



UNIVERSIDAD HISPANOAMERICANA

School of English Language Teaching

**THESIS SUBMITTED TO OBTAIN THE LICENCIATURA
DEGREE IN ENGLISH TEACHING FOR I AND II CYCLE**

**ADVANCES AND OBSTACLES THE 2015 N°8899 LAW
HAS HAD SINCE ITS APPROVAL, IN ELEMENTARY
SCHOOL PROFESSORS OF CIRCUIT 03, HEREDIA,
2017**

STUDENT:

GLORIANA HIDALGO ANGULO

OCTUBER, 2017

DECLARATION OF ORIGINALITY

DECLARACIÓN JURADA

Yo Gloriana Hidalgo Angulo, mayor de edad, portador de la cédula de identidad número 7-0219-0472 egresado de la carrera de Enseñanza del Inglés en primer y segundo ciclo de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura, juro solemnemente que mi trabajo de investigación titulado:

Advances and Obstacles that the Law N°8899 has had since its approval in 2010 in Elementary School Professors of circuit 03, Heredia 2017, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. En fe de lo anterior, firmo en la ciudad de San José, a los 25 días del mes de Octubre del año dos mil 2017.



Firma del estudiante

7-0219-0472

LETTER FROM THESIS SUPERVISOR

CARTA DEL TUTOR

Heredía, 24 de octubre de 2017.

Señores
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UNIVERSIDAD HISPANOAMERICANA

La estudiante Gloriana Hidalgo Angulo, cédula de identidad número 702190472, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado *Advances and Obstacles That the Law N°8899 has had Since its Approval in 2010, in Elementary School Professors of Circuit 03, Heredia, 2017*, el cual ha elaborado para optar por el grado académico de Licenciatura en Enseñanza del Inglés para I y II Ciclo.

En mi calidad de Tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación, antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos, conclusiones y recomendaciones.

De la revisión de los aspectos mencionados y en apego al Artículo 73, inciso e del Reglamento Académico de la Universidad Hispanoamericana, procedo a calificar la propuesta con el resultado siguiente:

a. Originalidad del tema	10%	10
b. Cumplimiento de entregas de avances	20%	18
c. Coherencia entre los objetivos, los instrumentos aplicados y los resultados de la investigación	30%	30
d. Relevancia de las conclusiones	20%	16
e. Calidad y detalle del marco teórico	20%	18
Total	100%	92

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,



Prof. Aramis K. Vidaurre
 Cédula de identidad 6-254-174

LETTER FROM THESIS ADVISOR

San José, 26 de enero, 2018

Señores
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Universidad Hispanoamericana

Estimados Señores:

La estudiante Gloraina Hidalgo Ángulo, cédula de identidad número: 7-0219-0492 me ha entregado para efectos de revisión y aprobación el trabajo de Investigación denominado: "ADVANCES AND OBSTACLES OF THE 2015 LAW N°8899 HAS HAD SINCE ITS APPROVAL, IN ELEMENTARY SCHOOL PROFESSORS OF CIRCUIT 03, HEREDIA, 2017" el cual ha elaborado para optar por el grado de Licenciatura. He revisado y hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y el análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública posterior a la revisión del filólogo.

Atentamente,



Nombre del Lector: Carolina Ramirez Guerrero
Cédula de Identidad Número: 1-573-152

LETTER FROM PHILOLOGIST

DEDICATION

First of all, I want to dedicate this investigation, to God who gave me and gives me the necessary strength to succeed in all my projects as well as the wisdom to develop them.

I want to dedicate this thesis to all my family who always support me, motivate me and are with me at all times; my aunts, my siblings, my grandparents, my cousins, my uncles, and especially to my mommy Ana Yancy Angulo Angulo.

I want to dedicate my thesis to my friends, who offered me support and motivation to carry it out. Yurico Jaén, Fabiola Guerrero, Karen Arguedas, Alexandra Víquez, and especially Leyla Díaz Trejos, whom God gave me the opportunity to meet, they are very special people that I will always remember.

I dedicate my thesis to my life partner, a very special person for me, whom God gave me the opportunity to have for a long time and who has been super unconditional at all times.

ACKNOWLEDGEMENTS

I want to thank God infinitely for giving me the opportunity to complete my graduation project and for the blessings I have always received from him.

I would like to dedicate this achievement to my family for the unconditional support I have always received from them, for all the love they give me; they have been and they will be the key to my successes.

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To my co-workers who helped me when I asked them and for giving me their most sincere good wishes and affection during the experience I lived in school.

Finally, to my college classmates for each learning experience we live together and for their advice and help.

EPIGRAPH

“Live as if you were to die tomorrow. Learn as if you were to live forever”.

Mahatma Gandhi

PREFACE

The present investigation was carried out with the purpose of analyzing the advances and obstacles that Law N° 8899 "Law for the high endowment, talent and creativity in the Costa Rican educational system" has had since its approval in 2010 in Elementary School Professor of circuit 03, of the Regional Direction Education, Heredia. This is a Law that consists of 7 articles; its Regulation consists of 6 chapters. The Law stipulates the attention that students who present characteristics of high endowment, talent, and creativity should receive in the educational centers of the country.

The first chapter is the problem of investigation. It contains sections that deal with the background, description of the situation, justification, research question, objectives, scope, and limitations of the investigation.

The second chapter is the theoretical framework. It exposes the theories and approaches that support the study, and it starts with the section of the historical context and then the theoretical context section.

The third chapter of the research is the methodological framework. Its sections explain the type of approach that characterizes the investigation, the units of analysis, the techniques and instruments used to collect the information, the types of research design, and the operationalization of the variables.

The fourth chapter of the research is the analysis of results. This chapter shows the results of the questionnaire and the interviews used to collect the research data. Graphs and tables are shown according to the information obtained.

The fifth chapter contains conclusions and recommendations of the research. This chapter indicates the final arguments based on the results found.

The sixth chapter contains the research proposal. A work proposal is elaborated in order to contribute with the processes of dissemination and training in the Elementary School professors of the Circuit 03, Heredia.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	II
LETTER FROM THESIS SUPERVISOR	III
LETTER FROM THESIS ADVISOR	IV
LETTER FROM PHILOLOGIST	V
DEDICATION	VI
ACKNOWLEDGEMENTS.....	VII
EPIGRAPH.....	VIII
PREFACE.....	IX
CHAPTER I	5
THE PROBLEM OF THE RESEARCH.....	5
1.1. PROBLEM STATEMENT	6
1.2. BACKGROUND INFORMATION.....	6
1.3. PROBLEMATIZATION	10
1.4. JUSTIFICATION.....	11
1.5. INVESTIGATION QUESTION.....	14
1.6. GENERAL OBJECTIVE	14
1.7. SPECIFIC OBJECTIVES	14
1.8. SCOPE AND LIMITATIONS.....	15
1.8.1. Scope.....	15
1.8.2. Limitations.....	16
CHAPTER II	17
THEORETICAL FRAMEWORK.....	17
2.1. THE HISTORICAL CONTEXT	18
2.2. CONCEPTUAL THEORETICAL FRAMEWORK	19
2.2.1. Students with high endowment, talent and creativity.....	19
2.2.2. Curriculum.....	21
2.2.4. The subjects of the curriculum	24
2.2.5. ELEMENTS THAT FORM THE CURRICULUM.....	26

2.2.6. Curriculum Processes	30
2.2.7. Models that explain the High Endowment	32
2.2.8. CHARACTERISTICS OF CHILDREN WITH HIGH ENDOWMENT	35
2.2.9. METHODOLOGICAL STRATEGIES FOR STUDENTS WITH HIGH PERFORMANCE	45
2.2.10. THE EVALUATION OF LEARNING IN STUDENTS WITH HIGH PERFORMANCE	48
2.2.11. LAW N°8899 FOR THE "PROMOTION OF HIGH PERFORMANCE, TALENT AND CREATIVITY" IN THE COSTARICAN EDUCATIONAL SYSTEM ...	52
2.2.12. REGULATION OF LAW N° 8899 FOR THE PROMOTION OF HIGH TALENT AND CREATIVITY IN COSTA RICA SYSTEM EDUCATION.....	59
CHAPTER III	66
METHODOLOGICAL FRAMEWORK	66
3.1. TYPE OF RESEARCH	67
3.1.1. According to the purpose	67
3.1.2. Temporal Scope.....	68
3.1.3. Level of the Research	68
3.1.4. Research approach.....	69
3.1.5. Where the research takes place.....	69
3.1.6. Characteristics of the research.....	70
3.2. SUBJECTS AND INFORMATION SOURCES	71
3.2.1. Unit of Analysis	71
3.2.2. Primary Source	72
3.2.3. Secondary Sources.....	73
3.2.4. Tertiary source	73
3.3. POPULATION AND SAMPLE SELECTION.....	74
3.3.1. Population	74
3.3.2. Sample.....	74
3.3.3. Non Probabilistic	74
3.4. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION.....	75
3.5. VARIABLE OPERATIONALIZATION	77
3.6. Operation table of the variables	78

CHAPTER IV	79
DATA ANALYSIS	79
4.1. DATA ANALYSIS	80
4.2. INTERVIEW N°1	82
4.3. INTERVIEW N°2	86
4.4. INTERVIEW N°3	105
4.5. INTERVIEW N°4	110
4.6. QUESTIONNAIRE.....	112
Graphic N°1.....	113
Graphic N°2.....	114
Graphic N°3.....	115
Graphic N°4.....	116
Graphic N°5.....	117
Graphic N°6.....	118
Table N°1	119
Table N°2	120
Graphic N°8.....	122
Graphic N°9.....	123
Graphic N°10.....	124
Graphic N°11.....	125
CHAPTER V	126
CONCLUSIONS AND RECOMMENDATIONS.....	126
5.1. CONCLUSIONS.....	127
5.2. RECOMMENDATIONS	133
CHAPTER VI.....	135
PROPOSAL OF THE INVESTIGATION	135
6.1 PROPOSAL FOR EDUCATIONAL ATTENTION FOR GIFTED POPULATION TALENT AND CREATIVITY	136
6.1.1. Introduction	136
6.1.2. Proposal of work	136
6.1.3. General Objective:	136
6.1.4. Specific Objectives:.....	136

6.1.5. Methodology	137
6.1.6. Day N°1.....	138
6.1.7. Day N°2.....	140
6.1.8. Day N°3.....	142
6.1.9. Day N°4.....	144
BIBLIOGRAPHY	146
7.1. BIBLIOGRAPHY.....	147
7.2. WEBGRAPHY	149
7.3.CONSULTED WEBGRAPHY	149
7.4. ABBREVIATIONS	150
ANNEXES	152
8.1. QUESTIONNAIRE.....	153
HIGH ENDOWMENT, TALENT AND CREATIVITY	153

GRAPHICS AND TABLES INDEX

4.6. QUESTIONNAIRE.....	115
Graphic N°1.....	116
Graphic N°2.....	117
Graphic N°3.....	118
Graphic N°4.....	119
Graphic N°5.....	120
Graphic N°6.....	121
Table N°1	122
Table N°2	123
Graphic N°8.....	124
Graphic N°9.....	125
Graphic N°10.....	126
Graphic N°11.....	127

CHAPTER I

PROBLEM OF THE RESEARCH

1.1. PROBLEM STATEMENT

The research will be carried out with Elementary School Professors of Circuit 03 Heredia, 2017.

1.2. BACKGROUND INFORMATION

Education in Costa Rica is favored and privileged with the declaration that it is free and compulsory until the last year of Basic General Education, established in the Political Constitution of 1949. Besides that, it forms part of this declaration the special education to assist the population with special education needs. In those years, this population only had the centers of special education.

An important advance in the educational field it was that thanks to the participation of Costa Rica in the Salamanca Conference in 1994, the concepts of special education and curricular adaptation were established. Besides that, these concepts began to be used in the educational centers of our country. Initiating a process in which students with diverse educational needs were assisted and could satisfy educational interests.

It also allowed, according to the State of the Nation Program (2012) "la proliferación de servicios integrados como las áreas de recursos y aulas integradas en todo el territorio nacional, en el ámbito público y privado." (p.8) (Free translation). Students with special educational needs from this moment on began to be assisted by teachers according to their needs, abilities, potentialities, and skills allowing them to advance academically within the educational institutions.

The Special Education Department of the Ministry of Public Education, in order to make the transformations a reality of the concepts special education and curricular adaptation, started to manage with other organizations, the promulgation of a Law of the Republic, which will ensure the rights of persons with special educational needs, on equal terms as citizens. This law was approved by the Legislative Assembly of Costa Rica in April 1996 and it was called “Law of Equal Opportunities” for people with disabilities in Costa Rica. It is known as Law 7600. This Law promoted in 1997, the policies, regulations and procedures for access to education for students with special educational needs (Ministerio de Educación Pública, 1997, en CENAREC, 2005). Giving origin to a legal and conceptual framework, where commitments were made to assist students with special educational needs through curricular adaptations. Nowadays, the concept of integration has been transformed into the concept of inclusive education and the recent normative proposals are Law N°8661 of the Convention on the Rights of Persons with Disabilities and the National Policy on Disability 2011-2021 (PONADIS), which allude to more equitable and quality education.

In previous years, the condition of high endowment, talent and creativity in students of Costa Rica had not been identified and also it had not been thought as a condition in which students needed attention. The most commonly known concept was the high endowment. According to Morales (2010) “formerly the high endowment and talents did not have the management that has been given to it a couple of centuries.” (Free translation) (p. 57). Through many investigations that have been carried out and through the researchers that carry them out, it is that the topic in the country has taken a lot of strength in recent years.

Previously, the countries with the greatest resources and interest in the topic of high endowment were the ones that carried out scientific studies specialized in the identification of this condition in the students.

From studies and research carried out by experts in the topic of high endowment, it is discovered that as well as other special educational needs in students, the condition of high endowment, talent and creativity is a need that demand attention in Costa Rica. Thanks to these studies and research the Law N° 8899 "for the high endowment, talent and creativity in the Costa Rican educational system" (Free translation) is being promoted in Costa Rica.

Students who present characteristics of high endowment, talent and creativity should not be seen as privileged students but as a student population with their own educational needs, requiring attention with equity as well as children with special education needs. Due to the educational diversity that over time is becoming known, innovative proposals are emerging, led by experts. At the national level, Dr. Krissia Morales Chacón initiates extensive historical/documentary research on the topic of gifted children which would start a new educational field within the Universidad Estatal a Distancia in 2005.

The research led by Dr. Krissia Morales Chacón on high endowment in children, revealed that in Costa Rica there was a lack of information, professional people, inclusive educational policies, and programs related to the topic of high endowment, talent and creativity. Subsequently, a research was carried out from 2006 to 2008, called "Teacher Conceptualization about Gifted students, Special Needs and Possible Educational Response of Costa Rica." (Conceptualización docente acerca de los

educandos con superdotación, sus necesidades especiales y posibles respuestas educativas, Costa Rica). It covered the issue of early identification of children with these characteristics. Dr. Krissia Morales Chacón was able to establish contacts with international experts on issues of psych pedagogy and giftedness that contributed to the exchange of knowledge and experiences in the topic of high endowment for Costa Rica.

The results of this research referred to the need to develop educational policies in teacher education and training to assist children with high endowment, given the policies of equal educational opportunities for all in the national education system. In carrying out all these investigations Dr. Krissia Morales Chacón promotes a legislative Proposal to Legislative Assemble. It was "Law to promote high endowment, talents and creativity in the Costa Rican educational system" which consists of eight very specific articles and which was approved unanimously in the Legislative Assembly in October 2010. The Ministry of Public Education, MEP (2016), through Law No. 8899 and its regulation: "Law for the promotion of high endowment, talents and creativity in the Costa Rican educational system." (Free translation). It promotes that the population of gifted students, is object of early, individualized, complete, and suitable attention and also it provides a series of supports and guides to teachers, so that the population of children with high endowment, talent and creativity, are taken care of in the educational centers of Costa Rica, to avoid limiting them in the process of teaching learning.

There are many challenges that teachers can find in their daily work. One of these challenges could be assist students with characteristics of high endowment, talent and creativity without any adviser support or train because they are students with highly developed cognitive levels and skills that require an adequate attention. However,

advisers in the field are required to train and accompany teachers to assist this student population.

1.3. PROBLEMATIZATION

Within the classrooms of the Costa Rican educational centers, there are children who have characteristics of high endowment, talent, and creativity. Given this situation, the educational administration of the country has been concerned about providing adequate and timely attention to this student population, enhancing their skills according to their competencies.

Students with characteristics of high endowment, talent, and creativity may present negative behaviors that can reflect the need to respond to their competencies. These behaviors could be: disinterest, distraction or discouragement so it becomes necessary to assist their abilities and promote the student performances in the classrooms. These feelings may possibly lead to inadequate attention. As an example, an inadequate attention could be that the teachers extend didactic materials or use methodological strategies that do not respond to the academic needs of the students with these characteristics. If the methodological strategies are oriented towards other areas which are not related to the competences of the students, the results may be the least expected.

It is worth mentioning that the evaluation of learning in the educational process is essential. This process is composed of three aspects: summative, formative, and diagnostic evaluation. It is important to recognize the educational profile of children so that it becomes a tool that allows teachers to help the students.

Students with characteristics of high endowment, talent and creativity possess distinguishable abilities that need to be developed with academic help, support from their families, teachers, principals, guidance counsellors, and community being people part of children education as well as emotional assistance and motivation. School education centers, as an instructional entity, have the function of guiding, both students and teachers through appropriate enrichment actions to improve the educational process. If this factor does not occur in an educational environment, the teaching process is likely to be disrupted.

Teachers need accompaniment by advisers in the topic of high endowment, talent, and creativity, from the moment they can have children with characteristics, high endowment, talent, and creativity in their classrooms. By means of trainings, teachers can be prepared to adequately implement evaluation, strategies, didactic materials, and resources needed to develop a class. Given the educational diversity, it is important to investigate the scope and limitations of Law No. 8899, Law for the promotion of high endowment, talent, and creativity, in Circuit 03 of the Regional Direction of Heredia.

1.4. JUSTIFICATION

In Costa Rican schools, teachers assist students who have different special education needs by adapting the curriculum and lessons teacher can help to develop the student skills. These actions allow students to complete their studies avoiding that they leave the classrooms.

One function of education is to provide equitable opportunities to meet the main needs of children, therefore the student population with highly developed cognitive

abilities such as high endowment, talent, and creativity requires attention just like other children with special needs do.

The need to analyze the progress and obstacles of Law N° 8899, for the promotion of high endowment, talents, and creativity in the Costa Rican educational system and its respective regulations, aims to determine if teachers have the resources, necessary training, and the advisors to assist these students.

The research will analyze the progress and obstacles that Law N° 8899 has generated in Circuit 03 of the Heredia Regional Direction since its approval by Legislative Assembly in 2010. It will investigate the advances that have been made since the law was approved and if there have been limitations to train teachers.

Teachers have many challenges; they need to be supported, periodically trained, have the resources and tools to assist the diversity of skills, abilities, and needs that students present. Teachers should feel the support of administrative officials and advisors. The responsibility of providing a quality education, where the best attention is given to the students, rests on the teachers; however there are another people other who must work together with teachers to provide quality education. These people involve each official of the Ministry of Public Education as well as parents, and student community. This way, teachers would be able to face the challenges that are presented day by day in Costa Rican academic institutions.

The reasons and motivations that arose to investigate this topic are due to the diversity of students that teachers must assist daily within which are children with characteristics of high endowment, talent and creativity. These students have

outstanding abilities; they have characteristics that make them different from an average student. Children with characteristics of high endowment, talent and creativity need help because by presenting diverse skills they need to strengthen and enhance them by satisfying their academic needs. In this way, they would have a significant process of learning. Students with high endowment, talent, and creativity need accompaniment from their families, teachers and other officials who are part of education. By teacher observations, orientation guides, tests or scale, tools that Minister of Public Education recommends these students are identified. The aim of Minister of Public Education is encourage the student's skills and provides them help. This requires the help of advisers who will guide the educational process to be followed by teachers within the classroom assisting students with high endowment, talent and creativity.

The novelty of the topic to be investigated is the need to analyze the Law N°. 8899 for the promotion of high endowment, talents, and creativity in the Costa Rican educational system addressed at outstanding students with many qualities that can be assist as children who do not have an educational need. On the other hand, during the last five years the Ministry of Public Education has been making an effort to investigate, provide resources and support for the teacher in order to help students. Since 2010, this law, articles, and provisions have been established in relation to the topic that teachers should consider assisting students with characteristics of high endowment, talent, and creativity.

Currently, the Ministry of Public Education is implementing this innovative and transcendental project in the Costa Rican education system, since the proposal to work

with this student population had never before arisen. It has been seven years since the law was passed and there is a lack of teacher training in relation to the topic.

1.5. INVESTIGATION QUESTION

What relevant advances and obstacles has the Law N°8899 had in the promotion of high endowment, talent, and creativity, since its approval at the Elementary School Professors in the Circuit 03, Heredia 2017?

1.6. GENERAL OBJECTIVE:

1. To analyze the advances and obstacles of Law N° 8899 for the promotion of high endowment, talents, and creativity, since its approval, in 2010, in Elementary School Professors of Circuit 03, Heredia 2017.

1.7. SPECIFIC OBJECTIVES:

1. To describe the purpose of the Ministry of Public Education for the implementation of Law N° 8899 in the Costa Rican educational system.
2. To describe the advances and the obstacles that the Law N° 8899 has had since its approval, in 2010, in Elementary School Professors of Circuit 03, Heredia 2017.
3. To identify the level of knowledge that Elementary School Professors of Circuit 03 in Heredia, have about the Law N° 8899, since its approval, in 2010, for the promotion of high endowment, talents, and creativity.

4. To design a proposal of work to contribute with the processes of teaching dissemination and training in the topic of the high endowment, talent, and creativity in the Elementary School Professors in the Circuit 03 of Heredia.

1.8. SCOPE AND LIMITATIONS

1.8.1. Scope

The interest in developing this research is due to the need to encourage, stimulate, and support students with characteristics of high endowment, talent, and creativity in the country's educational centers. Given, each student has different capacities, skills, needs, strengths, which teachers help to empower during the educational process. If the purpose of education is to provide quality education, which responds to the abilities of students and to integral development, these qualities must be considered within the curriculum. The research will analyze the advances and limitations that Law N° 8899 has had in Circuit 03 of the Regional Direction of Heredia, to know if the teachers have been trained in the topic, the knowledge they have about the subject, if there have been limitations, likewise which types, as well as if they have had any experience attending this type of student population.

The research will also contribute as a teaching guide, a source of information for teachers in case of assist students with high endowment characteristics, talent and creativity within the classrooms. To promote the implementation of methodological strategies that facilitate, stimulate, and motivate specifically this student population in their learning process. These children may tend to become depressed, present

behavioral problems and even feel like not attending lessons if teachers do not take their learning styles into account.

