseling services. The results also indicated that both students and teachers support the establishment of special classes for the gifted within regular schools.

The study (Asha, 2017) came to evaluate the gifted programs of the Jubilee School in light of the standards of the American National Association for Gifted Education, and three components of the gifted programs were evaluated, which are the student selection system, enrichment curricula, and the professional development of gifted teachers, and the study sample was randomly selected and reached its number (34) male and female teachers, and (257) male and female students from the academic level (ninth - tenth - eleventh). Three instruments were used to evaluate three components of the gifted programs, which are a scale for evaluating the gifted student selection system from the teachers' and students' point of view, a scale for evaluating the enrichment curricula applied from the teachers' point of view, and a scale for evaluating the professional development of teachers from the teachers' point of view.

The researcher used the descriptive approach in her study, and the data of the study results were analyzed using appropriate statistical methods for the data (arithmetic means, standard deviations, and analysis of binary variance (P). With the standards of the American National Association for Gifted Education with a mean of (4.43), the degree of application of the Jubilee School programs to the student selection system from the students' point of view showed that it was identical with a high degree, with a mean of (4.04), and the results of the evaluation of the enrichment curricula applied in the Jubilee schools indicated from the point of view The teachers considered their conformity with a high degree with the standards of the American National

Association with an mean of (4.43). As for the methods used to achieve the professional development of gifted teachers in the Jubilee School, they were highly consistent with the standards of the American National Association for Gifted Education with a mean of (4.44), and the results showed no differences. The responses of teachers to evaluating gifted programs in the Jubilee School were attributed to the variable of gender and experience, and no differences in the scores Students' responses to the evaluation of the gifted student selection system in the Jubilee School are due to the gender variable, and there are differences in students' responses due to the student's academic level variable in favor of the ninth academic level. The study concluded with a set of recommendations, the most important of which is the necessity of adopting modern international standards in building programs for the gifted, paying attention to training and professional development for gifted teachers and expanding the scope of services application.

Second: Foreign Studies: VanTassel Baska (2006) conducted a study aimed at analyzing the results of the evaluation of seven gifted programs conducted in twenty different schools within major regions, to improve gifted student programs in the United States of America. The cluster method was used in regular classes and attractive schools, and the number of students ranged from (620) students to (76,265) students. She interviewed the stakeholders and reviewed the documents. The results indicated that the field of gifted education may be subject to a loss of infrastructure at its local levels if there is no development on programs during the next few years for the studied areas, and the study identified the main areas for program development, which are curricula, program design, professional development for teachers, and parent participation Evaluation. She also emphasized the importance of program evaluation and attention to it to improve the quality of programs

Hill-Anderson (2008) conducted a study aimed at evaluating the program offered to students from kindergarten through twelfth grade. It also aimed to evaluate gifted programs based on benefit-based evaluation criteria, and on the criteria for gifted children programs set by the National Association for Gifted Children, where the researcher developed an evaluation form applied to the study sample, which consisted of (18) of directorate leaders, mentors, and teachers concerned with the gifted, (3) teachers, and (93) parents who are parents of gifted students in each of the elementary, intermediate and upper secondary levels. The results showed that schools meet some of the gifted student program criteria set by the National Association for Gifted Children in the areas of program design, and meet social, emotional, curriculum and teaching needs. Four ideas related to improving the program emerged from the data, namely: The needs of gifted students have not been met in the regular classrooms, and the Directorate needs a deeper understanding about the characteristics and needs of gifted students, and concerted efforts to protect the funding of the program, and subsequently the needs of the gifted will improve with enhanced communication Parents' participation increases for gifted students.

Also the study of Matthews, et al., (2013), which aimed to identify the evaluation of the effects of cluster aggregation at the school level and to classify the ability within the classroom on the growth of academic achievement of students in primary schools using a multi-level model. The sample included 186 unidentified students and 68 gifted students in academic progress. Reading and mathematics were tested over three academic years in 2008 2009 the group was selected and in the period 2009-2010 the cluster group was implemented at the school level in the 2010-2011 school year, all students were completed again Only within classrooms by ability and students identified as gifted are scattered throughout all classrooms at grade level. The results indicate that the school-wide cluster group affected the

performance of students in the year following its implementation, but only in the field of mathematics and not in the field of reading.