1.8.2. Limitations

Limitations are those obstacles that occur during the research process and interfere with the way the actions take place, which causes the process not to develop exactly the way it was planned. In the present investigation the following limitations were found:

1. The investigation was developed in the Circuit 03, San Bárbara of Heredia. This Circuit has schools that are located far away from the Central Canton. This situation made difficult to access the educational centers because public transportation is very limited.
2. Due to diverse activities that teachers should attend to in educational centers, such as: meetings, festivals, congresses among others, it was difficult to find elementary school professors to be surveyed.
3. The opportunity to visit the educational center in San José and observe an English class with one student who was previously identified by the Ministry of Public Education with high endowment, talented, and creative characteristics was limited due to the weather conditions in October, which left several areas of the country isolated by destroyed roads as well as schools that were very affected.

CHAPTER II
THEORETICAL FRAMEWORK

2.1. THE HISTORICAL CONTEXT

The research will be carried out in Circuit 03 of the Regional Direction of Heredia. It is located in the Canton of Santa Bárbara de Heredia; educational coverage includes the districts of Santa Barbara, San Pedro, San Juan, Santo Domingo, Purabá, Jesus and four schools in the San José district of the Cantón of Barva.

It has 16 institutions of primary education, a kindergarten, two academic high schools, one Instituto Profesional de Educación Comunitaria (IPEC), three private schools, three private kindergartens and two private academic high schools. The most outstanding values according to Circuit 03 of the Regional Direction of Heredia (2012) are: “sensitivity, tolerance and responsibility.” Also according to the Regional Direction of Heredia (2012) the mission and vision of the Circuit 03 are:

Mission: public pre-school, primary, secondary, youth and adult education institutions, we strive to provide a quality educational service to students through the use of basic skills and tools to meet the challenges of the present and future society.

Vision: To achieve in the medium or long term to contribute to the integral formation of the students, through a quality educational service, providing the necessary tools, skills and values to ensure their insertion in a positive and productive way in the community and country. (Free translation)

2.2. CONCEPTUAL THEORETICAL FRAMEWORK

2.2.1. Students with high endowment, talent and creativity

In the educational centers of the country, there are children with diverse capacities, within which are the students with high endowment, talent and creativity. The term of high endowment is attributed by the Ministry of Public Education in the document "Technical and administrative guidelines for the application of Law No. 8899-MEP and its regulation: Law for the promotion of high endowment, talents and creativity in the system Costa Rican education." (Free translation). This document provides guidance to the teachers about the subjects that are part of the curriculum to assist this type of student population. Law No. 8899, Law for the promotion of high endowment, talent and creativity in the Costa Rican educational system, was approved in 2010 by the Legislative Assembly and in the year 2015 the regulation N° 38808-MEP "regulation for the promotion of the high endowment, talents, and creativity in the Costa Rican educational system (Free translation)" was approved.

This law establishes, under eight articles, that students with high endowment, talent, and creativity receive attention in order to support them. This Law allows the diversity presented in the educational centers of the country be assisted by the teachers, being the case of the students who present high endowment, talent, and creativity, protected by the law, N°8899 "Law of promotion of the high endowment, talent, and creativity."

The high endowment refers to the student's cognitive ability to issue criteria, do tasks, solve exercises, analyze, and command topics and vocabulary developed at their

age. Students, who possess high endowment, require to be assisted according to their style of learning and interests. Teachers can adapt their lessons directed to this population, through the curriculum, in order to fulfill the aims and objectives of Costa Rican education under equal conditions. Given the high cognitive abilities they possess, it is a population that cannot be assisted as well as its classmates because they may tend to become discouraged and develop inappropriate behavior during the educational process if they are assisted as average students without any special attention.

Talent in students can be described as abilities students hold. According to Aguilar et al. (2015) "The potential talent of the students is outstanding, the interest, dedication and discipline they maintain in a certain skill help their personal and academic training." (Free translation) (p 8). The role of the teacher is to accompany, guide, and help the educational process. It is vital because there may be obstacles that prevent students to express their preferences in any of these skills. The academic settings that students have today to enhance their abilities are diverse, which is why the teacher should be aware of activities where the student population with these skills can actively participate and enjoy what they like to do.

Creativity is the ability to perform activities in an authentic way, face situations in different ways, and look for different solutions to problems. According to Aguilar, et al. (2015) creativity presents several characteristics such as:

Observe, look, explore or ask constantly. They have originality referring to the creation of new and different ideas on a topic. They show imagination rich in details. They excel in their ability to solve problems in an unusual or unexpected way. They look for new ways of focusing and doing things. They integrate knowledge from different fields and use them to solve a task or activity. They identify multiple and varied solutions to a problem. They are usually fun, original and accepted by their peers. (Free translation). (p 10)

Creativity is the main characteristic in this student population. Although some have this skill more developed than others, all children have somehow outstanding creativity. It is important to emphasize that the main tool of the teachers to assist students with high endowment, talent, and creativity, is the curriculum.

2.2.2. Curriculum

When a law related to the educational field is approved by the Legislative Assembly of Costa Rica and its respective Regulations are decreed, it is the responsibility of the Ministry of Public Education to initiate the processes for its respective implementation within the education system.

These processes are very important because they will allow all officials of the Ministry of Education to understand the purposes or objectives they wish to achieve in order to look for a permanent improvement in the teaching and learning of the student population. When a law is approved in relation to educational needs such as Law N° 8899 "for the promotion of high endowment, talent, and creativity in the Costa Rican education system" (Free translation) one of the areas that experience changes is the curriculum.

The curriculum will be modified due to the implementation of strategies, materials, tools, methods, among other aspects along the didactic planning that will be developed by teachers to assist students with specific educational needs. The need to focus on educational policies is due to the different styles, rhythms, skills, abilities, and other characteristics that students require attention from. So the curriculum plays a leading and fundamental role for the success of a quality education.

2.2.3. Curriculum definition

The educational process is given through the implementation of the curriculum and to understand this concept, it is necessary to mention the factors that compose it, these factors are: subjects, elements, and procedures. The subjects make reference to all the people involved in the educational system. The elements that make up the curriculum would be: the tools used by teachers to facilitate the process of teaching learning, contents, objectives, methodological strategies, evaluation of learning, and teaching materials. The processes refer to the foundation, planning, execution and research. According to Bolaños and Molina (1998) "the means to specify the educational policy within the formal education system." (Free translation) (p.21).

The educational policy allows all Costa Rican citizens to receive free education and make the state responsible for providing it in order to form integral people. It is important to emphasize that through the curriculum, the goals of education can be reached. Aspects such as educational, social, and cultural policies are taken into consideration within the curriculum, thus allowing appropriate adjustments to help the student population.

Over the years the concept of curriculum has been evolving. According to Barrantes (1997), "The curriculum is the set of learning opportunities prepared by the educational center according to the aims of education to facilitate learning experiences in the students, inside and outside the school environment." (Free translation). The curriculum allows flexibility to be implemented, permits being adapted to the reality of the students, according to their abilities, potentialities, competences, and aptitudes. It is a tool that facilitates the teaching process of students, allowing teachers to use

strategies, and materials to benefit the integral development of children in Costa Rican education system.

Curriculum allows the necessary processes to be carried out to achieve a quality education, fulfilling the objectives of education, which will contribute to the formation of the type of citizen that the state longs for; it also involves forming in values, so that future generations are able to fit into a society and maintain harmonious social relationships. Quality in education ensures that all students are part of a community. In this case, the student community, tolerating and respecting each other's differences. The curriculum also allows inclusive education. Teachers find in their classrooms students with different beliefs and values that through the action of the curriculum, all students with these differences will participate in the educational process on equal terms. Through the curriculum a diversified education is also achieved where differences are valued, and opportunities are provided.

The curriculum favors the daily work of all professionals in the area of education. It is a very useful tool, as it also has the characteristic of being flexible. This means that teachers can modify it according to the needs and abilities of all students. Through the diagnostic evaluation the teacher can know the difficulties and strengths of learners; from the results of the diagnosis the teacher adjusts: objectives, and contents, among other components that form the curriculum to provide quality, integrated, and individualized education. The curriculum seeks to promote the human development of students, integrating them into society through education, promoting social change.

2.2.4. The subjects of the curriculum

2.2.4.1. Students

The educational process involves people that are part of the curriculum for example the students who live the experiences of learning in the classroom. The curriculum is born to give quality education and it is achieved by taking into account aspects such as: learning to learn, living each of the learning experiences, among others. Quality education does not mean transmitting knowledge or moving quickly to cover a curriculum; it goes further. It refers to students as active participants in the curriculum, who develop their skills and potential. For their part, teachers assume the role of accompanying them in this process within the classroom, as well as reminding them that the responsibility for learning not only falls on the parents or teachers, they also take responsibility. Teachers should encourage the responsibility as an important value. It is essential that they understand the term and this is achieved when duties become goals.

2.2.4.2. Classmates

Classmates are subjects that make up the curriculum. They are part of the social and cultural factor of the students, contributing personally to each one. The experiences that are generated of these factors, allow modifying the curriculum according to the needs that arise from each experience. With classmates, students develop interpersonal relationships, coexist, learn to tolerate, respect others, and identify. If a student does not feel part of a population, does not share with others, and does not relate to children of their age, these aspects can greatly influence the learning process because they may feel depressed, unmotivated, and even not attend school. In addition social spaces

should be promoted in the educational community to strengthen relationships of coexistence, enjoyment of diversity, participation, sharing ideas, experiences, and thoughts.

2.2.4.3. Principals, administrative and teaching staff

Administrative staff, principals, and teachers as subjects that form part of the curriculum play a transcendental role in the lives of students. These groups of subjects are guidance counsellors of the learning process, but it does not take on all responsibility for the training of the children; the work that must be done is as team, involving parents and students. The teacher should promote scenarios where his/her students feel the desire to participate in the educational process, be creative, and give motivating classes for the students, their role is not transmit knowledge. Also teacher have to help students to be independent, developing autonomy. With these aspects, the teacher can extract actions to implement and adapt the curriculum for the benefit of learners. Finally, a relevant aspect is mutual trust, teacher-student.

2.2.4.4. Family

The family is another subject with a transcendental role in the curriculum. The first phase where education begins is at home; parents are in charge of educating their children, and teachers are guiding the educational process. The customs, traditions, beliefs, and values are learned at home; to later on integrate to the community. When children enter Costa Rican educational institutions, the parents are responsible for accompanying them in the process of learning; they must be in constant communication with the teachers, as there will be experiences that will contribute to the development of

the curriculum. These subjects are supports for students, parents must be aware of academic performance, behaviors, school activities, and social relationships established by their children within educational institutions; they are the main representatives of the minor children.

2.2.4.5. Community

The community is a social scene. Students grow, live, and experience new life situations within it. The learning that emerges there is part of the curriculum influencing the culture of the student population. Culture represents customs, traditions, beliefs, and values that identify each other's. From this set of customs, traditions, beliefs, values, objectives and contents are planned to form the curriculum.

2.2.5. ELEMENTS THAT FORM THE CURRICULUM

2.2.5.1 Objectives

The objectives are designed with a main purpose, to form students in integrity. They are also proposed as goals that will be sought to achieve the content in the study plans. The objectives guide the teacher to develop strategies that allow the student to understand the different themes. They are designed in a way that facilitates the educational process and should not be reflected in the planning to encompass the content distributed during the school year; these should allow students to learn, and to develop intellectual and cognitive skills. They should be implemented to stimulate the thinking of the children, wishing to educate critical students, make their own decisions, confidences, with conviction. It is worth mentioning that, if for various reasons it is not possible to cover all the objectives proposed in the curriculum, the main objective is that

they contribute to the knowledge of the students, which help to improve education quality.

2.2.5.2 Contents

The contents integrate a great variety of knowledge on different themes, in a specific area of study. It is a set of definitions, facts, experiences, data, laws, elements among others that allow promoting the thoughts of the children. They are themes related to daily living areas and experiences of a population. According to the abilities of the students, the teacher can determine the degree of coverage and depth in which the contents will be developed, taking into account that the main purpose is to generate in the students the desire to learn.

2.2.5.3. Methodological strategies

The methodological strategies make reference to the activities that the teachers implement in their classes so that the objectives and the contents are developed. They are used to enhance the educational process; they are pedagogical actions that come together to achieve learning. According to Bolaños and Molina (1998), "A curriculum centered on learning, these strategies must be concretized in methods, techniques and active, personalized, individualized and group procedures." (Free translation) (p.46). Methodological strategies are directed at the student population, promoting learning in students, promoting spaces, where children can exchange ideas, experiences, concepts, build knowledge and learn from each other. The needs and potentialities detected in the students during the educational process, allow teachers to implement the

appropriate strategies, helping those children with special educational needs or those who have characteristics of high endowment, talent, and creativity.

2.2.5.4. Education Tools

The tools used by teachers to teach their lessons are vital, helping students to understand thematic through illustrations, videos, documentaries, and series, among others. They also help students to have a closer contact with reality, educating them from everyday contexts. They are useful because it awakens in the student motivation to investigate, explore, actively participate, and study; Help the student build knowledge, self-evaluate, and self-question. According to the needs and potential of the students is that they are implemented, forming an essential part of the curriculum.

2.2.5.5. Assessment of learning

Evaluations within the curriculum allow teachers to observe goal achievement in curriculum, and visualize the weaknesses and progress that the students show in the educational process. The evaluation of learning occurs in three ways, the first is diagnostic assessment; the teachers apply this evaluation to find out what content the students understand, and which ones they do not. From that moment, the needs or potentialities are known; taking up in the first instance, contents that the students do not dominate to work with those themes. The second is summative assessment, which assigns scores to each evaluation instrument, such as exams, homework assignments, class work and participation so that at the end of each period these scores are added up resulting in a grade for each subject. The third way is formative evaluation; it is evaluated whether the students achieve the objectives, dominate them, and

understands them, but does not assign a grade. It allows the teacher to perceive if the student is able to identify, classify number, recognize, investigate, exhibit in other acquisitions in different areas, rather than provide a grade.

The evaluation must be constant; it is done in order to help students, the evaluation does not pretend to delay students, and it is applied to verify if the children acquire the knowledge to the level that they belong. This element of the curriculum aims to regulate the educational process.

2.2.5.6. Didactic materials

Teaching materials are necessary to develop a dynamic and attractive class for students, their role within the curriculum is essential. They are designed or built to assist students in their learning; according to the needs and potential that the children possess is that they are designed and implemented in class. Teachers must make good use of these resources, take advantage of the resources available in the institutions, all in order to facilitate the educational process, and accompany the students given to the resources the appropriate use. When teachers use different teaching materials in the classroom, attracting their attention, motivating them to work the interest of the children are greater.

It is essential that teachers should use the didactic materials during classes in order to help the students in their educational process. The didactic materials do not replace the functions of the teachers; they are inputs that stimulate the development of motor, cognitive, intellectual capacities, both for children with special educational needs and for those with characteristics of high endowment, talent, and creativity. Educational

institutions that have different teaching materials should give them the greatest possible use, providing learning opportunities in different areas to learners.

2.2.6. Curriculum Processes

2.2.6.1. Investigation

In order to elaborate a curricular proposal the first process that must be considered is the investigation. The investigation is carried out because something is unknown and it is hope to provide a solution; the curriculum is directed to meet the aims and objectives of education, it is necessary to inquire about the educational needs of a population, social and cultural contexts to be developed. It is also necessary to investigate educational offers and proposals in other countries, as they could contribute to develop the necessary.

2.2.6.2. Fundamentals

There are different sciences that have provided significant contributions to the curriculum programming, in these sciences are based the curriculum. According to Bolaños and Molina (1998) these sciences are:

Philosophy: supports the educational policy and the objective purposes of the education system. Psychology: supports the selection of contents, objectives, and the establishment of learning sequences. Anthropology: allows analyzing the role played by the incorporation of elements from the systematized culture and the everyday. Sociology: allows understanding the relationships that are established between social demands and the curricular process. (p. 88)

The curriculum within the educational process involves a number of aspects relating to each of these sciences. The aims of education that establish the type of society that is

desired in conjunction with the objectives of education, to provide quality education that form individuals in an integral way, are based on philosophical science.

The constant interaction of students allows social relationships, activities, and life experiences, where they learn and grow individually, respecting the differences of others in a family environment, friendly, and educational. Also they contribute to the development of the curriculum and are based on the science of sociology.

During the educational process, teachers can observe the behavior of each student in terms of factors, academic and affective, that contributes to the curriculum and that is based on psychological science. The set of values and beliefs as well as customs, and traditions that identify a student population influence the development of the curriculum, these aspects are based on the science of anthropology.

2.2.6.3 Planning

Planning is one of the procedures of the curriculum that refers to the organization of objectives, contents, methodological strategies, didactic materials and tools needed to teach lessons. To organize these curricular elements, the didactic planning is elaborated, fundamental to successfully fulfill the objectives proposed by the curriculum. The teachers elaborate it in order to plan the development of the classes, thus contributing to the management of discipline in the group and to the effectiveness of the lessons. It should be noted that this planning process is done taking into account the abilities and needs of the students.

2.2.6.4. Execution

In the execution process the components of the curriculum are developed to work with the students. Through the execution, the student's progress is observed in the educational development. Analyze how students adapt to the changes it is possible by the execution procedure and also allows to know the areas in which the students have strengths, needs, and weaknesses. Finally, lets to the teacher know realities of each student.

2.2.6.5. Evaluation

The evaluation in the procedures of the curriculum is done to verify the fulfillment of objectives or goals, and then work on the needs or strengths detected. An evaluation is necessary before implementing the curriculum to confirm that the components used are directed to the reality of the student population. It is essential mention that the evaluation is not always used to measure how much students know but to better plan and develop the teaching and learning processes that take place in the classroom. Students often feel fear when being evaluated, and it is a feeling that must be transformed with the help of teachers.

2.2.7. Models that explain the High Endowment

There are several models that explain the high endowment, among which are those based on performance and sociocultural aspects. Regard to performance models, Joseph Renzulli quoted in Aguilar et al. (2015) is the most characteristic theorist of this approach. By means of a triad of rings that represents graphically, it places the gifting between three personal characteristics, these are "superior skills to measure,

commitment to the task, creativity.” (Free translation). Higher measured skills refer to intellectual level, creativity, and achievement motivation in the task that the students could have. By means of the graph that represents a triad of rings, the theorist Renzulli, emphasizes that each one of the rings, equally contributes for the constitution of a gifted individual.

Higher skills than average are understood as the set of cognitive abilities. According to Aguilar et al. (2015) these abilities are:

Ability to establish interconnections between data, and different contexts, verbal reasoning, development of new concepts and perceptions, organization, anticipation and approach of a task, cognitive flexibility, good memory, ability to face novel situations, self-regulation of one's actions, ability to attention and concentration. (Free translation). (p .6)

These cognitive abilities will be demonstrated through assessments that show superior performance of the child relative to peers. Applying the strategies needed to evaluate the student and demonstrate their potential should be taken into account, as well as teacher's opinion, parents, student's community, and records of grades.

Creativity is an implicit trait in high-end students. It refers to the ability to create, innovate, solve problems, promote unique solutions, and create ideas, novel concepts. Students who possess this characteristic, compared to their classmates, have the ability to create, solve and promote, in a different, authentic, and outstanding way as others can do. Creativity in this area does not refer to whether the student has the ability to color beautifully or make figures in cardboard or paper; it refers to their distinguished ability to use methods or techniques other than those commonly known. The commitment to the task, within the performance model, mentioned by Joseph Renzulli

(1978) is understood as the aspects that influence the children to solve a certain problem. These factors can be the constancy to finish it, the stimulation, the effort, independence, confidence, and mood as well as commitment. These elements influence students in facing learning situations that are seen as challenging.

The sociocultural aspects that explain the subject of high endowment include factors such as: family, classmates, friends, and community, being an important influence for students with high endowment characteristics. Social and cultural factors, according to the authors Monks and Van Boxtel, cited by Aguilar et al. (2015), "They are favorable, or not, of the correct and adequate development of the gifted subject." (Free translation) (p.7). From the model of Joseph Renzulli, the authors mentioned above, propose a triad model of giftedness, which enriches the model of the three rings of Renzulli. The triad model provides three new factors: family, school, and classmates.

From these models, the concepts of high talent and creativity are projected from a holistic perspective. The high endowment, is conceived together; the cognitive (intellectual) area, specific skills in a given area, whether artistic, scientific, musical or sport (talent) and the ability to think, feel, and act (creativity).

Likewise, there is another factor that influences the affective, which is expressed through emotional behavior, feelings, and passions in a social framework. The socio-affective development of the children play an essential role in the consolidation of the personality, self-image, and autonomy in their coexistence, school climate, academic performance, and relationships established with others.

The conceptualization of high endowment, talent, and creativity is conceived in an integral way, each concept comprises a series of skills that evolve, as they are stimulated. Therefore, for a student be identified with high endowment, talent, and creativity can be because of the profile reflects each of these characteristics together and not separately.

2.2.8. CHARACTERISTICS OF CHILDREN WITH HIGH ENDOWMENT

All the people gather a set of own characteristics, which make it a unique and different being. To identify a child with high endowment there are specific characteristics that according to researchers in the topic of high endowment, talent, and creativity must possess. According to Morales (2010) she lists certain characteristics described below:

Behavioral development similar to that of other children of their age in most cases. Depending on the degree of maturity and IQ, school age can tend to seek the company of the elderly (with similar mental age). Fluidity of thought. Acquisition of value learning through individual experiences. High capacity in the production and association of ideas. Visionary amplitude: different outputs in the same situation. High degree of motivation for learning. Enjoy for reading. Innate curiosity for novel themes/scientific curiosity. Tendency to interpret the causes of events. Wide vocabulary and with an adequate use. Originality in one or several specific areas. Critical thinking. Well adapted behavior, in spite of its high intellectual capacities (they could present emotional or behavioral problems, due to negative development experiences). High creative ability... (Free translation). (p.40)

The author mentioned the characteristics above in order to guide the processes to identify children with high endowment, through observations, behaviors, and actions, among others. By knowing these characteristics, you can determine whether they require attention in schools or help to meet their needs. It is worth mentioning the fundamental role of the teacher, but even more the preparation they should receive, accompanying the students with characteristics of high endowment in their learning

process. Over the years, a quality and equitable education has been promoted, where students with special educational needs have equal opportunities. Taking this point as reference, it is necessary to mention that children with high endowment, talent, and creativity need attention to enhance their abilities and abilities.

Starting from the perspective of the Ministry of Public Education of Costa Rica, according to Aguilar et al. (2015) quote some characteristics:

Moral judgment and sense of ethics. Susceptibility to criticism. Great sensitivity with respect to others. Self-awareness. Discrepancy or asynchronous areas; for example, between the cognitive and the motor or between the cognitive and the socio-affective. Opening before various stimuli. It shows high levels of performance. Superior ability to solve problems. Advanced comprehension level. Capacity for self-directed learning. Deep interest to investigate. Interest in reflecting on problem solving. Choice of activities or hobbies according to their own interest. Curiosity manifested in constant and varied interrogation of their immediate and external environment. Oral language with advanced vocabulary and complex linguistic structure. Speed to acquire and process information, when there is interest. (Free translation). (p. 8)

The Ministry of Public Education, in its optimum aim of guiding the process of identifying students with high endowment, talent and creativity mentions many characteristics that may be present in their totality up to sixty percent. Given the diversity of skills and abilities present in the students, the Ministry of Public Education has been making efforts to provide tools, support guides, and teacher training throughout the country so this is the interest of analyzed the advances and limitations of the Law N° 8899, in Circuit 03, of the Regional Direction of Heredia. Making a comparison between the different authors that cite characteristics of children with high endowment it is possible verify the similarities that exist, as well as, the main objective, to provide the

teaching staff with specific knowledge and support resources to attend to that student population. In this research it is imperative investigate about teacher opinions, knowledge, experience as well as training. Nowadays, educators are given a great deal of responsibility in relation to their role with students; However, responsibility is not only on teachers, but on all people involved in the teaching-learning process, such as: advisors, supervisors, principals, administrative staff, parents, and the students themselves.

It is necessary to mention terms like evaluation, detection, resources and many aspects to identify children with high endowment. Regarding to resources it could name: performance tests, psychometric tests of intelligence, among other evaluation techniques that provide and help parents or teachers, to favor positively the identification process, thus achieving a diagnosis. The psychometric tests, they can only be applied by competent, professional and experienced people in identifying children with high endowment. The purpose of applying a diagnosis is to follow up an educational intervention that bases the application of the evaluation in the subject of high endowment; otherwise it would contribute to the diagnosed student or his parents perceive negative feelings of not having positive educational possibilities to meet educational needs.

When applying a diagnosis that facilitates the identification of students with high endowment, there are several aspects that must be considered: in the first instance, to have the consent of the parents or legal guardians of the child and the support of the teaching staff. The diagnosis must be applied by a professional specialized for it. It is important to choose and use appropriate tools to identify skills and abilities in the

student. Strengths, weaknesses, and needs are aspects that must include diagnostic identification.

Within the Costa Rican educational system, professionals in the field, who assume the responsibility of identifying students with high talent and creativity, are the Ministry of Public Education officials, who intervene in the diagnostic evaluation process, with the purpose of knowing skills, abilities, skills that the students have and to be able to extend an analysis, based on the Ministry's own guidelines.

It is worthy mention that in addition of training process to identify children with high endowment, talent, and creativity, it is very significant the collaboration of the teaching staff that assist this student population in schools. The people who are in charge of students care like: parents, classmate, and friends could help with the identification of highly gifted, talented and creative students by expressing opinions about behaviors or interests that students may present. All these people who are directly or indirectly involved with the highly gifted student population can contribute relevant aspects about social interaction that may not be known in the tests for identification.

This allows to an early detection of student's population, thus preventing students from displaying demotivation, inappropriate behaviors within the physical space they share with their classmates in schools, disinterest, among other feelings that can reach experiment, if they are assisted as average students. Early detection is a condition that gives the student greater well-being, because given his identification, he will be able to assist and satisfy his educational needs. The role of the teacher becomes essential, but more so, his training in the topic of high endowment. In order for the teacher to properly attend a student with these characteristics, he needs guidance, resources, psych

pedagogical alternatives, and ways of educational intervention that fit the specific characteristics of the students. Teacher training should cover topics such as: the elements that form part of the curriculum. For example: methodological strategies, resources, tools, teaching materials; elementals for teacher function and performance.

It corresponds to the officials of the Ministry of Public Education, provide support to teachers, as well as information about the topic in study, so that both teachers and parents have information at first hand, are willing to help students with characteristics of high endowment, talent and creativity.

The identification of students with characteristics of high endowment, talent and creativity must be given in an integral way, this means that the student must present the three characteristics together; (high endowment, talent, and creativity). As an example: the student who is highly gifted, but does not present specific skills in a specific area, whether artistic, musical, sports scientist or others and present an imaginative ability to think, feel and act; cannot be considered within this type of population, because it does not present one of the characteristics. Previously, it was explained that the student must present the three characteristics together.

In school educational centers, the technical criteria that will be considered necessary for a possible identification of students are those issued by classroom teachers, complementary subjects, support or another official as advisers, if the educational center has the resource. In secondary educational institutions, the director is the one who defines the subjects involved in the process, since they have a larger population of officials who attend students in different areas.

On the other hand, it will participate in the identification process, all those teams or committees whose function is to provide support to students within educational institutions such as, educational support committees, regional advisory services, as well as the family members. Given the family bond, the parents play a fundamental role in the process as they can provide significant contributions regarding to the cognitive and affective development of the children.

The process of identifying students with high endowment, talent, and creativity, can be requested by the parent or by the teachers, since they are the people who share most time with the students. They are able to observe behaviors, learning experiences, learning styles among other aspects, keys for their respective identification. According to Aguilar et al. (2015),

The process of identification of the student population must not exceed sixty working days from the moment in which the families and or the teaching staff inform the school that the student must be evaluated to determine if he / she has a condition of high endowment. (Free translation) (p.11)

The Ministry of Public Education, within its guidelines, considers the term of sixty working days so that the process of identification of the students is carried out, being the equivalent of three months of time. In this period of time, all professionals in charge of identifying the student population will make assessments, observations, reports, and evaluations to determine if the child meets the characteristics to be a highly gifted, talented, and creative student. The techniques and methods used to identify students may reveal how they interact in different scenarios, reactions to different situations, ways of solving problems, and whether they have specific skills.

These instruments must be developed in such a way as to help the identification of students, with a high degree of effectiveness, and for this reason, teachers should request help, guidance, and advice from officials who are members of different committees or teams specialized in the topic. The Ministry of Public Education, in its role of providing guidance to teachers, in the topic of high endowment, talent, and creativity, has formed commissions, composed of advisers who are working in conjunction with the Regional Education Direction of the country to train teachers in the topic.

To carry out the identification of students with high endowment, talent, and creativity, the Ministry of Public Education in the document "technical and administrative guidelines for the application of Law No. 8899-MEP and its regulations: Law for the promotion of high endowment, talents, and creativity in the Costa Rican educational system, mentions that the identification process must take place in two phases. These phases Aguilar et. al (2015) will be the starting point of the process; have the function of guiding and helping officials to detect the student population.

In the first phase, it is considered pertinent to collect information about the skills and abilities manifested in the educational process of the students from an early age, through information that can be provided by parents or teachers in different areas, in the psychomotor, social, cognitive aspects of the student. Information can also be collected, observing attitude, performance, and student interests towards learning. It is necessary to determine the development of knowledge that they possess in relation to other classmates. Analyze the profile of learning to achieve the level students attend, whether it meets the requirements or excels and the time it takes the child to achieve or

exceed those learnings. Estimate the level of content mastery of study program, if it shows some interest to investigate more about the different topics studied. Finally, the contributions that classmates can make about their performance, mastery or advancement during classes are prominent.

The second phase includes the evaluation of the above-mentioned aspects, to obtain a better knowledge of the characteristics in the students and to determine the process that must be continued. In carrying out this assessment, the participation of committees and support teams, such as advisors, counselors, psychologists, teachers, and other professionals involved in the identification process, is necessary to consolidate a correct, timely, and reliable assessment. Within this phase, the strong areas and needs, the higher performance, the family environment, the socio-effective development, and the school environment of the students, should be considered during their educational process.

Respect to the evaluation of the areas of greatest performance, it can say that it is a process which involves analyzing certain aspects such as works, projects, and tasks of the student in class. In order to check many things like, knowledge, the way in which students reasoned, their performance, creativity, and also the interest inquiring about different themes.

To perform this assessment, instruments such as scales or inventories should be used to provide information on the area or specific areas of greatest dominance. Other instruments can be used to carry out an effective evaluation, for example: parent reports, teachers, as well as the criteria issued by classmates. For the identification and evaluation in the prominent performance, in relation to the artistic,

musical, sporting, and scientific abilities it is necessary to use the tests or psychometric tests that are applied by professionals in the area of Psychology or Psychopedagogy in coordination with the authorities of the Regional Educational Direction of the country. In the evaluation phase, the analysis of records containing information about the educational process of the students is worthy, since it is possible to know characteristics indicating high capacities that they have presented during their first years.

The tests that measure the IQ of the students are considered an important instrument in the educational and familiar field, because it provides data, on the cognitive capacity of the students, nevertheless, it is not an instrument used by the Ministry of Public Education at the moment. There are cases where it is provided by family members, providing essential information to identify the student's educational status and assessment. Students who have this type of test are not highly gifted, talented, and creative, since the term is conceived in an integral way, where the three characteristics must prevail together.

The evaluation of the family environment and the student's socio-affective development for the identification of the student population with high endowment, talent, and creativity, is fundamental. In this assessment, the teachers, together with the professionals who participate in the process, take the necessary steps to know what has been, the family and social environment in which the student has grown and has developed, in addition to the behaviors and interests of the family. The first contact that a child has with members of society is with the family, so to inquire about the experiences that are generated in that development significantly enriches the assessment.

An action to be considered in this evaluation is to find a way to have a broader knowledge about educational development in students with these characteristics, through instruments such as observations, registration, interviews among other tools, which will help to obtain more information. Talk with the student and learn about their interests, preferences, their perception about the educational environment, and the relationship between their peers and teachers. To know the family environment in which it grows, as well as the support provided by its relatives. Talking with parents about their perception of the characteristics, abilities, needs of the students, are part of the actions, which will provide interesting information about the development and potential of students, from an early age. It is also necessary to know the expectations that parents have about the institution where the student will be helped.

In assessing the school context, which is part of the process of student identification, the principal administrator of the educational institution together with other officials must consider the resources, tools, and personnel that the institution has as well as inputs or professionals existing within the educational area to which it belongs in order to give the best opportunities for the students.

Educational institutions, where many students are served most of the time, play a transcendental role in the development of cognitive, social, and affective skills. For the identification of students with high endowment, talent and creativity, it is very valuable to recognize the skills and strengths of teachers who will participate at beginning of the processes. Teachers are professionals to perform their function but exists others professional that are people specialized in specific areas who can contribute significantly more than others.

In schools, resources or tools that teachers have to generate learning experiences are essential in the identification process. Identifying aid resources, it is equally important to identify the skills and strengths of teachers. Resources such as school bookstore, technological tools, didactic materials, social welfare programs among other resources, motivate students, contribute to academic performance and help to enhance skills cognitive, artistic and imaginative. They are very useful inputs for teachers, knowledge facilitators, and support guides for minors.

At the end of the two stages of the process of identifying students with high endowment, talent, and creativity, officials who participated in the process will make a report, which aims to strengthen areas and adapt aspects to follow up and accompany all students who positively resulted in outstanding features. The report will be able to plan activities, strategies, and methods that respond to the educational needs of this student population. The report must be attached to the student's file and must be sent to the support teams that the Regional Education Direction has; these teams, such as the Pedagogical Counseling Department, will provide the resources they have for adequate attention, as well as advice to teachers of educational institutions that will attend the identified students.

2.2.9. METHODOLOGICAL STRATEGIES FOR STUDENTS WITH HIGH PERFORMANCE

When we talk about methodological strategies to work with outstanding students in the cognitive, specific and imaginative abilities, it is essential to mention that the attention provided in the educational centers must be carried out jointly with all the subjects that are part of the educational process of students with these characteristics. That is to say,

directors, teachers, family members or professionals specialized or trained in the subject of high endowment, talent, and creativity must be kept in constant communication and interaction. This link is essential for the intervention to be successful, making students feel satisfied with the help that will be provided.

The educational process that begins, once the students are identified, must be communicated by the school to the parents. The student's condition as well as the strategies to be used is part of the statement issued by the institution's officials. It is up to the parents to accompany, commit, and take responsibility for the education of the children so that it develops in the best way. Through meetings, parents can be informed of the processes and issues that involve appropriate attention.

In the topic of high endowment, talent, and creativity, with regard to the attention that teachers or other specialized officials will give students, the Ministry of Public Education proposes certain methodological strategies to carry out an educational process, which respond to the needs or potentialities according to the style and pace of learning of children identified as outstanding. According to Aguilar et al. (2015) within these strategies, we can find "curricular enrichment, collaborative work, grouping by capacity and co-curricular activities." (p.11). These methodological strategies are recommended to include in the planning made by teachers, according to the guidance offered by the Ministry of Public Education. The implications of attending students with high endowment, talent, and creativity should not be understood as changes in the objectives or contents of curricula of different academic degrees. The objective of educational authorities is to include in strategies, regular strategies that allow students

to investigate and deepen contents to a greater degree than that of their peers, considering interests, abilities, among other abilities.

Therefore, one aspect to emphasize is that teachers should not make individual planning for these students. By including these strategies, both average and highly gifted students are expected to participate, share knowledge and generate enriching learning experiences for both populations, depending on their abilities. Some modifications that must be made in methodological strategies are in the degree of difficulty, considering that if the student presents outstanding characteristics, the degree of difficulty to perform a class activity is not the same as that of an average student.

Children identified with outstanding characteristics for any reason should be excluded from physical spaces such as classrooms, social activities, educational activities, and other. The school environment is an essential part of growth and training for students, living in a respectful and tolerant environment, generating confidence and integrating a diversity of student populations.

Methodological strategies are planned with the intention of strengthening and improving learning-teaching processes; as a means to contribute to a better development of the intelligence, effectiveness, competences, and knowledge construction of the students. They allow the teacher to maintain an organized and planned sequence of activities to be carried out within the classroom, thus fostering effective interaction spaces.

2.2.10. THE EVALUATION OF LEARNING IN STUDENTS WITH HIGH PERFORMANCE

Once identified the students with high endowment talent and creativity the evaluation of the learning is a fundamental aspect, part of the curriculum that will be implemented for the respective attention of the students. This attention should be given through the development of teaching practice through tools, resources, strategies, methods, and assessments, which will enable them to enrich their skills. The evaluation of the learning, allows the teacher to know effective information, on how to guide the process of teaching learning, according to the needs of this student population. To better understand the purpose of the assessment of learning in students with high talent and creativity, it is necessary to resort to the concept given by the Regulation of Learning Assessment, Ministry of Public Education (2009):

The evaluation of learning is a process of issuing value judgments made by the teacher, based on mediations and qualitative and quantitative descriptions, to improve the teaching and learning processes, and award the grades of the learning achieved by the students. (Free translation) (Article 3, p.7)

Knowing skills, abilities, and attitudes that students have, leads to evaluate the process of teaching learning. The information obtained from this evaluation will serve as a reference to foster environments where diversity is attended, to help students and to attend to their needs. In addition, with the results found, the teachers can express their opinion or make an assessment regarding the academic performance of the student since it is an element, which facilitates the collection of effective evidence to improve learning and teaching. On the other hand, it also allows to verify if the processes used

by teachers to guide students in their learning are positive or not, to be adjusted and achieve the goals of education in Costa Rica.

The function of evaluation is to guide, stimulate, and provide data or resources for students to progress in their learning. The evaluation is carried out, when the students know the learning goals, they know beforehand that they will be evaluated; they carry out studies to improve their performance. When the aspects to be evaluated reflect the objectives, curricular contents or proposed competences, when describing the levels of achievement in each aspect to be assessed, and when assignments for the students allow them to demonstrate mastery in learning in various ways. All of these aspects depend on the judgment of value issued by teachers and no progress can be made in the implementation of a study program if the students do not show success.

The evaluation process is carried out jointly between students and teachers, then in turn, other subjects that are part of the educational process of the students. The learning experiences that the students learn depend on the pedagogical mediation that the teacher develops for the sake of support for the children, adjusting to the level of the student in each learning task. The appropriate adjustment contributes to effective progress in learning, whatever the needs or potentialities the student may have. Otherwise, and not considering the level of students in their academic performance, there will undoubtedly be a problem in the educational process. Here is the importance of considering the aspects involved in this curricular element.

Differences in styles, learning rhythms, skills, socio-cultural aspects; are other aspects to consider during the evaluation of learning in students with high endowment talent, and creativity to develop their greatest potential. According to

Barrantes, y otros (2012) in the evaluation process of the learning the following aspects must be considered:

Consider evaluation as an integral process, a continuous, permanent and flexible activity that includes multiple methods and operations. Guide the identification, collection, organization and analysis of information based on a specific purpose. Check that the information satisfies the criteria of validity and reliability. Present according to the information obtained, alternatives that offer greater possibilities to improve the educational practice. Choose between the different decision options in order to respond appropriately to a situation that needs to be modified. (Free translation) (p.3)

Meeting the educational needs of students not only includes adjustments, modifications or implementations of curricular elements but also upgrade the aspects mentioned previously. It is said that the evaluation process should be considered in an integral manner, as it involves the skills, abilities, cognitive abilities, attitudes, and socio-cultural aspects of the students. The information obtained from assessments will guide the evaluation process to be followed with all students of the education system, including children who have a higher level of learning than usual.

It is important to mention that in order to carry out the evaluation process, it is also necessary to make effective, valid, and reliable instruments, adjusted to the profile of the students. Some evaluation instruments are: scales of qualification that are divided into: numerical scales, descriptive scales; checklist, performance records and rubrics. Each instrument is made with a purpose, since some can be more affective to evaluate certain activities than others, taking into account, what is wanted to evaluate. In some instruments, it is necessary to detail the criteria of what is intended to be evaluated. The criteria are parameters that are used for the comparison and

interpretation of student performance. It is necessary to indicate the achievement levels as well as the indicators, which are the objectives that the students achieve through the various pedagogical activities.

The process of evaluating learning is constant, can occur at any time during the development of lessons. It allows the teacher to know and value how useful and appropriate, have been the procedures of teaching in students. From this process, the teacher will be able to resume feedback or adjust the methodology, in case the students present low levels of achievement in the learning process.

There are different types of evaluation: the diagnostic evaluation, the formative evaluation, and the summative evaluation. Each of these evaluations has its own function. The diagnostic evaluation is an element that allows the teacher to assess the socio-cultural, cognitive and specific skills of students with high endowment, talent, and creativity. The formative evaluation guides the teacher to use tools, methodologies, pedagogical strategies among other elements that are timely and help guide the educational process. The information obtained through the summative evaluation, allows verifying the achievement of learning at the end of the objectives and contents of the units that form the study programs, assigning the student a grade.

It should be noted that evaluation within the educational process is necessary for the reasons described in each of the sections that constitute it. Teachers as facilitators and mentors of learning experiences should make relevant decisions, reflect, be aware and maintain the balance, without falling too far in the implementation and application of evaluation instruments with students, considering student diversity.

The elements of the curriculum implemented correctly, motivate the performance of the entire school population in schools, achieving a truly meaningful learning.

Parents must provide support to the children, motivate them and be supportive. It is important that they remain informed about the evaluation processes of the students, contributing to their educational training.

2.2.11. LAW N°8899 FOR THE "PROMOTION OF HIGH PERFORMANCE, TALENT AND CREATIVITY" IN THE COSTARICAN EDUCATIONAL SYSTEM

In Costa Rica, studies on the subject of High Endowment Talent and creativity have been limited, however, nonexistent. Throughout the years different professionals in the educational field have been focusing their academic training in the subject of High Endowment, as well as they have realized studies about the student population with characteristics of High Endowment Talent and creativity. In 1982, Dr. Pedro Lafourcade Vives began the study of exceptional children's care, directing the first study in Costa Rica on the gifted child. He discovers that 6% of the student population with which he carried out his research, children in fourth, fifth, and sixth grade of school education, considered they talented. This study would encourage future research to serve talented students.

The Ministry of Public Education, in 1987, created the Development Section for the Talented Educator who is part of the Department of Special Education. In this same year the first National Seminar on Talent and Creativity is held in the country.

On the other hand, in 1993, an inter-institutional project called "Proyecto de Lego y desarrollo de talento" (Lego project and talent development) was carried out

between the University of Costa Rica, the Omar Dengo Foundation and the Educational Informatics program. At the beginning of the project, a set of elements to understand appreciations in the topic of talent was elaborated and organized. From this elaboration and organization, areas of interest were identified which, according to teachers, help the manifestation of talent in laboratories of educational informatics.

After this project, in order to create proposals to attend this student population in educational computer labs, a case study was conducted with students identified as talented. After completing these case studies, thanks to the results found, it was possible to provide computer equipment and logo language as tools that can facilitate the attention of children with these characteristics.

Then, at the request of the Higher Education Council, the Ministry of Public Education, elaborates the "Proposal for the educational attention of students with high capacities in the Costa Rican educational system." (Propuesta para la Atención Educativa de estudiantes con Altas Capacidades en el sistema Educativo costarricense) with the aim of help highly gifted students. Given this situation, it is discovered that the student population with these characteristics, since the 1980s was not identified or recognized, only interested the people closest to these children. The document was analyzed by professionals specializing in talent, such as psychologists, counselors and others, who determine the need to create and implement policies to attend for these students in Costa Rica.

In 2001, through a session of the Higher Council of Education, the topic is taken up again and the Proposal prepared by the Ministry of Public Education is presented, which concludes that it was not possible to provide attention for the student

population highly talented by the lack of a normative basis for such actions.

Subsequently, the 5th Ibero-American Conference on giftedness is held, where the situations that are of concern to the country in the field of education are discussed, with a greater emphasis on the issue of talent in children and the need to promote creativity.

All the concerns expressed in Congress, opened the way for the student population with exceptional characteristics, be treated and attended to according to their abilities. The results of the Congress were very positive since they referred to models that explain the topic of talent, the importance of conceptualizing terms to understand the theme, the moment in which the identification of the children should be given, teacher training and the consideration of the IQ in students taking into account the interest they present in knowledge, autonomy and creativity.

In 2009, at Universidad Estatal a Distancia (UNED), a congress is held on highly gifted students and in 2010, Law of the Republic No. 8899 is promulgated, which stipulates that there must be methods, actions and elements that allow to identify the students with high endowment, talent and creativity.

On November 18th, 2010, unanimously, the Legislative Assembly of Costa Rica, in a second debate, approved the file 17,582, which is the Law for the Promotion of High Endowment, Talents and Creativity in the Costa Rican Educational System. A total of forty-three governors approved the draft law, which was proposed from the Universidad Estatal a Distancia (UNED). This bill was promoted by the Costa Rican lady Krissia Morales Chacón, doctor in Education and specialist in the topic of high endowment and talent as well as by Mr. Rodrigo Arias Camacho who was Rector of this

university. In December 2009, had been presented is proposed by Mr. Arias, counting on the support of other officials of the Universidad Estatal a Distancia, but was not approved until 2010. The Law promotes education on an equal footing for the entire student population through inclusive pedagogical strategies.

The Law established the basis for the Ministry of Public Education to initiate work on programs; strategies and actions to attend this type of student population with outstanding characteristics to average students and that without attention can be lost. High endowment is conceived as a high intellectual potential and is an innate condition. This condition requires stimulation in diverse environments, be it family, school or social, developing capacities in the students who have it.

The bill in its first phase aimed to train teachers, organize specialized teams, and create strategies, actions and appropriate tools to provide a correct accompaniment to students with characteristics of high endowment, talent and creativity that until then had not been incorporated into the Costa Rican education system.

The Law for the promotion of high endowment, talents, and creativity in the Costa Rican educational system consists of seven articles. In its first article, high endowment, talent, and creativity are promoted, which establishes that students with high capacities will be the object of early attention, providing them with individualized attention and according to their needs by the Ministry of Public Education. The second article is related to the identification criteria of this student population, which will be issued by the Higher Council of Education, establishing mechanisms, procedures, and psycho-pedagogical elements required for the detection of students with high endowment, talent, and creativity.

The third article talks about the educational attention that will be given to this student population, starting from the identification of the needs that the students possess in any of the ages that they are. The objective is to help personal, social, and cognitive development, stimulating their abilities.