Henderson & Jarvis, (2016) conducted a study aimed at exploring the implications of gifted education. The researchers note that the Australian Curriculum (ACARA, 2016) recognizes that gifted students have diverse capabilities and require educational judgments that meet their specific needs. However, the results indicated that education for the talented is below the required professional level and that teachers are not well prepared to understand the gifted and provide them with the necessary services. The study specifically stated that all teachers must be ready to teach gifted children. It is also important to identify the elements of teaching quality that ensure that students' needs are met in the Australian context and contribute to the professional learning agenda of all teachers.

Reinhard (2018) used a qualitative case study to unravel the relationship between knowledge of educational practices and national education standards for the gifted. Ethnographic methods of interviews, field notes, lesson documents, and photos were used to document the existence of gifted education in practice. The inductive results indicated the interaction between knowledge and self-efficacy with practices compatible with gifted education standards. The results indicated a positive effect on the upbringing of the gifted.

Study method and procedures:

Study Approach:

The researchers used the descriptive survey approach due to its convenience with the nature and objectives of the study. The statistics used arithmetic means and standard deviations. And the use of independent samples T-test.

Population and sample of the study:

The study sample consisted of (170) male and female teachers from the study community,

and after collecting the data, (5) questionnaires were deleted from a sample, due to their lack of validity for analysis, so that the sample in its final form was (165) teachers who formed the proportion (48.8%) of the student community, and the table shows No. (1) Distribution of the study sample according to the study variables.

Procedures of the study:

The theoretical literature and previous studies on the subject of the study were reviewed. The study instruments were built and all the statements of the scale were translated after its construction from the American Association for Gifted Children's standards. The instrument was presented in its initial form to a group of specialized referees and the referees' notes on the study tool were taken and the scale was applied to An exploratory sample to demonstrate the psychometric characteristics of the study tool and verify its suitability for the purposes of the study and after verifying the psychometric properties (validity and reliability) of the study tool, the tool was applied to the study sample, the information was entered into the computer memory and the study questions were answered.

Criterion for judging the statements of the study instrument:

The following criterion was used in judging the score of the statements:

If the arithmetic mean of the statement is less than or equal to (0.66), the score for the statement is low. And if the arithmetic mean of the statement is between (0.67-1.33), the score for the statement is medium. If the arithmetic mean of the statement is greater than or equal to (1.34), the score for the statement is high.

In the end, most studies indicated that there is a gap and a conflict in knowing the characteristics of the gifted and not meeting the needs of gifted students in light of the scientific progress and development witnessed by countries.

Table (1) Distribution of the study sample

Sample	Gender	Number	%	Total
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Teachers	Males	93	%56.4	165
	Females	72	%43.6	

The study instrument:

To achieve the objectives of the study, previous studies and theoretical literature were referred to, as researchers developed the instrument for measuring the opinions of the actors in the gifted programs, and it is the instrument directed at gifted students.

The researchers compiled the statements of the instrument based on the standards of the American National Association for Gifted Children for the year 2014.

(Henderson & Jarvis. 2016; British Ministry of Education, 2007; National Association for Gifted Children, 2014)

The evaluation instrument for gifted programs consisted of a questionnaire distributed among teachers with a triple ranking (available, somewhat available, not available) and the questionnaire directed the teachers of gifted students to find out the standards most achieved by the components of the programs, curricula, teaching methods, educational environment, learning, development and evaluation, and the services provided in the program, where its statements were distributed. The dimensions are as follows:

After the objectives of the program and the number of its statements (8) statements, after the curricula and teaching methods and it consists of (14) statements, and after the educational environment and consists of (12) statements, and after the role of the program in learning and development and it consists of (7) statements, and after the evaluation and consists of (7) Statements, after the services provided in the program, and it consists of (18) statements

Validate the study instrument:

The validity of the study instrument was measured by:

Authenticity of the content or apparent validity: To verify the validity of the content of the study tool, and to ensure that it serves the

objectives of the study, it was presented to a group of (10) arbitrators with experience and expertise in arbitrating the tool in the field of measurement, evaluation, talent and creativity from faculty members in universities. In the Hashemite Kingdom of Jordan, they were asked to study the tool and express their opinion on it in terms of: the suitability of the statement to the content, evaluate the level of linguistic wording, and add any notes they deem appropriate in relation to the amendment, change, or deletion according to what the arbitrator sees. The researchers studied the comments of the reviewers, their suggestions, and made amendments in light of the recommendations and opinions of the arbitrators, such as: deleting some statements, and correcting some linguistic drafting errors. The researchers considered taking the comments of the reviewers and making the modifications referred to above as the apparent validity and validity of the content of the tool.