The fourth article refers to curricular flexibility. Those curricular adjustments in relation to methods, pedagogical strategies, procedures, didactic materials among others to attend to children with characteristics of high endowment talent, and creativity, that according to establishes the Costa Rican State. The educational centers that attend this student population will be in charge of applying this curricular flexibility according to the needs of the highly gifted students. For its part, the Higher Council of Education will have to constitute criteria that allow flexibility in different requirements to help them within the Costa Rican education system. The fifth article of Law No. 8899, for the promotion of high endowment, talent, and creativity talks about the registration of the measures of flexibility of students with these characteristics. It stipulates that all adjustments made in subjects, courses or levels should be attached to the academic record of the children as well as in the official evaluation documents. The data obtained will form a psych pedagogical report that will be used by the teachers who will assist the children.

The sixth article of Law N° 8899, for the promotion of high endowment, talent, and creativity, mentions the training that must receive the teaching staff of the educational institutions of the country, for the benefit of students with these characteristics; It corresponds the Ministry of Public Education, to organize, through agreements or other resources with universities that have training projects, to provide

this service, as well as to develop guidelines or methodological guides for educators who will have this student population in their classrooms.

The seventh article is related to the follow-up that will be provided to students by counselors, psychologists, and teacher guides, support teachers, among other professionals involved in the educational process of children with high endowment, talent and creativity. Starting from the detection of the outstanding abilities in the students, proceeding with the flexibility of the curriculum and concluding with analysis of results of the information obtained. These collaborators will ensure that the attention processes are being given in a timely manner, determining their effectiveness and, if necessary, recommending a pause, if the students will not achieve the stated objectives or if they perceive insecurity in areas of personal development.

The Costa Rican State will provide financial support to all those students with high talent and creativity who need to stimulate their capacities, through educational actions such as courses, workshops clubs, among other resources that allow them to enrich their academic skills, as long as the low economic can resources that the students live can be confirm.

Finally, Law N°8899, for the promotion of high endowment, talent, and creativity in the Costa Rican education system, stipulates in its Transitory Unique that it corresponds the Executive Part of the country to establish a Regulation that regulates the Law previously described, within a period of six months, once its validity begins and it will correspond also, its respective publication.

In the Unique Transitory section of Law N°8899, for the promotion of high endowment, talent, and creativity in the Costa Rican educational system, it is mentioned

that the Executive Part of Costa Rica would have six months to draw up Regulation of this Law, but it was not until January 6th of the year two thousand and fifteen, by Decree No. 38808-MEP that it was able to establish the Regulation, which began to govern, from its publication in the Official Newspaper La Gaceta of Costa Rica.

Based on the Political Constitution of Costa Rica, the General Law of Public Administration, the Basic Law on Education and the Unique Transitory Law No. 8899, for the promotion of high endowment, talent, and creativity in the Educational System Costa Rica and considering first of all that Education is a Human Right since the Universal Declaration of Human Rights of 1948. Secondly, that all Costa Rican citizens have the right to receive an education related to their abilities, supported by the Law for the promotion of high endowment, talent, and creativity. Thirdly, according to the Code of Children and Adolescents, where all minors have equal opportunities to receive an education aimed at the development of skills as well as receiving attention by adapting teaching methods according to their skills. And lastly, considering that on November 24th of the year two thousand and fourteen, the Higher Council of Education, approves the Regulation for the promotion of high endowment, talent and creativity, adjusting the Law to the policies and guidelines that govern in the Costa Rican educational system.

The "Regulation for the Promotion of High Endowment, Talents and Creativity in the Costa Rican Educational System" is decreed. It consists of six chapters aimed at assessing all the aspects that confer the topic in study.

The educational process must take place in an inclusive area, which will allow to promote academic performance, strengthen integral development and well-being according to the needs identified in all those students who present characteristics of

high endowment, talent and creativity, being this Regulation indispensable to achieve these Actions.

2.2.12. REGULATION OF LAW N° 8899 FOR THE PROMOTION OF HIGH TALENT AND CREATIVITY IN COSTA RICA SYSTEM EDUCATION

The first chapter of the Regulation for high endowment, talents and creativity in the Costa Rican educational system, consists of two articles. It talks about general provisions. The first article mentions the responsibility of the regulation to establish the necessary guidelines to provide an appropriate attention to the students and also the responsibility of the Ministry of Public Education to ensure a high quality education throughout the country. The article number two presents the definitions of the main concepts in relation to the theme. Terms such as high endowment, high schooling, talent, creativity, equal opportunities, special educational need, curricular flexibility special education, technical support, support services and early stimulation are part of the concepts defined in the Regulation.

Chapter number two of the Regulations for the promotion of high endowment, talent and creativity, consists of three articles and is called operative provisions. This chapter refers to the functions of each hierarchy at the educational level. The article number four of the Regulation mentions the actions that are the responsibility of the authorities at the national level. Define guidelines, create strategies for detecting students, diagnose the student population with these characteristics, plan the attention and follow-up that will be given to students in different ranges and modalities, within the education system, are part of the functions at the national level. Take position, the article number four. The function of the regional level of providing the respective

curricular counseling to the teachers that will assist highly gifted, talented, and creative minors as well as to implement strategies of identification, attention, according to the norms that are issued at national level.

The article number five of the Regulation establishes that it is up to the institutional level to determine the resources and committees with which they count, to define the way in which they will use strategies of identification, attention, and actions to follow up the students, starting from guides or guidelines that indicates the Regulation for the promotion of high endowment, talent and creativity.

The chapter three of the Regulation is described below. This chapter has only one article, which cites the people, responsible for the respective identification of the student population with high endowment, talents, and creativity. It is pointed out that the family in the first order, whether parents, mothers or other relatives in charge of minors, can collaborate in the detection of students with outstanding characteristics and in this way, communicate to schools about qualities, strengths, skills, and areas of higher performance that students present.

Next, the educational centers will establish internal elements, which will allow an effective identification in the children. It is very important the evaluation and opinion of the teachers since they are in constant interaction or contact with the students, in the classrooms. It is important to mention that all work teams such as: Regional Technical Interdisciplinary Teams, Evaluation Committee, Support Committees, Special Education Services, with which the educational center counts, will provide the necessary support to identify students with high endowments, talent, and creativity.

It is not necessary, to consider a respective order, among the subjects that will participate in the identification of the students with high endowment, talent and creativity. What is essential is the contribution that will provide each instance for the detection of children.

To identify highly gifted, talented, and creative students, it is essential to consider the student's interests, attitude or commitment, performance levels, skills in specific areas, intellectual abilities, academic performance and all classroom, family and social environment.

The fourth chapter of the Regulation for high endowment, talent, and creativity, is named: Educational Attention and Curricular Flexibility. This chapter consists of two articles. The article number seven, talks about the attention that will be given to this student population. It establishes that the Academic Vice Ministry of Education of the Ministry of Public Education will have the responsibility of advising the Regional Education Direction of the country on processes of student identification, and accompaniment, which will be given to the children, once the stage of identification. It is important to mention that different aspects should be considered for the respective advice.

The use of strategies or methods that stimulate and help strengthen students' performance contributing to the integral development satisfy both parents and the student population, knowing that their educational needs will be considered within the education system. Committees formed in educational and regional centers to support students with diverse educational needs, such as high endowment, talent and creativity should create methods or projects at the institutional level such as courses, workshops,

among others, to facilitate educational training of these students, based on the consent of the Regional Pedagogical Advisory.

The creation of new agreements or the utility of these, if they are established, contribute significantly to the attention of minors, since there may be cases where the economic or institutional resources are very limited or difficult territorial access, preventing the transfer of students to different workshops or courses, to stimulate their outstanding abilities. On the other hand, these agreements also contribute to the training and teacher training, since through specialized courses, talks, conferences, on the topic of high talent, and creativity, teachers can feel prepared to provide an effective and timely attention.

It is part of this chapter, the article number eight of the Regulation for high endowment, talent and creativity, which mentions about curricular flexibility. The article indicates the responsibility that teachers have in schools, in conjunction with other teams to plan learning strategies, which benefit the pedagogical work, taking into account the learning styles, the educational needs detected, during the diagnosis that is made to assess whether or not students have the characteristics of high endowment, talent, and creativity.

Likewise, Regional Interdisciplinary Technical Teams, Special Education Services, Evaluation Committees, and other support committees, formed in the country's educational institutions, will support teachers in their role of guidance and support guides for students. The adjustments that are made for the benefit of students with characteristics of high endowment, talent, and creativity, must be attached in the academic record of the boys and girls. Within the functions that teachers have are: the

incorporation of curricular flexibility, in their didactic planning as well as, communicate to the principal of the educational center about the progress in the process of attention of learners. It should be mentioned that the person in charge of supervising, that the process is fulfilled, is the principal of the educational center.

The fifth chapter of Law N°8899, for the promotion of high endowment, talent, and creativity is called Follow-up. This chapter is part of article number nine and article number ten. The article, number nine of the Law in study, mentions the people responsible for providing accompaniment to students during their teaching-learning process. According to the request made by the educational centers, the Departments of Pedagogical Counseling of the Regional Education Direction will be in charge of supporting all the teaching staff as well as the principals of the educational institutions that provide services of attention to students with these characteristics.

It is the responsibility of educational institutions to communicate to the families or legal guardians of minors about the specialized attention services offered by other educational centers in the community or the country, with the objective of forming agreements, which allow the students with these characteristics of high endowment, talent and creativity develop their outstanding abilities.

The article number ten of the Regulation establishes the duties of the family, of students with high endowment, talent and creativity. These subjects, together with the teaching and administrative staff of educational institutions, must work as a team. Parents or legal guardians of minors must regularly attend the school and be informed of the educational process, which corresponds to the progress made in the student, their achievements, their academic performance and recommendations on how they can help

stimulate the development of children with these characteristics from the home. They must be aware of curricular and extracurricular activities, which their children can participate in and, if necessary, attend the administrative part of the institution.

Training, teacher training, didactic resources, is the name given to the sixth chapter of the Regulation for high endowment, talent and creativity. This section consists of four articles. The article number eleven mentions the topic of training. It stipulates that in order to initiate the process of identification, by means of the diagnostic evaluation, then to carry out reports, analyze information and provide accompaniment to the students with outstanding characteristics, the Institute of Professional Development Uladislao Gámez Solano in coordination with the Academic Vice-Ministry must train the teacher personnel, administrative members of educational centers as well as Regional Educational Offices. The objective is to facilitate an effective coverage of the topic of high endowment, talent and creativity, in order to obtain the resources to carry out the previously processes. It is necessary to send these reports to the Higher Education Council.

The article twelve of the Regulation for high endowment, talent, and creativity, talks about teacher training programs. The responsibility of the Professional Development Institute Uladislao Gámez is organize, together with public universities, teacher training courses on the topic of high endowment, talent, and creativity. The Academic Vice-Ministry should also organize, with the Institutions of Higher Education University, the incorporation of topics and methodological strategies that facilitate the identification of students.

The article thirteen, of the Regulation for high endowment, talent and creativity, indicates which entities are in charge, to provide didactic resources to attend students with outstanding characteristics. These entities are: The Academic Vice-Ministry, Technological Resources Direction, Curricular Development Direction, Omar Dengo Foundation among other departments involved in offering support materials for both teachers and students. Likewise, reports should be sent of the actions taken to the Higher Education Council.

The Regulation for high endowment, talent and creativity, ends with article number fourteen in which indicate the validity of this Regulation. The Regulation presides after its publication in the Official Newspaper La Gaceta. The date of its approval was given, on January 6th of two thousand and fifteen in the Presidency of the Republic of Costa Rica.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. TYPE OF RESEARCH

3.1.1. According to the purpose

The present research has a basic purpose. Barrantes (2012) defines the basic purpose as: "it is that activity oriented to the search of new knowledge and fields of investigation without a specific and immediate practical purpose." (Free translation) (p.64) When analyzing the advances and obstacles that has had Law N° 8899 for the promotion of the high endowment talent and creativity in the Costa Rican educational system, it will be obtained new knowledge like: the level of understanding that English teachers have, about the concepts such as high endowment, talent and creativity. The knowledge of teachers regarding to the existence of Law N°8899 and its regulations for the attention of students with high endowment, talent, and creativity. It will possible to know opinions, criteria, and points of view of teachers related to the attention for highly gifted, talented, and creative students. Then it will possible to know whether or not they require curricular adaptation, and also the professionals who will provide attention services. Finally, it will possible to analyze if teachers have received training in the topic, and if they have any experience assisting children with outstanding characteristics.

The analysis of the information collected will allow us to have a concrete vision of how the topic of high endowment, talent, and creativity by English teachers in first and second cycle is being conceived, corroborating whether the topic is indeed being understood. Also the intentions of educational institutions, related to the attention that should be given to students with these characteristics in order to improve, expand and substantiate the existing knowledge of the topic.

3.1.2. Temporal Scope

Within the temporal scopes the research is within the transverse type. According to Barrantes (2012), "Cross-sectional (synchronous) studies: they study development aspects of the subjects at a given moment." (Free translation) (p 64). This research is being carried out at a specific time, in the period between the first semester and the second semester of 2017. For the investigation, the most important thing is to be able to study, to understand and to know in detail and precise the topic of the high endowment, talent and creativity in the English teachers that attend the students.

A very main aspect, in the investigations that have as characteristic the temporal scope, is that it allows the investigator to know different details and to study the topic in depth. It also allows analyzing and observing the phenomena or situations that are being presented at the moment, regarding to the topic in study.

3.1.3. Level of the Research

The level of this investigation is micro. It is micro because it works with a sample population of teachers in the country, which refers to the Elementary School Professors that belong to the circuit 03, of the Regional Direction Education, Heredia.

With the purpose of elaborating an investigation, which allows to examine in depth the topic of the high endowment, talent and creativity in the educational schools of the country, to avoid investigating or concentrating on topics beyond what is really wanted to investigate, the investigation is delimited to obtain better results being the main characteristic of an investigation within the micro framework.

3.1.4. Research approach

In agreement with the approach, the present investigation is within the qualitative approach. According to Hernandez, Fernandez and Baptista (2010), "it uses data collection without numerical measurement to discover or refine research questions in the interpretation process." (p.7). The research aims to describe, understand, and interpret situations based on the information obtained, through the appreciations and knowledge of those who participate in the research. It is an investigation oriented to the process of study and data analysis. The purpose is to obtain detailed information of what is being given, regarding the research topic. All these characteristics are part of the qualitative approach of an investigation

3.1.5. Where the research takes place

The condition in which the investigation will be carried out is in the field. The study will be developed in schools of the Circuit 03 in the Regional Direction of Education, Heredia with elementary schools professors, where different situations related to the topic of high endowment, talent, and creativity in the Costa Rican education system can be analyzed.

It is said that it is a field investigation because the objective of the study is to collect the information through observations, interviews and questionnaires which, to be applied, must attend the different educational institutions or physical spaces where the subjects are, sources of information.

3.1.6. Characteristics of the research

The research has the characteristic of being descriptive. The purpose of the research is to know in detail the concepts and the perception that elementary school professors regarding the topic of high endowment, talent, and creativity; a novel topic in the educational field of the country, in spite of the approval of Law N° 8899 for the promotion of high endowment, talent, and creativity in the Costa Rican educational system, in 2010 and the publication of its Regulations in the official newspaper of Costa Rica in 2015, it is not until 2016, that the respective procedures are given at the level of the Ministry of Public Education, to initiate the propagation and dissemination of the topic and in this way, initiate training teachers at the national level.

The research is prospective. In order to analyze the advances and obstacles that has had the Law No. 8899 for the promotion of the high endowment, talent, and creativity, since its approval in 2015. It is prospective because can be predicted or projected which situations can occur in the medium or long term.

3.2. SUBJECTS AND INFORMATION SOURCES

3.2.1. Unit of Analysis

The subjects and objects of study that will contribute to the development of the investigation are: national advisors that work at the Department of Direction of Curriculum Development and those of the Curricular Direction, proper in the area of high endowment of the Ministry of Public Education of Costa Rica. A teacher of Basic General Education who has received training in the subject of high endowment, talent, and creativity, in the area of Heredia also collaborated to this investigation. In addition, a Basic General Education teacher and a teacher of English Teaching in the first and second cycle, who is already working with a student identified by the authorities of the Ministry of Public Education with high endowment, talent and creativity in the zone of Frailes of Desamparados in San José, provided their insight about the Law and advances and finally, an elementary school professor of the Circuit 03, in Heredia.

It is essential to mention that the Regional Educational Directions are administrative organizations of the central offices, of the Ministry of Public Education. Each province has a Regional Educational Direction. These, in turn, are assisted by supervisory offices, which inspect all educational institutions that belong to a certain area. These zones are divided into circuits that have their respective supervisory offices. The present investigation is carried out properly in the Regional Direction of Heredia, in collaboration with the supervisory office of Circuit 03, which is in charge of the educational institutions that belong to the canton of Santa Barbara of Heredia.

These subjects were taken into account because they are experts about the topic under study, can contribute significantly to the research, providing accurate, detailed and relevant information. They are subjects who have new knowledge, and have an active participation in the topic of High endowment, talent and creativity in the Costa Rican educational system. As well as, teaching experience attending children with outstanding characteristics.

3.2.2. Primary Source

The primary sources of information for the research are: Law No. 8899-Mep "Law for the promotion of high endowment, talents, and Creativity in the Costa Rican Educational System", approved by the Legislative Assembly on December 21st, 2010. The Regulation for the promotion of high endowment, talents and creativity, published in the newspaper of Costa Rica, on January 9th, 2015.

The Regulations for the Evaluation of Learning in the Ministry of Public Education issued in 2009 and the resource directed by the Curriculum Development Department, Department of Learning Assessment, the Department of Special Education and the National Resource Center for Inclusive Education of the Ministries of Public Education, whose name is, "The evaluation of learning in the context of attending to the educational needs of students" issued in 2012.

The report issued by the Ministry of Public Education of Costa Rica, entitled "Technical and administrative guidelines for the application of Law N° 8899 for the promotion of high endowment, talent and creativity in the Costa Rican education system", of the year 2016, is considered as primary source.

It is also considered, first-hand source, the research carried out by a group of students of the Faculty of Education, University of Costa Rica, headquarters Rodrigo Facio. The research is entitled: "Educational response to students with high endowment from an inclusive school: José Figueres Ferrer School," and was held in 2013.

3.2.3. Secondary Sources

It is considered as second-hand sources the information consulted about the curricular theme of the book entitled "Introducción al Currículo" (Introduction to Curriculum) by authors Guillermo Bolaños and Zaida Molina, published in 1998. As well as, the information consulted in the book called "Alta Dotación y Talentos en la Niñez" (High endowment and talents in the childhood) published in 2010, by Krissia Morales Chacón.

The models which explain the topic of high, endowment, talent, and creativity, among them, the Model of the Three Rings of the author Joseph Renzulli, mentioned, but not interpreted in the report on Technical orientations and administrative procedures for the application of Law N° 8899-MEP (Ministry of Public Education), is considered for purposes of this research as a secondary source.

3.2.4. Tertiary source

Tertiary sources of research are interviews conducted to collect information. Different subjects, trained in the subject, participated and expressed their knowledge, criteria, and points of view, in relation to the topic of high endowment, talent, and creativity.

3.3. POPULATION AND SAMPLE SELECTION

3.3.1. Population

The populations of the research under study are the teachers of English in the first and second cycle of the educational centers of the Regional Direction of Education in the province of Heredia.

3.3.2. Sample

The research sample is a subgroup of the population with which it was thought to work, which have similar characteristics in all its extremes. Therefore, it was determined to work with Elementary School Professors that belong to Circuit 03 in the Regional Direction of Education in Heredia.

3.3.3. Non Probabilistic

The sample is non-probabilistic type, since the population is twenty teachers of the English teaching in first and second cycle, that belong to circuit 03 of the Regional Educational Direction, Heredia; this is in order to collect as much information as possible, to understand the characteristics and conditions of what we want to investigate.

3.4. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

In research, it is necessary to design instruments that focus on the collection of accurate and detailed information. The proper selection of the instruments to collect information of the object under study, will contribute to the optimal development of an investigation.

In the qualitative approach, several instruments exist that allow carrying out successfully the collection of the information in an investigative work. These instruments can be: Group techniques, life histories, questionnaires, interviews, and observations.

To analyze the advances and limitations that the Law N° 8899 has had for the "promotion of high endowment, talent, and creativity in the Costa Rican educational system," (Free translation) (Promoción de Alta Dotación, Talento y Creatividad en el sistema educativo costarricense.) the techniques used to data collection were: the survey, through the application of the instrument called questionnaire. The interview technique was used, through the question guide instrument. And finally the technique of observation is implemented by means of the record sheet instrument.

The following are the instruments used in the research to collect the information.

1. The interview: Another of the techniques used within the qualitative approach to data collection. According to Hernandez, Fernandez, & Baptista (2010), "this is defined as a meeting to talk and exchange information between one person (the interviewer) and another (the interviewee) or others (interviewed)." (Free translation (p.418). When conducting an interview, it is necessary to mention that it is important to consult people who have knowledge, practice, scientific

criteria and who know in depth the topic under study, in this way the exchange of information, will significantly enrich the research.

To collect the data of this investigation, it was requested to interview one of the people who is part of the national advisory commission of the Ministry of Public Education, in the topic of high endowment, talent and creativity. This commission is in charge of visiting the different areas of the national territory and provides training at the level of the Regional Educational Direction of the country, which will later work to train the teaching staff of educational schools. This person, as part of the national advisory commission of the topic under study, handles much relevant information that facilitated the development of research.

2. Questionnaire: The questionnaire is a technique of data collection that is characterized within a quantitative approach in research; however it is a very useful technique for collecting data within the qualitative approach. According to Hernandez, Fernandez, and Baptista (2010), "maybe the most used instrument to collect the data is the questionnaire. A questionnaire consists of a set of questions regarding one or more variables to be measured." (Free translation) (p.310).

The questionnaire was used in the present research in order to know various factors regarding the subject of high endowment, talent and creativity that have the teachers of the English Teaching in first and second cycle of the Circuit 03, Heredia. It was designed by asking open and closed questions.

3.5. VARIABLE OPERATIONALIZATION

In research, the variables are all those topics, about what the researcher seeks information of. According to Barrantes (2012), "en investigación se puede decir que es cualquier hecho, característica o fenómeno que varía, que toma diferentes valores." (p.92) the variables must be defined in order to avoid being misunderstood so the conceptual variable, according to Hernandez, Fernandez, & Baptista (2010)

A conceptual definition treats the variable with other terms. Thus proactive inhibition could be defined as: "The difficulty of evocation that increases with time"; and being able to: "influence more in others than what they influence in one. (Free translation) (p.110)

It is understood as conceptual variable, the definition that is granted some term or phrase that is intended to investigate.

The operational variable according to Barrantes (2012) "Describes the evaluation criteria and mediation of it, creating limits that define the changes in expected value, for example: low medium, high, positive, negative; excellent, very good, good, bad, etc." (Free translation) (p.94). This definition measures the variable under study.