Reliability of the study instrument:

To verify the stability of the study tools, they were applied to pilot samples that consisted of (30) male and female teachers from outside the study sample, who were randomly selected, and the stability coefficients of Cronbach's alpha were calculated for the scale and scale dimensions as a whole. Below is a presentation of the validity and reliability of the tool

The validity of the significance of the relevance of the statement to the dimension of the students' tool: To verify the indications of the relevance of the statement to the dimension, the tool was applied to an exploratory sample consisting of (30) teachers from outside the study sample chosen randomly, and the correlation coefficient between the score of the statements was extracted for the scale of evaluating gifted education programs in the Kingdom. The Hashemite Jordanian from the teachers' point of view, the total degree of the dimension belonging

to it and the total degree of the scale, and the coefficients.
following table (2) between the correlation

Table (2): Correlation coefficients between the statements and the total score of the dimension belonging to it and the total score of the scale of evaluating gifted education programs in the Hashemite Kingdom of Jordan from the viewpoint of teachers of gifted students

R		Number of statement	Dimension
The total score of the scale	The dimension to which the statement belongs		
.578	.652	1	Program Goals
.770	.828	2	
.282	.367	3	
.449	.555	4	
.733	.728	5	
.373	.530	6	
.309	.441	7	
.528	.499	8	
.398	.452	1	Curriculum and Instruction
.329	.420	2	
.693	.702	3	
.396	.387	4	
.289	.333	5	
.610	.571	6	
.653	.681	7	
.656	.782	8	
.602	.526	9	
.520	.657	10	
.548	.656	11	
.603	.525	12	
.397	.496	13	
.389	.316	14	
.545	.623	1	The educational environment
.571	.571	2	
.693	.622	3	
.314	.315	4	
.731	.725	5	
.392	.331	6	
.587	.575	7	

R		Number of statement	Dimension
The total score of the scale	The dimension to which the statement belongs		
.708	.752	8	
.425	.614	9	
.583	.660	10	
.370	.440	11	
.374	.599	12	
.654	.680	13	
.403	.619	1	The program's role in the student's learning and development
.697	.759	2	
.787	.763	3	
.690	.837	4	
.369	.594	5	
.602	.797	6	
.430	.548	7	
.346	.692	1	Evaluation
.369	.454	2	
.474	.628	3	
.344	.522	4	
.534	.671	5	
.606	.665	6	
.294	.348	7	
.414	.435	1	Services provided in the program
.365	.314	2	
.398	.468	3	
.539	.542	4	
.342	.495	5	
.561	.639	6	
.509	.591	7	
.746	.826	8	
.349	.407	9	
.635	.685	10	
.501	.604	11	
.545	.639	12	
.667	.682	13	
.352	.396	14	
.445	.399	15	

R		Number of statement	Dimension
The total score of the scale	The dimension to which the statement belongs		
.501	.559	16	
.323	.546	17	
.578	.652	18	

Table (2) shows that the correlation coefficients between the statements and the total score of the dimension belonging to the scale of evaluating gifted education programs in the Hashemite Kingdom of Jordan from the viewpoint of the gifted student teachers ranged between (0.314 and 0.837) and the correlation coefficients between the statements and the total score of the

evaluation scale for educational programs The gifted in the Hashemite Kingdom of Jordan from the point of view of the gifted student teachers ranged between (0.282 and 0.787), which are appropriate values and indicate the validity of the scale of evaluating gifted education programs in the Hashemite Kingdom of Jordan from the point of view of the gifted student teachers.

Table (3) shows the stability coefficients in an internal consistency method for the evaluation scale of gifted education programs in the Hashemite Kingdom of Jordan from the point of view of gifted student teachers

No	Dimension	Cronbach's alpha
1	Objectives	7150.
2	Curriculum and Instruction	7990.
3	The educational environment	8090.
4	The program's role in students' learning and development	8450.
5	Evaluation	7030.
6	Services provided in the program	8020.
	Total	

Table (3) shows that the reliability coefficient reached the scale of evaluating gifted

education programs in the Hashemite Kingdom of Jordan from the point of view of teachers of gifted

students (0.947) and the stability coefficients for the dimensions ranged between (0.703 and 0.845)

Results related to the first question: What is the degree of applicability of international standards for gifted education programs to gifted education programs in the Hashemite Kingdom of Jordan from the point of view of teachers of gifted students?