Finally, the instrumental definition is that, where the tools are mentioned, through which data collection will be obtained. According to Barrantes (2012), "It is about clarifying, for each variable, the means or instrument by which it will collect the information." (Free translation) (p.94). Therefore, this section indicates the instrument of data collection, either: the interview, the questionnaire, the observation, surveys among others. To understand the variable of this investigation the following matrix is elaborated.

3.6. Operation table of the variables

Specific Objective	Variable	Conceptual Definition	Operational Definition	Instrumental Definition
<p>To describe the advances and the obstacles the law N°8899 has had since its approval, in 2010, in Elementary School Professors of circuit 03, Heredia 2017.</p>	<p>The law N°8899 for the promotion of the high endowment, talent and creativity.</p>	<p>It is a legal document, which stipulates a series of conditions that must be met; imposed by the Legislative Assembly of Costa Rica, to regulate the attention of students with high endowment, talent and creativity in the Costa Rican educational system.</p>	<p>Excellent: If 100% of the Elementary School Professors know the Law and its Regulations.</p> <p>Good: If the 70% of the Elementary school professors know the Law and its Regulation.</p> <p>Bad: If less than 50% of Elementary School Professor are unaware of the Law and its Regulations.</p>	<p>The information is collected through the instrument of the questionnaire.</p>

CHAPTER IV

DATA ANALYSIS

4.1. DATA ANALYSIS

For the purposes of this research, the analysis of the information is carried out with the most relevant criteria obtained in each of the applied instruments. Among them we find: the questionnaire applied to fourteen Elementary School Professors of circuit 03, in Heredia. The interviews applied to the national advisor on the topic of high endowment, talent and creativity, two teachers of Basic General Education and an Elementary School professor who assists a highly gifted, talented and creative student.

The first instrument that was applied was the interviews. The first one was applied to a Basic General Education Teacher, since at the Regional level, the sum of three teachers was summoned by circuit, to be trained in the topic of high endowment, talents and creativity; being this teacher one of those called to the training, of circuit 03, of the province of Heredia.

Subsequently, a national advisor was interviewed to know about the intentions, purposes or goals of the Ministry of Public Education in this country. Next, a Basic General Education teacher in the province of San José was interviewed with the intention of providing relevant information about the attention given to this type of student population because she assists a student that is identified by the authorities of the Ministry of Public Education with characteristics of high endowment, talent and creativity. Finally, an Elementary School professor was interviewed because he works with a gifted student and can give relevant information too.

The second instrument applied was the questionnaire, addressed to twenty-two Elementary School professors. However, for factors beyond what was intended a total of fourteen teachers were interviewed; which answered questions open/ended related to the topic of high endowment, talent, and creativity with the objective of knowing opinions, the level of knowledge of the topic, teacher training among other factors in relation to the performance of teachers with students.

The collection of information allows us to analyze the advances and obstacles that Law N° 8899 has had to promote the high endowment, talent, and creativity in the Costa Rican education system, since its approval in 2010, in Elementary School Professors of Heredia.

4.2. INTERVIEW N°1

The interview is applied to a teacher of General Basic Education who belongs to circuit 03 of the Regional Direction of Education in Heredia since she was one of the teachers trained in the topic of high endowment, talent, and creativity. The interview consists of 9 open questions and was applied on Thursday, August 17 of the current year.

Question N°1. When did you receive training on the topic of high endowment, talent and creativity?

The first training was on June 6th to meet the theme of high endowment, talent, and creativity. The training was for a whole week, from 8:00 am to 4:00 pm.

Question N°2. Who gave you this training?

The training was given by the staff of the Regional Direction of Heredia, among them advisers and psychologists. In that training the adviser of the Public Minister of Education Sonia Marta Mora was present. She attended to know how the training was being developed and to know what progress was being made.

Question N°3. How much teaching staff participated in the training?

Twenty-four people participated in the training. A maximum of three teachers were summoned for each circuit of the Regional Direction Education of Heredia. Psychologists, counselors, directors received training. The call was addressed to teachers but those educational institutions that had psychologists; counselors were given priority and participate the Regional Educational Director of Heredia.

Question N°4. How many meetings in the topic of high endowment have you attended?

I have attended once. After that, what we had been doing was small meetings to report on progress at the regional level. In these meetings we made a report on what has been done at the regional level, what have been the progress and achievements so far achieved in this year.

Question N°5. In specific, what issues were addressed during the training?

We talked a little about the myths that surround the theme, and the realities of the students who present the condition of high endowment; we talked about the Law and its Regulation, the philosophical part in which is based on the theme of high endowment and adaptation to the country of Costa Rica. Then, how evaluate cases of identification in the topic of high endowment procedures to be followed, and reports to be made. They provided us with an orientation guide that the Ministry of Public Education elaborated.

Question N°6. Do you know cases of students who have characteristics of high endowment, talent, and creativity?

In some circuits of the region students with an outstanding profile have been detected. Then these circuits have provided the corresponding reports of what has been done and of the stage by which they go. In these cases the parent requests the study or the teacher. There is talk of two cases at the level of Heredia region but these cases are still under study and have not completed with the identification processes.

Question N°7. Could you mention some of the improvements you have seen on the topic of high endowment, talent and creativity in the region of Heredia?

Until now, one of the improvements has been the topic of training and dissemination. The idea is that if a case is presented within the circuit, help and support can be provided to the teachers to attend these students.

Question N°8. Could you mention some of the limitations you have seen on the subject of high endowment, talent and creativity at the regional level?

I have been able to appreciate lack of information and lack of collaboration on the part of other institutions, for example: information is requested from other institutions where students have assisted and that information does not arrive or takes a long time to arrive.

Question N°9. At the moment in which process they are at circuit level, on the topic of the high endowment, talent, and creativity?

Right now we are in preparation to train the other comrades of the Circuit 03 of the Regional Direction of Education of Heredia in the topic. We have met the three teachers who received the training to develop a plan and give the training. We schedule a possible date to impart it and we are organizing the activity; this project was sent to the supervisor for approval, the supervisor sends it to the Regional of Heredia for approval by the Regional Director of Education. When that is approved, a call is sent to carry out the training on Circuit 03.

Training is scheduled to the end of August and the beginning of September of this year. For the training we select a sample of maximum three teachers per educational institution because we are limited to do that. We cannot choose at all, we evaluate that it is important that these trainings are attended by support teachers, teachers who belong to the evaluation committee and teachers of the Basic General Education of schools. A maximum of twenty-four people must attend training.

4.3. INTERVIEW N°2

The interview was made to one of the national advisors on the topic of high endowment, talent, and creativity of the Ministry of Public Education in the country. The interview consisted of 14 open questions and was applied on August 28th, 2017.

Question N°1. At what stage is the Ministry of Public Education currently on the topic of the high endowment of talent and creativity in the Costa Rican educational system?

From 2016 up today, we have gone through an advisory process; we have been training principals, representatives of existing committees, as well as support committees, but especially the different Regional Education Direction, which have a regional commission, on the topic of high endowment talent, and creativity. If we speak of population in general, the authorities of the Ministry of Public Education, conducted a high-endowment course, in May of this year, which lasted eight working days, where a maximum of two people by Educational Region were called, so the mission of these people who participated in the course was that they had to unfold and socialize, the course with at least a population of thirty people, according to the Region to which they belong. There are already people who have done it; there are other regions that are in process and others that already have it programmed.

At the moment, at national level, there are about 3,350 advisory people. Among them are: regional advisors, teachers, directors, and supervisors, when it

talked about teachers, involves counselors, people of different specialties, psychologists. Specifically to the psychologists, a course was held in 2016, which had precisely to do with the batteries, which are tests for the identification of students with high talent and creativity, about how to make reports and so on. A total of thirty psychologists were trained.

Also at this time, the document's strong disclosure phases, what is the Law and the Regulation and at the national level was met the goal that was had. Now, the Regional Direction, in January, of the current year, presented a regional work plan that they structured, which was to be done by region, giving priority this year especially to the processes of dissemination.

There are twenty seven Regional Educational Directions which have been trained. The phase in which we find ourselves, for example, next week we will go on tour for everything that is the part of Coto Brus, Grande de Térraba, all the southern part, is going to be covered. They must return the first report of the plan that they presented in February about what has done to date according to the actions already given.

At least now, we can say that more than 80% of the Regional Educational Directions have begun dissemination processes may not have 100% coverage, but that is what is being worked on. There is a Regional Educational Direction that is like the "star" and belongs to the Central Valley. They go a little further in regards to the actions that already have been performed. The Regional Educational Direction of Heredia has shown us an important strength, with respect to the

processes that have been planned. We are very happy with the progress that Heredia has had, with people who are directing the theme, there are people leader, we love the people who at the moment have been very involved with the topic, who have been empowered with the topic; actually, the results have seen, the opening to also give more coverage regarding this dissemination. At this time as a country we do not have a statistic of students with these characteristics even few students have been identified at this time. We have been talking about two. Two who have been going for years, even though there was no executive decree, in some cases the Law was, but not the decree.

For example, the child identified in the province of San José, has come from preschool to provide documentation and observations, so we can see that it is a process that started years ago without even existing us. We have worked from 2015 to date on this topic as Ministry of Public Education.

An important success for the Ministry of Public Education was that this year, even though a two or three hour talk, we share information with the directors of schools, and legal representatives of private schools. Especially because this is not a rule, but in most private schools, students are highly stimulated, so we must also evaluate whether it is an over stimulation what they are living or really is their high endowment condition.

In these cases, we have to be clarifying very well what the position, because parents are usually very concerned, alluding to the condition of their children the problem is the challenge that if they have the condition, be well attended to avoid

being expelled by the same system and really is not one of these; but one of those who help them, enhancing their abilities and that in one way or another in the future integrally speaking, are very well developed, that can even contribute something for the country.

This 2017, we want to spread the whole process in a greater coverage, at the moment we bring more qualified teachers than last year for the same date. Progress has been made in coverage; we are in the process of observing how the different Regional Education Directorates are working. There are already educational situations that we have shown which are being followed up, so in these educational centers, we are coordinating with the Regional Direction, to accompany them in the process of identification, remembering that the process has duration of sixty days. What we are basically doing is betting that the identification process is done correctly. Because it would be a problem to say that a student presents the condition of high endowment and after that not.

Due these situations, the identification process is so interdisciplinary; various specialties participate because in the end it is going to give a signature where as a team, says as a whole that a student has the condition of high endowment. That is why the figures reflect that it is not the entire population of students that present this condition; because, for example, if as a country we say that the highly gifted and circumscribe to the cognitive part, then with only the IQ tests would give me a component where we would say that student is highly gifted.

A psychometric test does not determine everything that is wanted at the cognitive level there are a series of intellectual skills that is sometimes determined by some mediation strategy that may be applied, it is there where the teachers have to arm themselves with the necessary instruments, to go systematizing everything that is observed in the students, what is being given at the level of that intervention strategy that is being used. So it is here, where we can say if the students have an agility to respond more than their peers, if they have a capacity to divergent responses to situations, that maybe it might not have occurred to the teacher or to group of classmates, if they have a greater linguistic ability than the students of their age, among other capacities.

That is why the document presents the approximately fifty-two characteristics that it has, it is worthy to check which of those the student presents. Because if the ones that are shown there effectively the student presents them, so it excels to the others.

For this 2017, the goal is the dissemination process, that all twenty-seven Regional Educational Directions have an important coverage of their staff in the advisory part of this issue. That none person at the end expresses ignorance of the Law and its Regulation or the disclosure process. For example if a parent expresses that his/her children have certain conditions or outstanding characteristics that the teachers know the topic and can provide help from the educational centers.

Nowadays, the parents are very aware of the issue and something important is that they should also advise because sometimes the information they have is what they interpret of the Law, and the Law has certain points not very clear, apart from that does not know the guides offered by the Ministry of Public Education.

Question N°2. How many students are identified with high endowment, talent and creativity, until now?

At this moment, only two students are identified, under the protocol that the Ministry of Public Education is proposing. One of the students is located in the province of Cartago, and the other in the province of San José. They are males one is in second grade and the other is in fourth grade of Basic General Education. The major domain they possess is in the computer science, as well as mathematics and science. They are introverted children and have received much support. The identification process is slow, it is a very careful process and it is a process where there has to be very clear evidence that, effectively, they cross through an integral study, where it is determined that a student has that high endowment condition.

We have a list of approximately 50 elementary students. They are being verified the process of identification, because those students were those who participated in an investigation that Universidad Estatal a Distancia, was doing. The Universidad Estatal a Distancia makes the alliance with the Ministry of Public Education.

In April 2015, December 2016, the study was conducted; Its aim was to determine the level of effectiveness of scales to detect, the behaviors of students with high endowment, talent, and creativity. It was a proposal of the University, which was applied to thirteen elementary schools, to sixty teachers and fifteen hundred and sixty students. Out of 1,500 students, about three hundred and twenty students came out, who were applied the Wechsler test to measure their IQ and we got a list of about fifty students scoring high on the scale. Ten of them had a score between one hundred and thirty points.

These students have been being followed up. It is necessary to divulge again how it is that the process of identification of the phases according to the protocol is realized. There is much coordination with the Regional Educational Directorates, meetings have been held, for example in the Guarari area in Heredia and in the San José Oeste area, there are some students who scored high on their IQ, and an identification protocol is being applied to them and are waiting for the final result.

Finally, there are other reports that have arrived at the national advice office on the topic of high endowment, talent and creativity that are in the process of study

Question N°3. What process is carried out once the Ministry of Public Education knows that there are students in different areas of the country that can present characteristics of high endowment, talents and creativity?

It is important to mention that at the central level, on the part of the national committee of high endowment, the process of identification is monitored on what they have been doing. It is there that it is discovered that people need a little more information, training, but above all, they need a little more empowerment with the topic because when there is ignorance and it generates a lot of fear. So, people simply say they do not have the specialized to attend this population, but it is a lot of the fear people feel, precisely because it does not know that the processes, for example of identification have to be made very specific.

Question N°4. What are the intentions, by the Ministry of Public Education, regarding the attention that the teachers should give to the student population with high endowment, talent and creativity?

The student's attention, what the Ministry of Public Education of the country is promoting are things that people do, but they did not have the pedagogical intentionality to assist this population. This pedagogical intentionality is within a very inclusive approach. Within the guidelines to identify and attend this student population, it is mentioned the pedagogical strategies, specifically the curricular enrichment (Enriquecimiento Curricular) where the student will investigate an issue that will share with the classmates in this way is given opportunities to strengthen all their abilities. When using another pedagogical strategy, such as collaborative work, the intention is to work with all the skills presented by a group, where the teacher very intentionally, will create work teams valuing the skills presented by the different members of that team. So at the end they are very inclusive techniques.

These strategies help a lot to develop socio-affective part of the student. Perhaps a student with a high talent and creativity status, but a weakness in the socio-affective area can strengthen his weakness through teamwork with his/her classmates.

When speaking of groupings by capacity (agrupamientos por capacidad) where students of different levels are involved, in the same educational center, which can present the condition of high endowment, but have a common interest, a different attention is given. In addition, when talking about co-curricular activities, where there is a student who presents a specific skill, for example in the artistic area, that student is given the opportunity to receive an additional extra course, that is why gives this name co-curricular activities in order to strengthen this skill.

Question N°5. Who requested, to begin the process of identifying the condition, high endowment, talent and creativity in the students previously detected?

Their parents, in some cases even the students already had a psychometric report attached to their file.

Question N°6. What characteristics of high endowment talent and creativity topic present the previously identified students?

They are amazing students, have a good command of various subjects, highly developed language management and above all are students, whose interests are

focused on reading. So talking to them is very interesting because there are issues that we truly do not know and we can learn from them.

Question N°7. Do you consider that due attention has been given to students by the teachers in charge of this student population?

The students have had the support of the educational center, although they are very distant educational centers, in a very rural condition. The teaching team is wonderful, there are people very dedicated to their work so the attentions that have been given to them we can say that it has been excellent.

Question N°8. What other activities has the Ministry of Public Education done to speed up the process of dissemination on the topic at the national level?

At the moment, there is a lot of focus on the students, so much discretion is kept. A press conference was held on June 22 of this year, where the Technical and Administrative Guidance document for the implementation of Law No. 8899-Mep and its Regulations were launched: "Law for the Promotion of High Endowment, Talents and creativity in the Costa Rican educational system." and everything the Ministry of Public Education has been doing to date. This conference was held in the educational center Cecilio Piedra Gutierrez, in Frailes of Desamparados with the mass media. Also, a video was presented; it was made in several scenes of what has also done by the Ministry of Public Education to date, in this video we present to the identified student in the province of Cartago.

The Ministry of Public Education is very attacked in relation to what has been done in the topic, because the people directly circumscribe the fact that there

is a Law that it was published since seven years and its Regulation with two years of it had decreed.

Question N°9. When was the national commission of advisors at the national level of the Ministry of Public Education formed?

From the Decree of the Regulation on the topic of high endowment the National Advisory Commission was formed in June 2015. First, the National Advisory Commission started discovering the existence of the Law and its Regulation. Then, how the information presented there were be operationalized besides that, what were the purposes of applying it at didactic level. Next, how students were going identified because neither the Law nor its Regulations said it. Afterwards, what will be proposed as the Ministry of Public Education and how will be conceiving the topic of high endowment in the country. Moreover, strategies to use when the students were identified and finally how will be applied the evaluation of learning.

Question N°10. By what means, has been given the process of attention to students with these characteristics by teachers?

It has been through the guidance document and above all for the support that is being given to them in the processes of disclosure. The Regional Direction of Education is closely linked, being the greatest responsibility, the linkage in the processes to follow up and continuity. Considering that the attention is directed from the youngest students to the oldest ones because the Law includes the entire Costa Rican education system.

Question N°11. What kind of documents has been submitted to the national advisory committee on the topic of high endowment, talent and creativity to initiate identification processes?

There are educational situations that some private schools have presented to the advisory committee on the topic of high endowment, talent, and creativity to study students with these characteristics; there is a specific case that is being evaluated in the private educational center that the student belongs and we are also working on the valuation of his file. The educational center has had a very important answer, remembering that the Law covers both the public and private educational sector. Reports have been presented that come with an important reference of psych pedagogues or clinical neurology, where the condition is being determined.

What happens is that it is necessary to remember that the condition does not give a test that measures the IQ, there is not a determinant factor. It is said that the condition is something integral. Something important is that if the parents express that their children have been characterized because they learned to read alone, they walked very fast or they spoke very quickly of children by way of example, already there are being given important detail. So teachers in charge of the group, school counselors, support teachers, among other professionals that the Elementary Schools have, can begin to study a possible condition. Any of these professionals involved in the educational processes of students can do it.

As a result of this, it is important to mention that since it is an integral process, if student do not have the psychometric test, it does not mean that the identification protocol cannot be applied on them.

At the moment, we even receive medical opinions from specialists where they automatically say that he is a student genius. In these cases, we request to follow up the educational situation through the Regional Direction to go to the school and investigate a bit this process. The educational center must be told that within this stage of detection will determine the contributions of the documents brought by students in their files by other specialists and observe that they are supporting the condition of the student. For example, if there is a document that says that the student has an IQ above 150 and it is not a psychometric test that determines it, it cannot be determined that the child is a genius.

Question N°12. What aspects should be considered in order to issue criteria regarding the identification of students with high endowments, talents, and creativity?

It is necessary to be very careful to issue a criterion since there are people a little disoriented in the topic and it cannot be said without a foundation that a child is a genius, this in order not to confuse the student's diagnosis. It is for this reason that it is not so easy to determine the conditions of the students and it was determined a time span of sixty days to go in search of all the resources to identify if the student has the condition of high endowment, talent, and creativity. Even we always talk that when a student comes with a very high psychometric test, you

cannot skip the study that was done because it is very helpful to determine the condition, it is important to value it and not to be against what a professional says.

The evidence must be very clear and must be confronted with the process, with the same willingness and ability of the student to be able to develop in the school. Therefore, when we talk about family, school, friends, and classmates of how the students get on within these groups, it is very significant to determine aspects of their condition. The evidence must be in writing, it cannot be said that the student is gifted student because sings nicely. This would be a specific skill, a talent that has, nothing more. Let us remember that together with the part of talent, they have to have cognitive capacities superior to the average where it stands out, united also to the creative aspect.

Descriptions, sources of support, and specialized attention that the students have received can be found within the reports. It is very interesting to analyze this type of report because apart from assessing the educational aspects of the student, from a certain time, the skills of achievement in different areas are known as well as the fact that the student actually presents high abilities to the average, but high abilities is not synonymous of 100% in their educational performance.

The report is prepared by all people involved in the educational process of students who share with the principal of the school in a meeting to verify that the student presents the conditions of high endowment, talents and creativity.

Some reports do not bring the psychometric tests as a reference to start the identification processes, among all the teachers can assess the student's abilities

as well as their files to determine if they have the condition of high endowment, talent.

If at any moment there will be a doubt in the people who will initiate the identification processes in the students and would like to verify that in fact the student presents a high intellectual condition, the psychometric tests can be provided by the Ministry of Education in order to apply them if necessary. It is important to take into account the profile of students at the educational level, which exceed all capacities from the average to the level they are.

The Ministry of Public Education after Universidad Estatal a Distancia, conducted the investigation, invested in the purchase of psychometric tests to apply at different ages and were provided under a protocol to the Regional Educational Direction that were part of that research. He also invested in psychometric tests for the area of creativity. We are requesting an advisory process to know them and share them with the different psychologists who apply them.

We have found educational situations of students related to the emotional part. These emotional conditions together with the conditions of high endowment can reflect any skills that they have so teachers have to be careful.

Question N°13. What have been the limitations that you have had as Ministry of Public Education in the subject of high endowment, talent and creativity?

I can talk about 2015 to date, because in 2010 the Law was created, and I believe that although the Law is very clear and says that there are six months to approve a

Regulation, it took a little; I do not know the part of the story of why it took so long to create the Regulation of the Law. One of the difficulties we encounter is when there is a Law and a Regulation with many gaps, which do not allow us to clarify how it has been applied and promoted.

With these situations is how this interdisciplinary commission was born, constituted by different national advisers, from different directions attached to this academic office, we began to study the documentation a little and decided of how we would work to tell people, how we would define the concept of high endowment as a country because the law and regulation does not tell me. We have a limitation as a commission and it is that they lend us only one day a week to dedicate ourselves as a commission to work on the theme of high endowment, talent and creativity.

Even so, one day a week, later it was possible to structure how the subject was going to work, due to the need that the office had to offer the services of orientation, disclosure and training. One person is in charge of coordinates this theme who after a long time requests to give one more day to dedicate to the commission since there was and there is a lot to do, especially because it was something new and we had to start analyzing how it was going to work within the education field in the country. Another limitation is that each advisor of the commission belongs to different academic offices that likewise must work together with the commission of the high endowment. Being the topic of high endowment, talent and creativity so innovative was generating an important time investment.

A national consultation was made to the country, first to find out if they knew that there was a Law and its Regulation on the topic of high endowment, talent and creativity. Through actions and data collection instruments such as interviews, focus groups, and questionnaires that were applied through an application that provided accurate data on the number of people surveyed. It was determined that people were not aware of the existence of this Law and its Regulation, nor as the high endowment were known.

People needed something that will guide them. It is precisely through this consultation that the guiding document is born that comes to answer a bit those findings that we find, to clarify the gaps presented on the Law and its Regulation. For all this teamwork as a commission was fundamental.

The commission of the high endowment, talents, and creativity together with other national advisers received a course with one of the experts that exist in the country on the topic. The models, the processes of identification, characteristics of the students with this condition were explained and it was there determined as a country how the concept of high endowment was to be understood. Among this process was also the guidance document created.

There is no exclusive entity in the Ministry that deals with the issue of high endowment; they are officials of other commissions who are responsible, through the figure of the Minister of Public Education and the coordinator of the topic.

Another limitation at the level of the Regional Direction of Education is that we would like the entire population at the moment to be trained, with 100%

coverage. At the regional level there are commissions formed to direct the theme of high endowment and are made up of advisers, supervisors, principals and also people of different departments however given the multiple tasks that they cannot dedicate that 100% to the topic of high endowment, talent and creativity. All this causes that the processes are delayed, that is why we had projected that all the year 2016 will begin the training teacher and still we have projects to continue the training for this year 2017.

A future idea is that a central office can handle this topic because the intention is to have continuity or sustainability over time so we are being worked on.

Question N°14. What kinds of actions are taken to support students with characteristics of high endowment, talent, and creativity of the Costa Rican educational system?

We, at the central level have been having alliances and creating types of agreements with other institutions. We have been meeting both internally and externally. Internally, we are creating a beneficiary profile for students with high endowment and provide them financial resources with the Equity Department that works with us and which manages several programs such as school transportation services, food services at school, and scholarships. These aspects are responsible for creating these programs to provide financial support for students who present socio-economic difficulties. These actions are carried out through a process, the

students have to qualify for it and a filter is made to give priority to those that they most need.

Schools also have their support alliances with institutions or companies, which provide resources for children, but it depends on the location there are those who do not have any type of support or resource at the community level. So the Regional Educational Directions which these educational centers belong have to create those agreements or alliances to help them. If the region does not have the economic support in this case, so that the student with a significant socioeconomic status can be supported, from the central level we are creating a beneficiary profile in group with this Equity program, precisely to support them.

To accomplish all this, a study is done to see if they qualify and automatically we give them what they require. For example: if they require a course, if they need to move to go to the course, their food as well as the purchase of any instrument that they require, all this is covered within the study that is done.

We had an agreement with Education Lego at the external level. Meetings have been held with this entity to see what opportunities there are and to include these students, through subsidies or help, so that they also have another alternative, in case of region or the school cannot provide this type of benefit so a process is sent by the commission of the high endowment of this office and the situation can be studied.

It is working with CONARE people, with public and private universities making alliances, with the aim of integrating the theme of high endowment, talents

and creativity into the initial courses of education at a university. The idea is that within the academic training of future educators there will be courses in this topic.

Then alliances are made with the Institute of Professional Development, where we train; thanks to this Institute that is the one that gives us all the part of the logistics for us to train the amount of teachers that we have trained at this moment. Lastly, we do videoconferences in relation to the topic, being a very beautiful activity because many experiences of the topic are shared.

4.4. INTERVIEW N°3

The interview was applied to a teacher in the General Basic Education who attended a student identified with high endowment, talent and creativity at the Cecilio Piedra Gutierrez School, in Frailes of Desamparados in the province of San José. The interview consisted of 7 open questions and was applied on September 21st, 2017.

Question N°1. How did the process of identification the student of high endowment, talent and creativity begin?

Last year the whole process started. At the beginning we had to meet all the teachers of the school to join criteria and make the student's file with all the required reports and attachments. Then it was sent to the Regional Education Direction, of the area for it to be valued. The file that was elaborated to him, was made very big for not knowing that it was the most relevant or more opportune to

include. In July of this year, the authorities of the Ministry of Public Education visited our school to make the official presentation of the student. During the vacation of half a year, they did a study in the Regional Direction of Education.

The officials involved in the topic at the regional level, visited the school and I interviewed a couple of psychologists, then they applied another study to the student in terms of his cognitive area. After that study, I was told that the student had a cognitive level greater than one hundred twenty points which is over average.

When the student was presented in the school, I told the psychologist how I was working with him. As last year, certain methodological activities were not defined; I shared a lot with the psychologist and the counselor to give me some help, because all the attention could not fall on him. His classmates or parents could give criteria focused on the teacher's condition could have a preference.

At the beginning of September of this year, there was a personnel training in this region. It was held in our school teachers and professors of the circuit and principal attended. In this training I listened to many negative comments among colleagues about the topic, but when the psychologist responsible for giving the training began with his speech many points were clarified.

Question N°2. How does it is the work with a student with high endowment, talent and creativity?

The student performs highly, has averages of ninety seven and above. He stands out in the science area, he loves this subject. Students with high endowment, talent

and creativity have one or more than one specific area where they stand out. He goes beyond others; he likes to search information and loves to investigate about the theme of space. The other subjects are not the strong area of his interest; however it presents a high academic performance.

I am going to share with you a class experience with the student. In a Spanish class, we read a sentence and I decided to pause to ask if they understood the meaning of a concept; the student raised his hand requesting a space to express with his words the meaning of the concept without my request. He always likes to participate and share his knowledge.

I can share with you another experience, in classroom work is for example a classmate asks about something, he immediately searches the dictionary, in case he cannot provide an explanation with his words. On other occasions I ask him the favor of explaining certain concepts to his classmates because I know that dominates.

At the beginning I had many doubts, how to work more than anything in the area of science, which is his area of greatest interest as a student with high endowment and who would get bored during classes. But for what I was doing with the help of the counselor and the psychologist, specialists in the case, everything was going well. All this is given by means of a process and not by being identified the process is finished.

I had doubts as well, because for example I cannot only be requesting or giving spaces to him to share because the other students can misinterpret those

actions and can cause me problems in the classroom or with the parents. This is why not every day, you have the student explaining jobs or helping the classmates.

Last year and what we carried out this year when the case was made known, the child is a student who shares with his classmates, he is not considered superior to others because of his condition, is not a student who boasts of his condition and much less expresses knowing everything by being highly gifted, talented, and creative. He does not present this type of behavior.

Question N°3. What activities does he do, in the classroom together with his classmates and what are his behaviors?

He has a good academic performance, he is excellent; in the other three subjects it is very similar to other children who also have good academic performance, with grades ninety and above. I ask him to give help to his classmates or I give him the space when he asks for it, not only in the area of science in which he stands out, but also in other areas as long as he has finished his work, it was well done and the most important that he has understood. An important factor is that these actions generate in other partners the desire to finish their work and help others and turns the classroom into a very pleasant environment for them. These activities help to enhance the students' socio-affective area. His classmates do not see him as a student better than they do or feel inferior to him.

Last year he had many problems of socialization, now he has been presenting an important improvement, he has been developing more, he share more with his classmates, he talks and he participates more in academic activities

in the institution; all this thanks to the activities or actions that are favored in the classroom.

Question N°4. What adjustments do you make in the didactic planning to attend this student?

In the planning part there were many doubts. I asked the psychologist and the counselor on the subject, but there was confusion in the part that had to be adjusted to enhance their abilities. It was then concluded that in the column of mediation activities, a section would be included for the student since there is no document that specifies where to include it.

There is a mediation strategy called curricular enrichment (enriquecimiento curricular) that implements in planning for the student with these characteristics. That was one of the strategies I was given to do with him in the classroom. This strategy consists of giving the student a topic to investigate that it is in his interest to do a small presentations or projects and share it with his classmates.

The collaborative work is the name given to another mediation strategy for the student to potentiate their skills and that is implemented in didactic planning. It consists of offering help to his classmates, especially student who has a little difficulty doing work in class.

Question N°6. What is the specific ability or skills of higher performance that the student presents?

He loves to draw and has a greater interest in the area of technology. He is fascinated by computer science. It is a child who understands fast, the teacher explains some topics and he presents a lot of ease understanding. It has areas of little interest like sport.

Question N°7. Does the student participate in extracurricular activities to enhance the areas of higher performance?

He attended a course that took place at the university, Instituto Tecnológico de Cartago, about the topic of robotics; it gave him the opportunity to attend and helped him with the move to receive the course.

Also, an appointment was scheduled with the Minister of Public Education with whom he was sharing; she gave him a book which he shares with his classmates at a school.

4.5. INTERVIEW N°4

This interview was applied to an Elementary School Professor teacher of Cecilio Piedra Gutierrez School, located in Frailes of Desamparados in the province of San José. He assists a student identified with the characteristics of high endowment, talent and creativity. The interview consists of 5 open questions and was applied on September 21st, 2017.

Question N°1. What does it mean to work with an identified student with high endowment, talent and creativity in English?

It means working with an outstanding student in their academic performance. He has an excellent behavior, he likes to participate in classes, he likes the subject as well as participates in activities such as festivals, referring to the English language. It means observing excellent presentation of work as well as a lot of help in the classroom, as it can help other classmates while the teacher helps others. At the beginning I considered it as a challenge but as time passed I noticed that you can work at the same time with a student of these characteristics and with the rest of the class.

Question N°2. Do you make any adjustments in your didactic planning to work with this student in the classroom?

I do not make any changes or adjustments. I work at the same way as with other students.

Question N°3. How do you work in an English class with a student with high endowment talent and creativity?

I work the same way I have always done. The class begins with the daily routines, next the warm up activity is performed, after that a presentation of the theme is planned, I continue with the practice in which the students perform activities in order to understand the topic that is studying, taking into account the four language skills. Finally, I do the consolidation or the wrap up part that are activities focus to verify students' understanding of a topic.

Question N°4. What does it involve to work with a student with high endowment, talent and creativity?

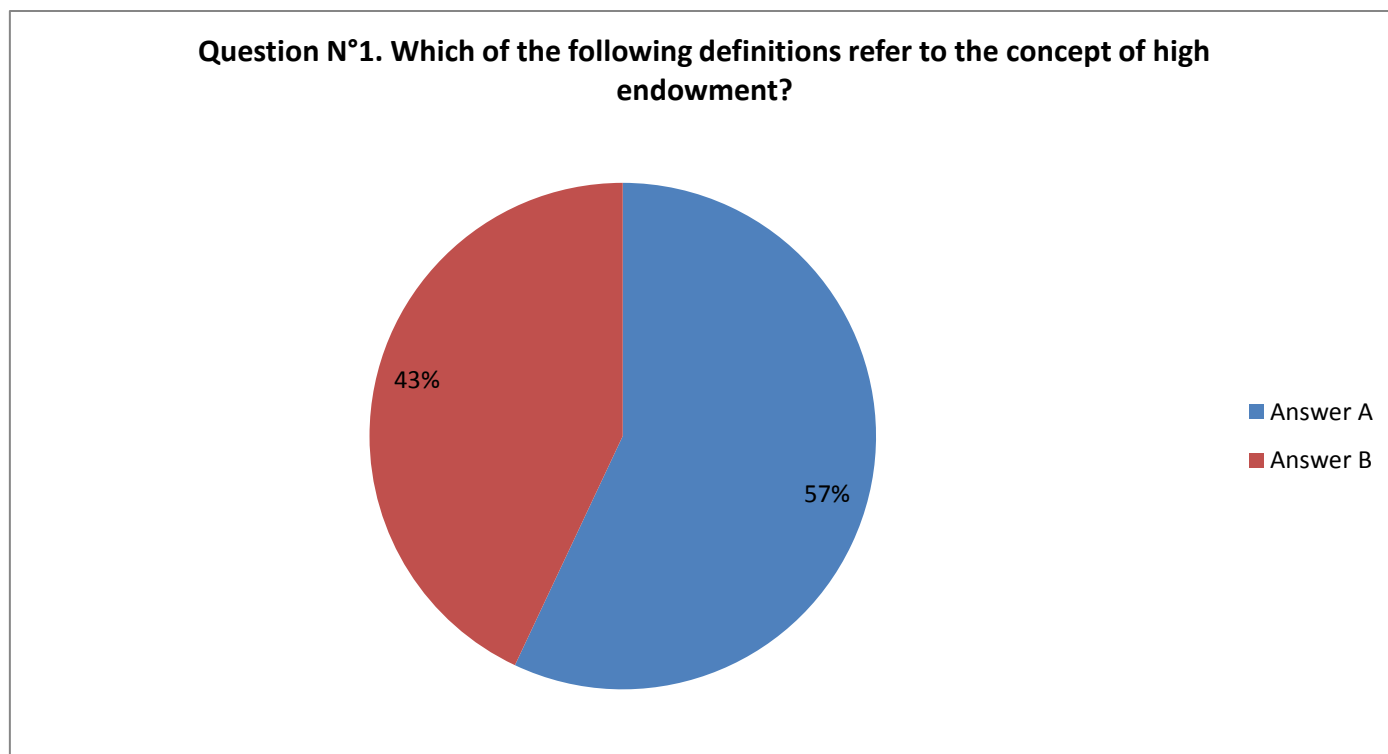
It involves providing accurate information and details of certain topics in which the student presents greater interest and provide individualized attention when required as it is given to his classmates.

Question N°5. Did you receive training in the topic where you were received guidance or resources to work with outstanding, talented and creative students?

I received training here at the institution where I work, which was given by colleagues, teachers of other specialties who were trained by the Regional Education Direction of the region. We were given guidance which explains in detail characteristics of the students with high endowment, talents and creativity and how can be identified, among other aspects.

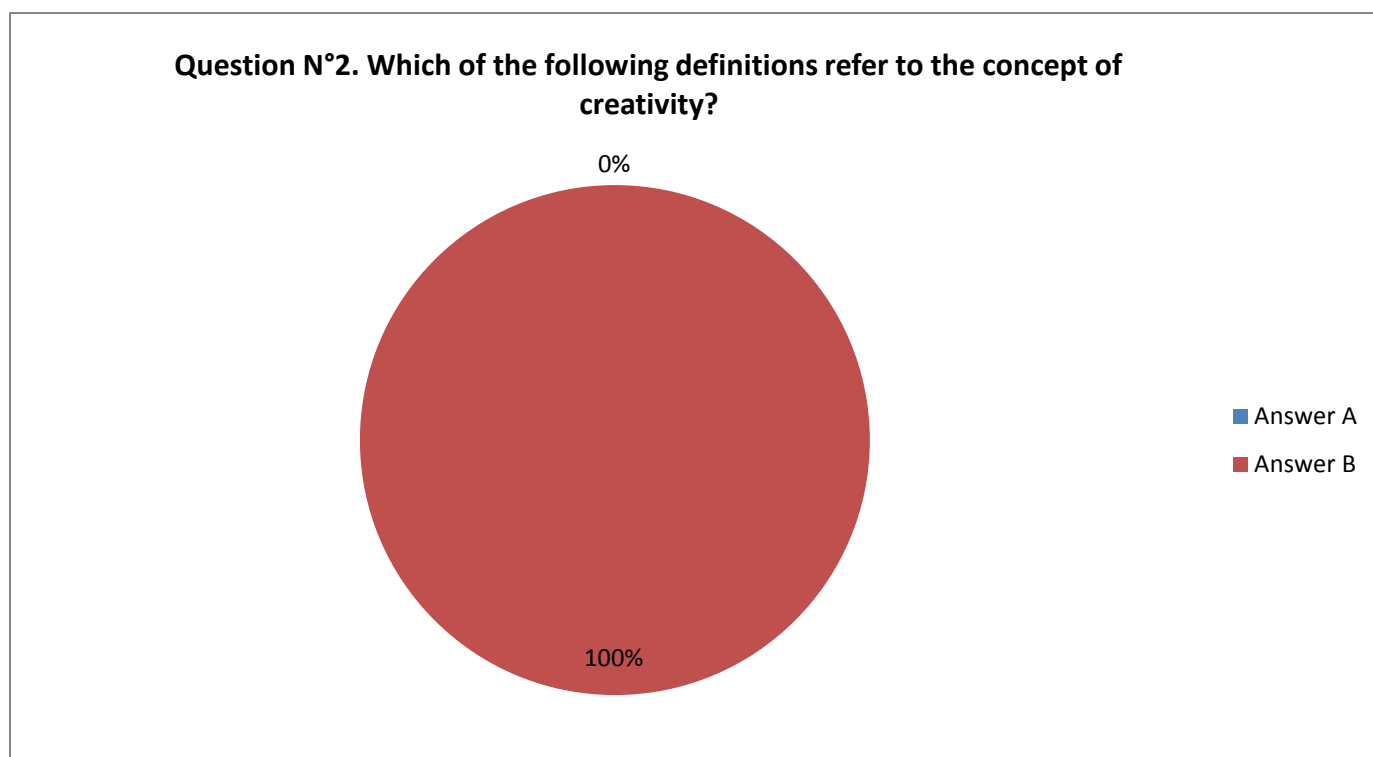
4.6. QUESTIONNAIRE

The questionnaire was another technique used for data collection; the sample that was taken to apply it, was of twenty two Elementary School Professors that belong to circuit 03, Heredia. However, due to external factors, only fourteen of the twenty-two teachers were able to respond. The questionnaire consists of eleven open/ended questions about the topic of high endowment, talent and creativity. The following graphics demonstrate the results obtained by the questionnaire. The instrument was carried out on Friday 20th, 2017.

Graphic N°1

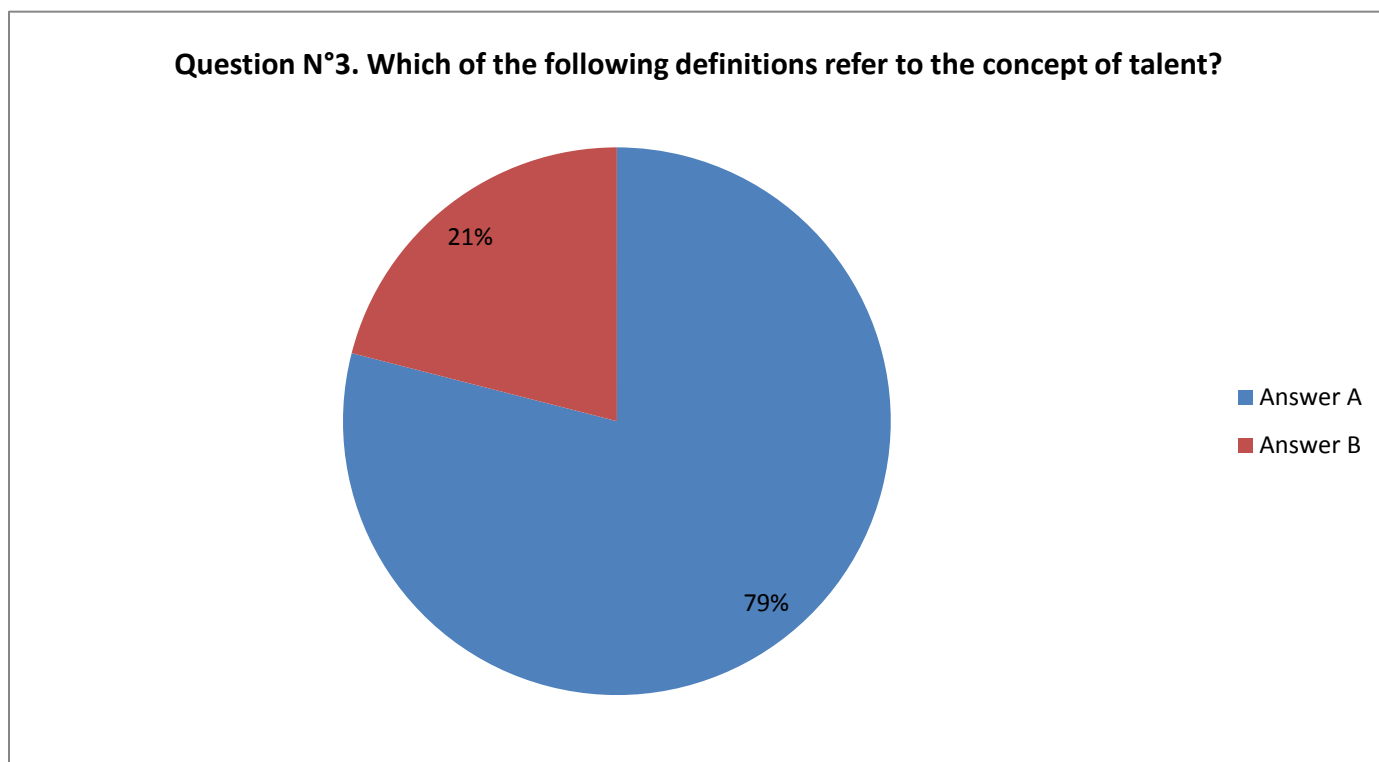
Source: Gloriana Hidalgo. Questionnaire to professors. Question 1. Universidad Hispanoamericana. 2017

The graph shows the first question of the questionnaire related to how professors defined the concept of high endowment. The graph shows that 57% of the Elementary School professors defined the concept of high endowment as: high intellectual abilities, while 43% of professors defined it as: it is conceived in an integral way, cognitive area, specific skills, ability to think, feel, and act that is the correct answer.

Graphic N°2

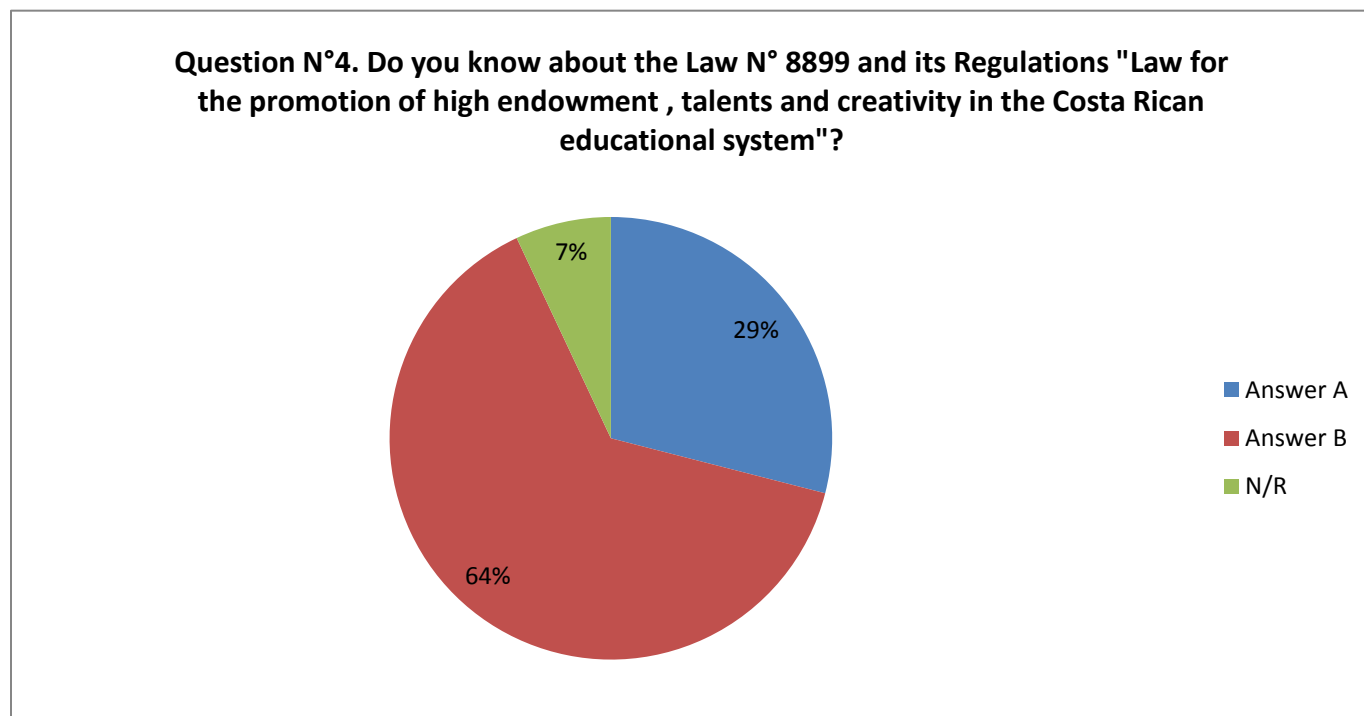
Source: Gloriana Hidalgo. Questionnaire to professors. Question 2. Universidad Hispanoamericana.