To answer this question, arithmetic means, standard deviations, and the degree of applicability of international standards for gifted education programs to gifted education programs

in the Hashemite Kingdom of Jordan were extracted from the viewpoint of teachers of gifted students for the sub-dimensions and the total score of the standards. Table (4) shows these results:

Arithmetic means and standard deviations of the degree of applicability of international standards for gifted education programs to gifted education programs in the Hashemite Kingdom of Jordan from the point of view of teachers of gifted students for sub-criteria and the total score of the criteria arranged in descending order.

Table (4)

Rank	No	Dimension	Mean	S.D	Level
1	1	Program Goals	1.60	.362	High
2	5	Evaluation	1.52	.396	High
3	6	Services provided in the program	1.40	.376	High
4	2	Curriculum and Instruction	1.37	.362	High
5	3	The educational environment	1.36	.401	High
6	4	The program's role in students' learning and development	1.29	.490	Medium
		Mean of overall Dimensions	1.41	.331	High

Table (4) shows that the degree of applicability of international standards for gifted education programs to gifted education programs in the Hashemite Kingdom of Jordan from the point of view of gifted students' teachers came to the overall mean with a mean of (1.41) and a high degree, while the arithmetic means of the sub-dimensions ranged between (1.29 and 1.60) where the objectives came in the first rank with the highest arithmetic mean (1.60) and with a high degree. He followed him after the evaluation with a mean (1.52) and with a high degree. Whereas,

the program's role in learning and development among students at the last rank, it came with the lowest arithmetic mean (1.29) and with a medium degree.

Results related to the second question: What are the most achieved standards in the gifted education program in the Hashemite Kingdom of Jordan from the teachers' point of view?

The most attained criteria in the gifted education program in the Hashemite Kingdom of Jordan from the viewpoint of the gifted student teachers

Table (5)

Rank	No	Dimension	Mean	S.D	Level
1	1	Objectives	1.60	.362	High
2	5	Evaluation	1.52	.396	High
	6	Services provided in the program	1.40	.376	High

Table (5) shows the criteria most achieved in the gifted education program in the Hashemite Kingdom of Jordan from the point of view of gifted students' teachers, where the criteria for the goals came in the first rank with the highest arithmetic mean (1.60) and a high degree. This was followed by the evaluation criterion with an arithmetic mean (1.52) with a high degree. Then the standard of services provided in the program with a mean (1.40) and a high degree.

Discussing the results of the first question, which states: What is the degree of applicability of the American Association of Gifted Students' standards to gifted education programs in the Hashemite Kingdom of Jordan from the point of view of teachers of gifted students?

The results showed that the degree of applicability of international standards for gifted education programs to gifted education programs in the Hashemite Kingdom of Jordan from the viewpoint of the gifted students' teachers came to the overall mean with a mean of (1.41) and a high degree. While the arithmetic means of the sub-dimensions ranged between (1.29 and 1.60), where the goals came in the first rank with the highest arithmetic mean (1.60) and with a high degree. He followed him after the evaluation with a mean (1.52) and with a high degree. Whereas, the program's role in learning and development among students at the last rank, it came with the lowest arithmetic mean (1.29) and with a medium degree.

The researchers may attribute the result of this question to the fact that international standards from the teachers' point of view are high, as it indicates the availability of global standards in the program through which students benefit from the program and achieve its goals and satisfy their needs and meet their educational, knowledge and skill desires. In the coming years and its development

Discussing the results of the second question, which states: What are the most achieved standards in the gifted education

program in the Hashemite Kingdom of Jordan from the teachers' point of view?

The study showed that the most attained criteria in the gifted education program in the Hashemite Kingdom of Jordan from the point of view of the gifted students' teachers, where the criteria for the goals came in the first rank with the highest arithmetic mean (1.60) and a high degree. This was followed by the evaluation criterion with an arithmetic mean (1.52) with a high degree. Then the standard of services provided in the program with an arithmetic mean (1.40) and with a high degree. This is a clear indication that the program for the care of gifted students in the Hashemite Kingdom of Jordan has clear goals, foundations and rules for gifted students and is in line with the tendencies and trends of gifted students, and that the evaluation criteria of the program are impeccable in its procedures or in its judgment, and also the services provided to students are in line with global and technological development. Students face a supportive and stimulating environment for them, indicating that the program is moving in the right direction according to what students see.

Recommendations:

Based on the results of the study, the study recommends the following:

1- Conducting more studies that clarify the objectives of the gifted education and care programs in the Arab countries and evaluate them in the light of international standards in general and the US in particular, to find out the strengths and weaknesses of these programs.

2- Making use of the study tools for researchers and for those interested in the subjects of measurement for teachers of gifted students, and for workers in the field of gifted care.

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