The graph shows the second question of the questionnaire, related to how teachers define the concept of creativity. The graph represents that 100% of the Elementary School Professors of Heredia defined the concept of the high endowment as: ability to create, innovate, and generate new ideas in an original and valuable way, being the correct answer.

Graphic N°3

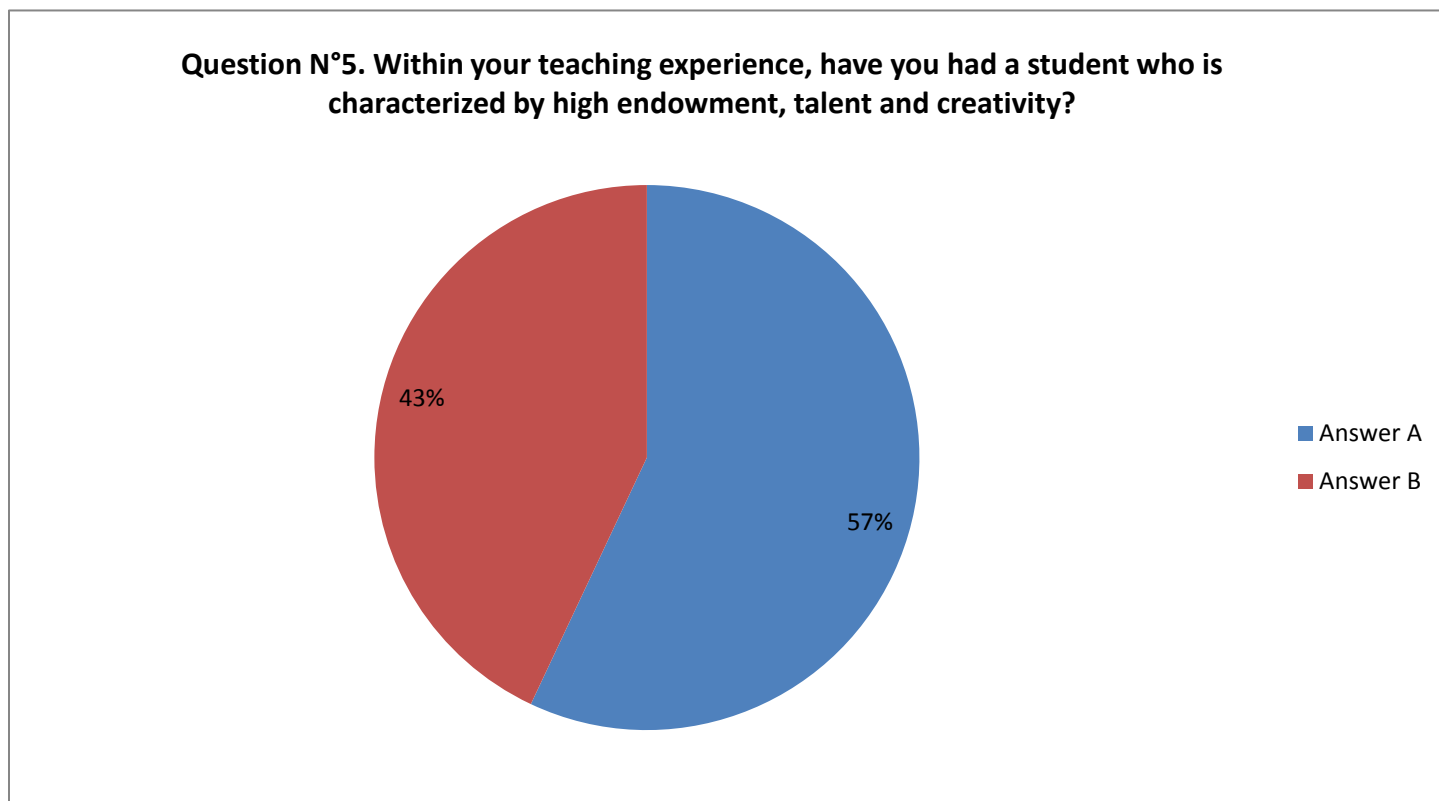
Source: Gloriana Hidalgo. Questionnaire to professors. Question 3. Universidad Hispanoamericana. 2017

The graph shows the third question of the questionnaire, related to how teachers define the concept of talent. The graph represents that 79% of the Elementary School Professors of Heredia defined the concept of talent as a relevant skill to learning in one or more specific areas being the correct answer; while 21% of the professors defined the concept as ability to get along in different activities or school presentations.

Graphic N°4

Source: Gloriana Hidalgo. Questionnaire to professors. Question 4. Universidad Hispanoamericana. 2017

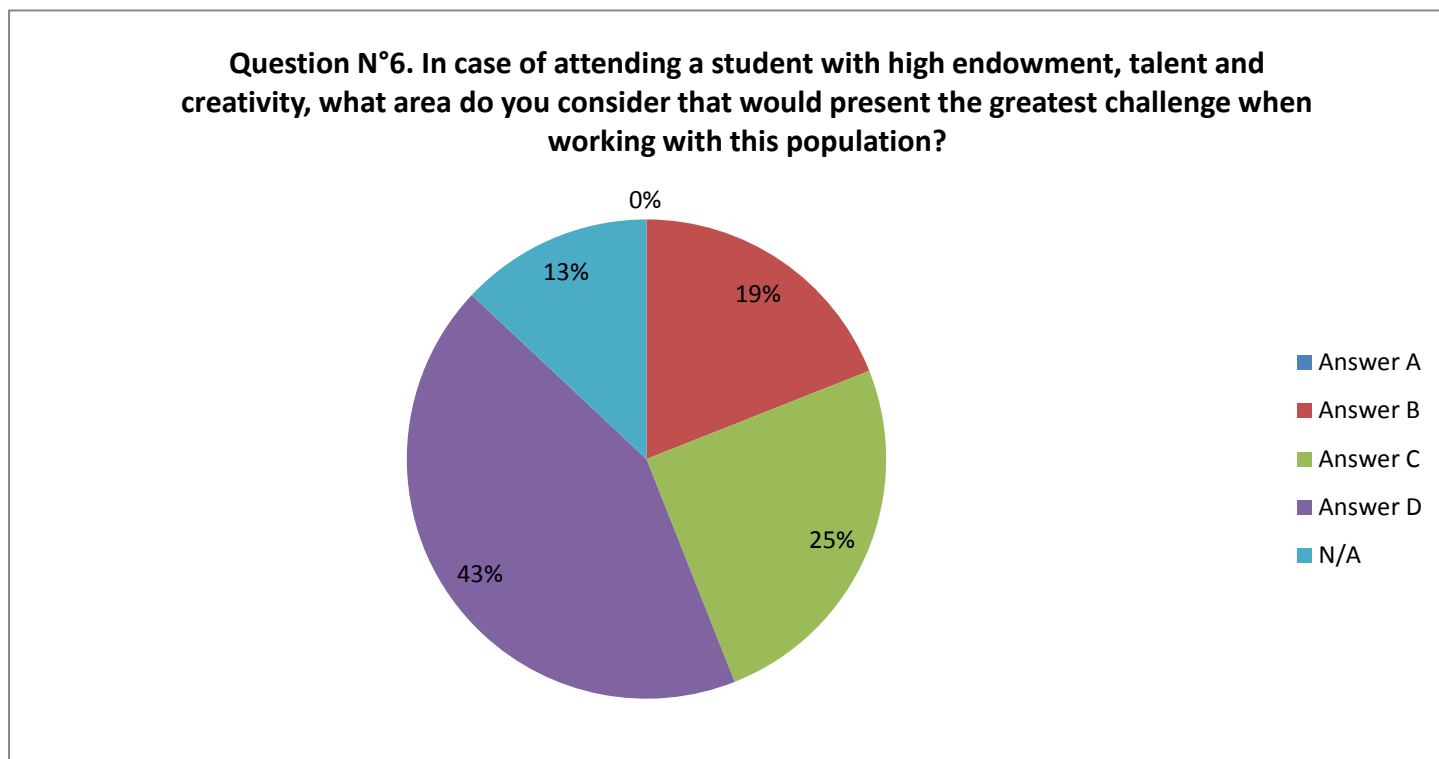
The graph shows the fourth question of the questionnaire, it related to the Elementary School Professor's knowledge about the Law N°8899 and it's Regulation "Law for the promotion of high endowment, talent, and creativity in the Costa Rican educational system". The graph represents that 64% of the professors did not know the existence of the Law its Regulation while 29% of the professors knew the existence of them and 7% of the professors did not respond.

Graphic N°5

Source: Gloriana Hidalgo. Questionnaire to professors. Question 5. Universidad Hispanoamericana. 2017

The graph shows the fifth question of the questionnaire. It consists of knowing if within their teaching experience as Elementary School professors have attended students with characteristics of high endowment, talent and creativity. The graph represents that 57% of the professors have assisted students with these characteristics while 43% of the professors did not answer.

Graphic N°6



Source: Gloriana Hidalgo. Questionnaire to professors. Question 6. Universidad Hispanoamericana. 2017

The graph shows the sixth question of the questionnaire. It consisted of knowing the opinion of the Elementary School professors whose area is considered to present greater challenge when they are going to assist students with high endowment, talents, and creativity. The graph shows that 43% of the professors thought that it would represent a greater challenge in class management (discipline, relationship with others), methodological strategies, working methods, didactic materials, a 25% of the professors mentioned that it would represent greater challenge only in the part of didactic materials, a 19% of the population considered that it would represent greater challenge only in the part of methodological strategies or working methods and finally a 13% of the population did not answer.

The sixth question is an open/ended question the professors can express their opinion according to their answers. The following is a table with the question, the opinions of the professors and their respective interpretation.

Table N°1

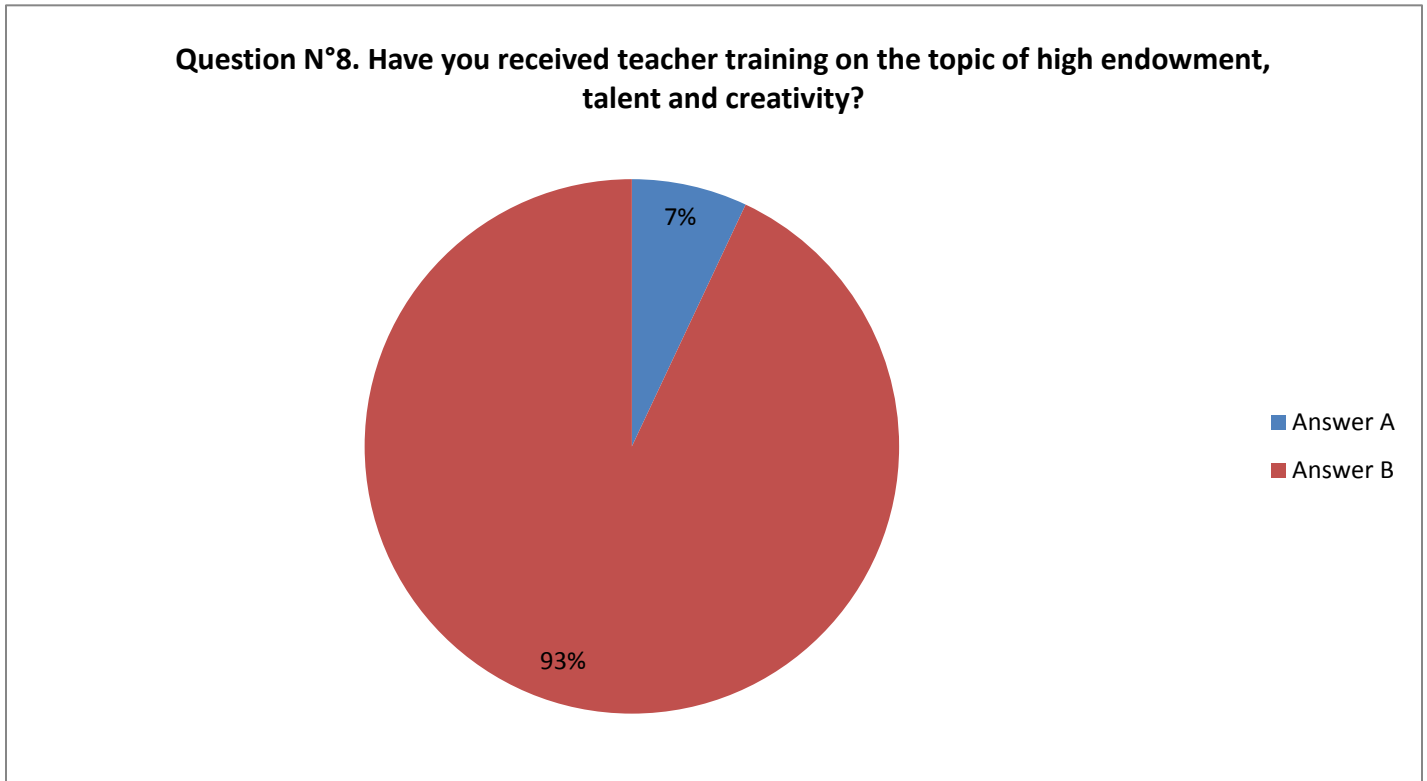
Question N°6. In case of assists a student with high endowment, talent and creativity, what area do you consider that would represent the greatest challenge when working with this population?		
Answer	Opinions	Interpretation
d. All of the previous choices.	The educational system does not have or provide required tools to address these student needs.	First of all, the teacher considers that the Ministry of Public Education does not provide the necessary tools to identify these students and to be able to attend them according to their needs.
b. Methodological strategies or method of work.	In my opinion, the greatest challenge is to demand to these students many activities in which they can potentiate their talents, abilities and skills.	Second, it is considered that the greatest challenge is to assist this student population in the classroom given the outstanding abilities that characterize them. Finally, one of the teachers considers that students with outstanding characteristics develop their creativity and their talents, perhaps when the necessary attention is given to enhance their abilities in order to satisfy their educational needs.
b. Methodological strategies or method of work.	They develop their creativity and their talent.	
Note: Two teachers did not respond, therefore they did not express their opinion. Nine teachers answered the question but did not express their opinion and three professors gave their opinion according to the answer that they chose.		

The seventh question of the questionnaire applied to the Elementary School Professors is an open question. The teachers had to express their opinion. The following is a table with the question, the opinions of the teachers and their interpretation.

Table N°2

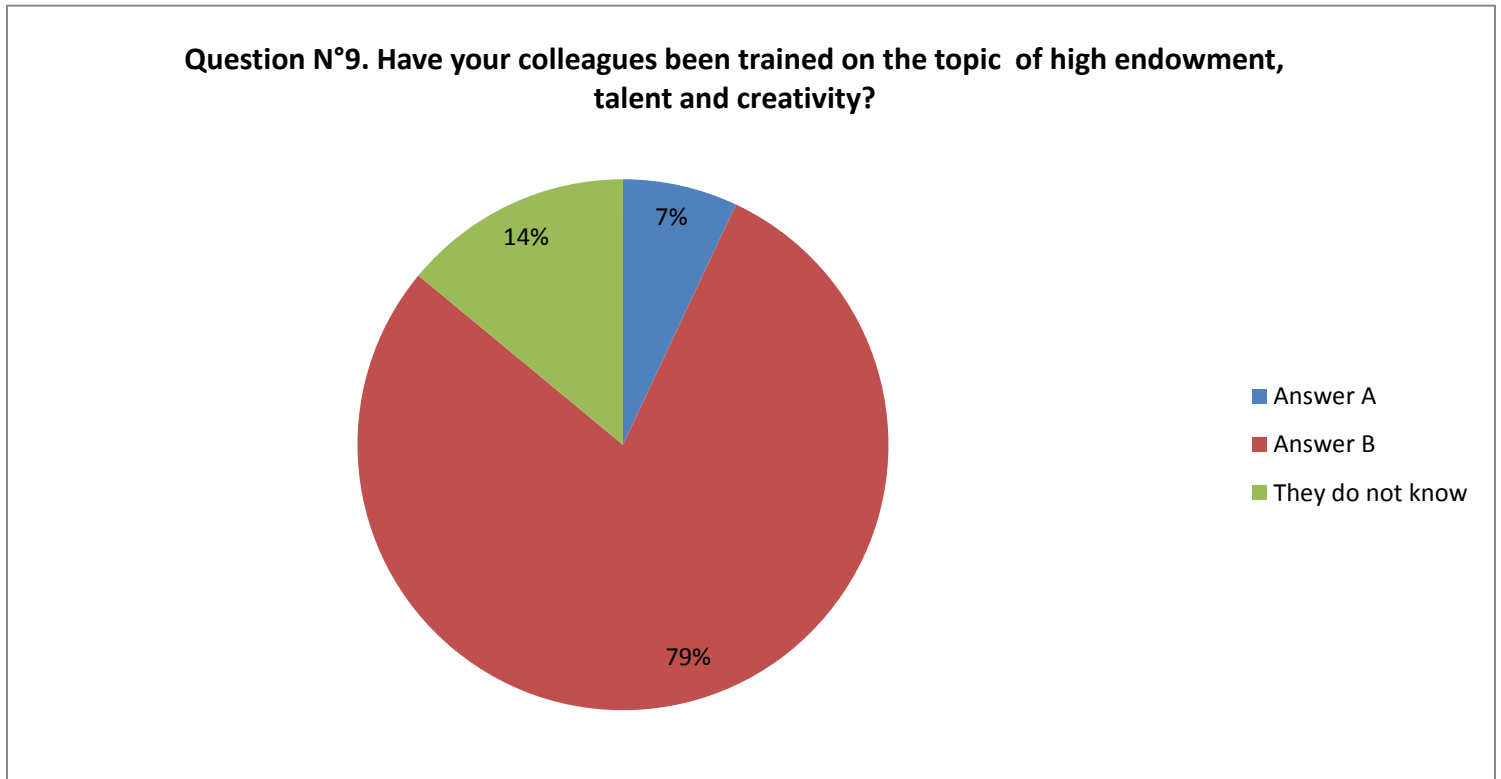
Question N°7. With the Regulation “Law for the promotion of high endowment, talent and creativity in the Costa Rican educational system” published in the official newspaper in 2015. Do you see any situation that could alter the way in which teachers currently give class? Express your opinion.	
Opinions	Interpretation
1. Yes, many times we as teachers do not pay attention these type of students and they lose the opportunity to develop their abilities.	The answers given by the teachers are diverse. A professor’s opinion is that in some cases teachers do not provide educational spaces so the students with outstanding characteristics cannot enhance their skills in the classroom. Some professors do not see any situation that could alter the way of giving classes since the Law asks teachers to be aware that this student population must be attended to and that these students are not a problem. On the other hand, some teachers express
2. I do not think so. As far as I know this law makes teachers aware that you will need to provide with extra material to these students. However this Law does not give the chance to gifted students to be in specialized classes, nor even allow them to skip levels according to their necessities and capacities.	
3. Yes, because teacher will require a curricular adaptation for that students.	
4. We do not have enough tools to face this situation.	

<p>5. 1. Discipline issue: It causes distractions add up and limit learning time.</p> <p>2. Lack of proper funding equipped tools (technology).</p> <p>3. Lack of students motivation</p>	<p>that it can alter the way in which the classes are given, because they require a curricular adaptation the lack of tools to assist them, some professors consider the discipline as a factor that could eventually be seen as a cause of alteration, as well as the methodological and teaching materials.</p> <p>Finally, one of the professors expressed that he did not know the Law and for this reason he is limited to expressing his/her opinion.</p>
<p>6. Since teachers must encourage students with special needs to accomplish with the class tasks any law that is related to those type of students with more or less abilities to learn, it must alter the way in which teacher develops the English lessons, because the endowed students require their own way to continue learning in and out the classroom.</p>	
<p>7. We will need more innovative materials to work those students and more time.</p>	
<p>8. I do not know that Law.</p>	
<p>9. As I told you before teachers should adapt their methodology in the class in order to expand students' knowledge and talents.</p>	
<p>10. Teachers help these students with extra works and do not stress them.</p>	
<p>11. I have had talented kids and they are never a problem.</p>	
<p>Note: Three of the teachers surveyed did not answer the question.</p>	

Graphic N°8

Source: Gloriana Hidalgo. Questionnaire to professors. Question 8. Universidad Hispanoamericana. 2017

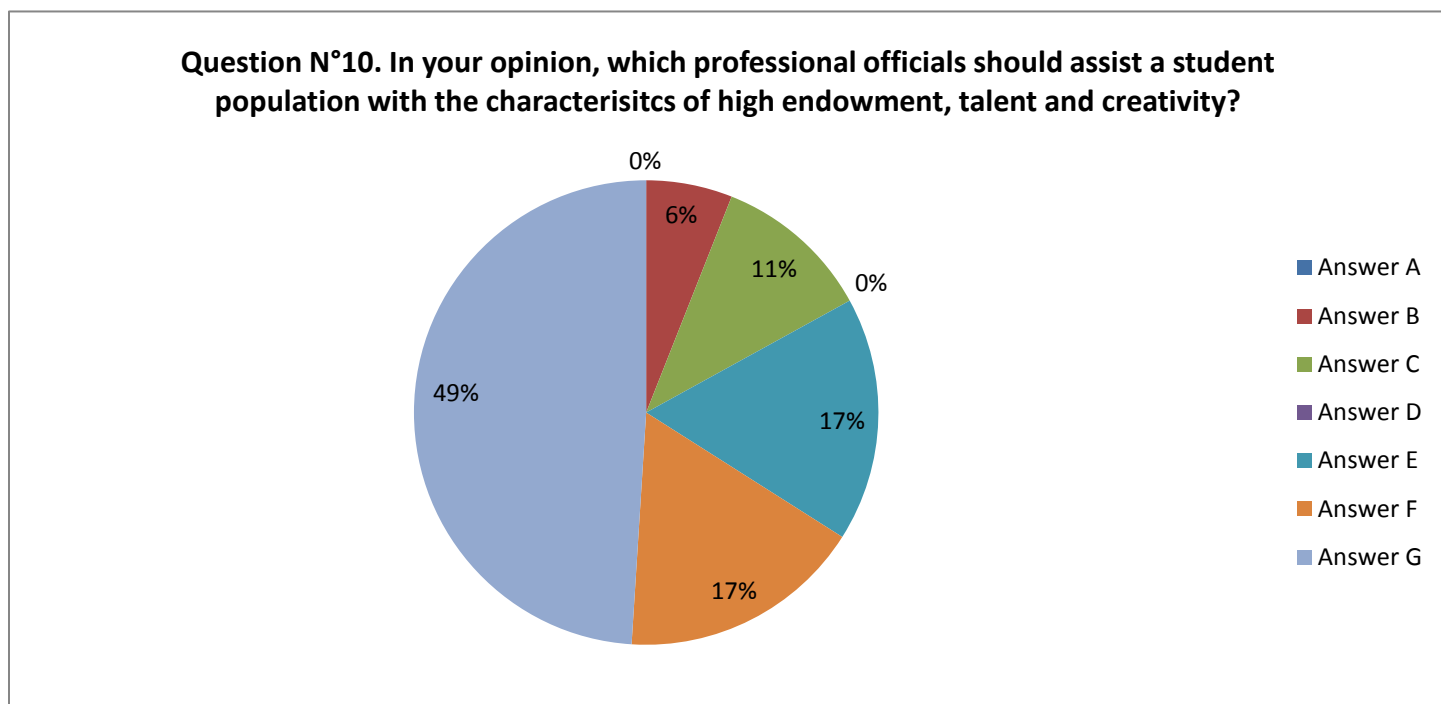
The graph shows the eighth question of the questionnaire which is focused on whether the Elementary School Professors have received training on the topic of high endowment, talent, and creativity. The graph shows that 93% of the professors of Heredia have not received training in the topic while 7% of the professors have received it.

Graphic N°9

Source: Gloriana Hidalgo. Questionnaire to professors. Question 9. Universidad Hispanoamericana. 2017

The graph shows the ninth question of the questionnaire which is focused on knowing if the teacher's coworkers of the Elementary School Professors had received training on the topic of high endowment, talent, and creativity. The graph shows that 79% of the professor's co-workers have not received training in the topic, 14% of the professor's coworkers have received it, while 7% of the professors expressed not knowing.

Graphic N°10

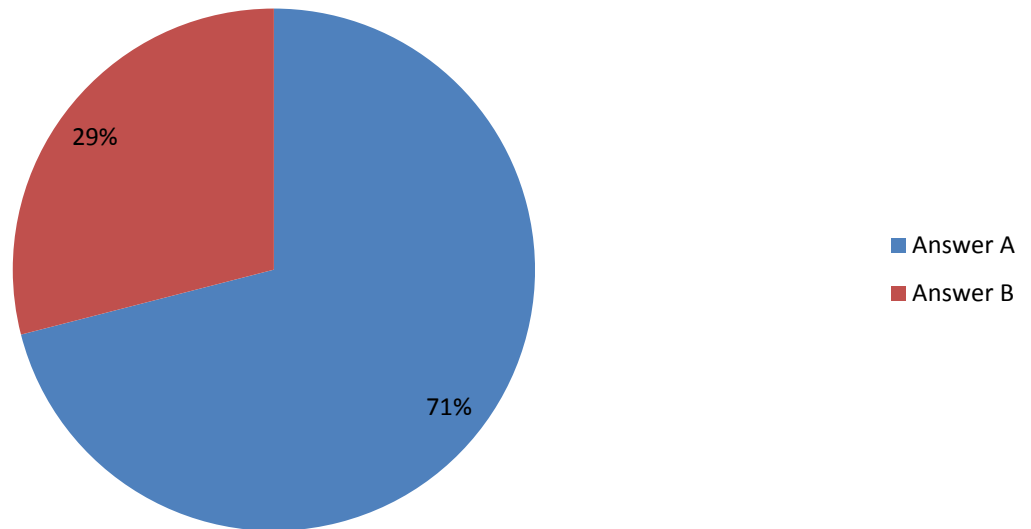


Source: Gloriana Hidalgo. Questionnaire to professors. Question 10. Universidad Hispanoamericana. 2017

The graph shows the tenth question of the questionnaire which is focused on knowing the opinion of the Elementary School Professors about who are the professionals in charge of attending the student population with high endowment, talent and creativity. The graph shows that 49% of the professors expressed that psychologists, counselors, support teachers, teachers specializing in emotional problems, teachers of first and second cycle, teachers of complementary subjects are the teachers in charge, 17% of the professors believed that first and second cycle teachers are in charge, another 17% considered that teachers of complementary subjects are in charge, 11% of the professors said that are the support teachers, while 6% expressed that counselors have the responsibility of assists these students.

Graphic N°11

Question N°11. Do you consider that when a highly gifted, talented and creative student is identified, it requires accomodations?



Source: Gloriana Hidalgo. Questionnaire to professors. Question 11. Universidad Hispanoamericana. 2017

The graph shows the twelfth question of the questionnaire which is focused on knowing the opinion of the Elementary School Professors if an identified student with high endowment, talent, and creativity, requires a curriculum accommodation. The graph shows that 71% of the professors expressed that they need it; while 29% expressed that they do not need it.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

This study was carried out to analyze the progress and obstacles that the Law N° 8899 and its Regulation "Law for the Promotion of High Endowment, Talents and Creativity in the Costa Rican Educational System" since its approval in the 2010, in Elementary School Professors of circuit 03, Heredia 2017.

The topic of high endowment, talent, and creativity in the students is very new in the Costa Rican educational system, it motivated to investigate. Education from its inclusive approach allows all students to receive an education that satisfied their educational needs.

Based on the instruments for data collection, it is important to note the following general advances that the Law N°8899 has had in the Costa Rican educational system.

1. It has been possible to train a significant amount of teachers in the country on the topic of high endowment, talent, and creativity. This process began in 2016 and was continued in 2017. It can be told that about 80% of the seven Regional Educational Directorates have initiated processes of dissemination and training.
2. It may be noted that the intentions of the Ministry of Public Education related to the attention that the Elementary School Professors must give to the students with characteristics of high endowment, talent, and creativity is through the implementation of mediation activities in didactic planning, where they can provide spaces and give students the opportunity to

enhance their skill once identified. Also, The Ministry of Public Education wants at the beginning of the identification's processes is that students have a file with all relevant information about their condition and give them accompaniment to follow-up their process of learning.

3. The teacher will be helped. The Ministry of Public Education through its officials in the Regional Educational Directions will support the teachers to carry out the identification processes as well as guide the work process in the classroom. It is very important to emphasize that the manager of the institution should provide spaces and openness to carry out the provisions relate to the topic because without this support there will be many limitations.
4. The Ministry of Public Education will also provide resources for students to attend extracurricular activities such as courses, workshops or talks about topics that are their interests, in case educational institutions do not have the financial resources to give them.

Based on the instruments applied for the data collection, it can be concluded that the advances that Law N°8899 has had in the 03 Circuit of Heredia are the following:

1. At the national level, the authorities of the Ministry of Public Education are very satisfied with the progress made by the Regional Direction of Heredia. The response by the officials it has been very positive and there are currently those

who are in processes of identification of students who can present the characteristics of high endowment, talent, and creativity.

2. It can be concluded that the training process is given as follows:

a. The authorities of the Ministry of Public Education train the Regional Education Direction of Heredia. This entity has a commission made up of advisors, who are trained by national advisors.

b. Subsequently, these regional advisers provide training to a certain number of officials per education circuit. The educational circuits are in charge of different educational institutions, which are in the different zones that compose the province of Heredia. The Regional Direction of Education has a total of seven school circuits. The officials in charge of supervising these educational circuits, summon three people by circuit to receive the training that the advisers offer at regional level.

c. These three officials from each circuit are responsible for training the teachers who belong to their circuit. They must train the amount of two teachers per educational institution.

d. Finally, these two teachers called to receive the training, should train the work team of their educational institution.

3. The stage in which is located the circuit 03 of the Regional Direction of Heredia, that cover great part of the educational institutions of the canton of Santa Bárbara, is the following one: the officials summoned by circuit, are training the amount of

two teachers per educational center, who will later train their coworkers in educational institutions.

4. A commission at the level of Regional Education Direction in Heredia, which has organized all processes of dissemination and training in the different circuits of the province. Given these advances in the topic of high endowment, talent and creativity have been able to start identification processes in students of the province of Heredia.
5. It is estimated that by the end of this year, it will be possible to cover the processes of teacher training in the topic of high endowment, talent, and creativity in all the schools of the circuit 03 that have already made an important advance.

Based on the instruments applied for the data collection, it can be concluded that the obstacles that Law N°8899 has had in the 03 circuit of Heredia are the following:

1. Despite the efforts made at the national and regional level to initiate the processes of dissemination and teacher training in the topic of high endowment, talent, and creativity, we can conclude that 93% of Elementary School professors, who belong to the Circuit 03 of the Regional Direction of Heredia, have not received teacher training.
2. As there is not teacher training, teachers are unaware of the intentions of the Ministry of Education regarding the topic. So they express that the Ministry does not provide the necessary tools to identify the students,

that some of the challenges of attending to these student population can be in the management of the class, didactic methods, didactic materials, and methodological strategies, that they need a curricular adaptation. Some Elementary School professors express that in one way or another it can alter the way in which the classes are currently being developed.

3. In order for the processes of dissemination and teacher training to be carried out, protocols or procedures established by the Ministry of Public Education must be followed. These protocols or procedures contribute to the fact that the processes do not present an important degree of agility to be given. They are processes that are developed very slowly and in order to be put into practice takes some time.
4. We can conclude, according to the instruments used for data collection, that 57% of professors surveyed have a wrong concept about high endowment. In the educational field, the country conceives the concept of high endowment in integral way not only as high intellectual abilities in the students.
5. One of the limitations found in the investigation that may prevent further advances is that Elementary School professors are not aware of the existence of Law N° 8899 and its Regulation, "Law for high endowment, talent, and creativity in the educational system." In case of having a student who can present outstanding characteristics they would not know how to approach the topic.

The conclusions that can be pointed out regarding the teaching of English in school that belong to Circuit 03 of the Regional Direction of Heredia are the following:

1. It can be concluded from the analysis of data that given the way in which the teacher training processes described above are executed, it is not possible to specifically determine implications or advances of Law No. 8899 in teaching English in the circuit where conducted the research.
2. Teachers of English teaching have not received teacher training to determine possible curricular adjustments within the didactic planning developed by teachers to serve students identified as highly gifted, talented, and creative is not possible.
3. This is why there is not enough information about the topic of high endowment, talent, and creativity in the teaching of English teachers. Teachers do not know aspects such as the existence of the Law, the Regulation, how the concept of high endowment or of the intentions of the Ministry of Public Education is conceived. It can be identified that the existence of myths surround about the topic.
4. Currently in the training process that is located the circuit 03 of Heredia, is not far away for teachers to receive and therefore may be aware of the attention required by this student population.

5.2. RECOMMENDATIONS

Recommendations for implementing the provisions of Law N°8899-MEP and are the following:

1. To carry out future research in the subject of high endowment, talent and creativity to determine future advances of Law No. 8899 within the educational system in English teaching. Through this research will be possible to determine curricular implications in methodological strategies, methods, didactic materials, tools, evaluation of the learning among other aspects to take into account to assist this student population.
2. The principals of the schools in Circuit 03 should understand the functioning and group development, identify skills, and leadership behaviors of the team members, for an efficient delegation of tasks and functions in the development and implementation of the Law No. 8899-MEP.
3. Elementary School professors should have a clear understanding of the concepts that define high endowment, talent, and creativity in Cost Rican educational system to provide the appropriate attending for students who present high-endowment skills, talents, and creativity.
4. It is important that the director of the educational centers foster environments of trust among the members of his work team for the implementation of what is established in law No. 8899-MEP as these become the platform for success.

5. Continuous training processes should be fostered to enable the teaching staff to develop competencies necessary to meet the objectives and goals proposed in implementing the provisions of Law No. 8899-MEP.
6. It is important to establish the mechanisms of information management, to maintain a process of communication between all the social actors involved and thus achieve the development of the processes of change.
7. Propose working strategies as workshops which provide advice on the topic and can contribute to the processes of dissemination, training and flexion of Law N° 8899 to Elementary school professors in the educational system.

CHAPTER VI

PROPOSAL OF THE INVESTIGATION

6.1 PROPOSAL FOR EDUCATIONAL ATTENTION FOR GIFTED POPULATION TALENT AND CREATIVITY

6.1.1. Introduction

The proposal of the following workshop offers strategies and suggestions to contribute with training and reflection spaces that allow Elementary School Professors of Circuit 03 of Heredia to know and implement the appropriate attention to students who present skills that can be identified as highly gifted, talented, and creative.

6.1.2. Proposal of work

To develop the workshops it is necessary four sessions with a work day of six hours.

6.1.3. General Objective:

To apply the actions related to the educational attention of students in a condition of high endowment, talent and creativity.

6.1.4. Specific Objectives:

1. To recognize the respect for diversity in relation to the attention of students with high endowment, talent, and creativity status.
2. To recognize the theoretical basis related to high endowment.

3. To identify the procedures and actions for the identification of students with high endowment, talent, and creativity.
4. To determine the strategies of educational attention toward the student population in condition of high endowment, talent and creativity.
5. To determine the processes of evaluation of the learning toward the identified population with high endowment, talent, and creativity.

6.1.5. Methodology

Participatory methodology, techniques of rediscovery, experimentation, video forum, directed dialogue, scenic play, theater, exhibition, conversation, and participatory evaluation.

6.1.6. Day N°1

Topics to be developed:

Raise awareness of attention and respect for diversity.

Objective:

To recognize the respect for diversity related to the attention of students with high endowment, talent and creativity status.

Hour	Activities	Resources
From 8:00 to 8:40.	1-Welcome 2- Personal presentation of the trainer 3- Personal presentation of the participants through socializing dynamics. 4- Socialización en plenaria.	Cardboard cards with a generating question for each pair of participants.
Hour	Activities	Resources
From 8:40 to 9:00	Breakfast	
From 9:00 to 9:30	Exploring diversity Reading a story to promote respect for diversity. Reflection It promotes personal and group reflection, around some questions, said by the facilitator. Participants are invited to enrich the reflection.	
From 9:30 to 12:00	Expanding knowledge 1- Presentation of the topic "Diversity" through a	Computer

	<p>Power Point presentation.</p> <p>2- Working in subgroups: Case analysis.</p> <p>3- Presentation of results of the analysis in plenary.</p>	<p>Projector</p> <p>Paper</p> <p>Markers</p>
Hour	Activities	Resources
From 12:00 to 12:30	Lunch	
From 12:30 to 1:00	Group Dynamics "El Naufragio"	Stickers
From 1:00 to 1:40	<p>Sensitization: Same but different</p> <p>To start from the observation of the video "The reality" the participants express themselves about the social differences that live many sectors of the world population.</p> <p>The video forum will be focus to the understanding of the disadvantageous situation in which many Costa Rican children and young people live and that affects their educational performance.</p>	<p>Computer</p> <p>Projector</p>
From 1:40 to 2:00	<p>Self-assessment</p> <p>Participants will complete a self-assessment template that will allow them to know the impact of the development of the topic of the day in each of them.</p>	Template of self-assessment.

6.1.7. Day N°2

Topics to be developed

Conceptualization of high endowment

Characteristics of students with high endowment, talent and creativity

Objective:

To recognize the theoretical basis related to high endowment, talent and creativity.

Hour	Activities	Resources
From 8:00 to 8:40	1- Greeting and welcome. 2- Motivation Activity: "Different Capabilities" Sensitization: Inclusion Through the activity, participants will react to the special needs of others and the importance of supporting them so that they can integrate into all their daily activities.	Masks, splints, hearing aids, wheelchairs, crutches, and balloons.
From 8:40 to 9:00	Breakfast	
From 9:00 to 10:00	Knowing the world of highly gifted children. 1- Video forum "Characteristics of children with high capacities" 2- Oral contributions of all participants.	Computer Proyector
Hour	Activities	Resources
From 10:00 to 10:30	Demystification Working in subgroups: 1-Sticky notes on the board each with a myth about high endowment.	Paper Masking tape Cardboard.

	<p>2- The myths are distributed among the subgroups of work.</p> <p>3- Participants of the subgroups analyze and create debate about the myth assigned.</p> <p>4 - They prepare exhibition that allows to confront the myth with the reality: dramatization, exposition etc.</p>	
From 10:30 to 12:00	A plenary is developed from the exhibitions.	
From 12.00 to 12:30	LUNCH	
From 12:30 to 12:40	Dynamic "I'm going on a trip" (Me voy de viaje).	
From 12:40 to 1:10	<p>Expanding knowledge</p> <p>Exposition of the main models of high endowment, by the trainer.</p>	Computer, Proyector
From 1:10 to 2:00	<p><u>Working in subgroups:</u></p> <p>1-Analysis of the models exposed to identify the main basics of high endowment.</p> <p>2-Exposition of the results.</p>	Bond paper, markers, Masking tape.

6.1.8. Day N°3

Topics to be developed:

Identification of the student population with high endowment

Objective:

To identify the procedures and actions for the identification of students with high endowment

Hour	Activities	Resources
From 8:00 to 8:40	1-Greeting and welcome. Motivation activity: "The game of E" (El juego de la E) Sensitization: Through the activity, participants will recognize that they all have different ways of appreciating or interpreting.	Paper Marker
From 8:40 to 9:00	Breakfast	
From 9:00 to 9:30	Identifying highly gifted children. 1-Video forum "The gift of giftedness" 2- Promotion of comments from the participants based on questions generated by the trainer.	Computer, Projector
Hour	Activities	Resources
From 9:30 to 10:30	Learning to identify students with high endowment. 1-Presentation of the topic "Identification of the student population with high endowment" by the trainer.	Power Point presentation Computer Projector
From 10:30 to 11:30	<u>Working in subgroups:</u> 1-Read pages 12 to 15 of the booklet "Technical and administrative guidelines for the application of law No. 8899-MEP and its regulations".	

	<p>2-Analysis of the assigned educational situation.</p> <p>3-Identification of characteristics of high endowment, in the topic of the educational situation analyzed.</p>	
From 11:30 to 12:00	Plenary to learn the results of evaluations of the educational situations of the subgroups.	
Hour	Activities	Resources
From 12:00 to 12:30	ALMUERZO	
From 12:30 to 1:30	<p>Recognizing my abilities</p> <p>1-Trainer provides various materials to participants (crosswords, mathematical challenges, magic squares, etc.) to exercise their mental abilities.</p> <p>2- Presentation of the different strategies of solution by the participants.</p>	<p>Crosswords, numerical challenges, Rubik cubes, soma cubes, letter soups, rings, etc.</p>
From 1:30 to 2:00	<p>Evaluation</p> <p>What has been learned during the day, participants write a brief comment on how they interpret each word of the acrostic provided by the trainer and is closely relate to the topic.</p>	<p>Photocopy with acrostic.</p>

6.1.9. Day N°4

Topics to be developed:

Strategies of educational attention and curricular flexibility

The evaluation of the learning in students with high endowment

Objectives

1. To determine the strategies of educational attention toward to the student population in condition of high endowment.
2. To recognize the processes of evaluation of the learning toward to the identified population with high endowment.

Hour	Actividades	Resources
From 8:00 to 8:40	Greeting and welcome Initial Motivation	
8:40 a 9:00	Breakfast	
From 9:00 to 9:30	Discovering my creativity. 1- By observing an image presented by the trainer, the participants (one by one) build a story. 2-Comments about the activity.	
Hour	Activities	Resources
From 9:30 to 10:30	Expanding knowledge Presentation about "Strategies of attention for students with high endowment" by the instructor.	Power Point presentation Computer, Projector
From 10:30 to 11:30	<u>Working in subgroups</u> 1-Reading of chapter 3 of the booklet "Technical and administrative guidance for the application of law No. 8899-	

	MEP and its regulations," according to the assigned strategy. 2-Elaboration of a proposal for the implementation of the assigned strategy.	
From 11:30 to 12:00	Presentation of the proposal of each subgroup.	Paper, Masking tape.
From 12:00 to 12:30	Lunch	
From 12:30 to 12:45	Relaxation activity. <u>Group massage</u> 1-Participants form a circle looking at the back of their partner. 2-With a ping pong ball the participants give a massage in neck, back, shoulders to the other, trying to follow the massage pattern that feels that they apply to him. 3-Participants turn to the opposite direction in the circle and repeat the experience.	Ping-pong balls.
From 12:45 to 1:30	Expanding knowledge 1-Presentation of the topic "The evaluation of the learning in students with high endowment" by the trainer. 2-Clarification of doubts about the formative evaluation by the trainer.	Computer and Projector
From 1:30 to 1:45	Evaluation 1-Each participant evaluates himself though a rubric about the topic "The evaluation of the learning in students with high endowment".	Self-evaluation sheets.
From 1:45 to 2:00	Closing 1-Farewell activity "I express my feelings."	Strips of paper of different colors.

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7.4. ABBREVIATIONS

PONADIS Política Nacional en Discapacidad

CENARE Centro Nacional de Recursos para la Educación Inclusiva

MEP Ministerio de Educación Pública

IPEC Instituto Profesional de Educación Comunitaria

CI Coeficiente Intelectual

QI Intelligence Quotient

UNED Universidad Estatal a Distancia
Mr. Mister
CONARE Consejo Nacional de Rectores

ANNEXES

8.1. QUESTIONNAIRE

HIGH ENDOWMENT, TALENT AND CREATIVITY

1. Which of the following definitions refer to the concept of high endowment?
 - a. High intellectual abilities.
 - b. It is conceived in an integral way; cognitive area, specific skills, ability to think, feel and act.

2. Which of the following definitions refer to the concept of creativity?
 - a. Ability to perform outstanding work during the educational process.
 - b. Ability to create, innovate, generate new ideas in an original and valuable way.

3. Which of the following definitions refer to the concept of talent?
 - a. Skill relevant to learning in one or more specific areas.
 - b. Ability to get along in different activities or school presentations.

4. Do you know of Law No. 8899 and its regulation "Law for the promotion of high endowment, talents and creativity in the Costa Rican educational system"?
 - a. Yes.
 - b. No.

5. Within your teaching experience, have you had a student who is characterized by high endowment, talent and creativity?
 - a. Yes
 - b. No

6. In case of attending a student with high endowment, talent and creativity, what area do you consider that would present the greatest challenge when working with this population? Why do you think that is? Express your opinion.
 - a. Class management (discipline, relationship with other peers).
 - b. Methodological strategies or method of work.
 - c. Didactic material (materials, activities of greater exigency).
 - d. All of the previous choices.

7. With the regulation "Law for the promotion of high endowment, talent and creativity in the Costa Rican educational system" published in the official newspaper of the year 2015. Do you see any situation that could alter the way in which teachers currently give class? Express your opinion.

8. Have you received teacher training on the topic of high endowment, talent and creativity?
 - a. Yes.
 - b. No.

9. Have your colleagues been trained on the topic of high endowment, talent and creativity?
 - a. Yes
 - b. No

10. In your opinion, which professional officials should attend a student population with the characteristics of high endowment, talent and creativity?
 - a. Psychologists
 - b. Guidance Counsellors
 - c. Support Teachers
 - d. Teachers specialized in emotional and behavioral problems
 - e. Teachers in I and II cycle
 - f. Teachers of complementary subjects
 - g. All of the previous choices

11. Do you consider that when a highly gifted, talented and creative student is identified, it requires a curricular adaptation?
 - a. Yes
 - b. No