

Liaison Questionnaire



"Extending Gifted Education Pedagogy to Regular Classroom" Research Study
The National Research Center on the Gifted and Talented

Name _____

School District _____

I. Liaison Information

Please check the box that describes you.

1. Gender Male Female

2. Ethnicity

- | | | |
|---|--|--|
| <input type="checkbox"/> Hispanic-American | <input type="checkbox"/> African-American | <input type="checkbox"/> Native-American |
| <input type="checkbox"/> Caucasian-American | <input type="checkbox"/> Asian-American/
Pacific Islander | <input type="checkbox"/> Other (_____) |

3. Years of teaching experience _____

4. Highest Degree Earned

- | | | |
|--------------------------------------|---|---|
| <input type="checkbox"/> BA/BS | <input type="checkbox"/> MA/MS | <input type="checkbox"/> Sixth year/Ed. Spec. |
| <input type="checkbox"/> Ph.D./Ed.D. | <input type="checkbox"/> Professional Diploma | <input type="checkbox"/> Other (_____) |

5. Training in teaching of gifted/talented
(Check all that apply)

- | | | |
|--|--|---|
| <input type="checkbox"/> None | <input type="checkbox"/> District inservice | <input type="checkbox"/> Workshop outside district |
| <input type="checkbox"/> Course(s) at college/
university | <input type="checkbox"/> Educational degree
in area | <input type="checkbox"/> Teaching experiences and
professional reading |

6. Job description (Please write a brief description of your position in the school district, including the grade level of the students with whom you work or the teachers you supervise.)

Gubbins, E. J., Westberg, K. L., Reis, S. M., Dinnocenti, S. T., Tieso, C. L., Muller, L. M., Park, S., Emerick, L. J., Maxfield, L. R., & Burns, D. E. (2002). *Implementing a professional development model using gifted education strategies with all students* (RM02172). University of Connecticut, The National Research Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2016/02/rm02172.pdf>

II. School and District Information

Please answer the following questions about your district.

1. Using the scale below, approximately what percentage of students in your school or school district belong to each of the following ethnic groups?
1 = 0%, 2 = 1% to 10%, 3 = 11% to 25%, 4 = 26% to 50%, 5 = 51% or more, 6 = Don't Know

_____ African-American
_____ Asian-American/Pacific Islander
_____ Hispanic-American
_____ Native-American
_____ Caucasian-American
_____ Other

2. Has a formal definition of giftedness been adopted by your district?

Yes No Don't Know

3. What is *the lowest grade level* for which there is a formal gifted program in your district? _____

4. Does your district have a policy regarding the acceleration of the regular curriculum for high ability students?

Yes No Don't Know

(If yes, which of the following apply?)

- Teachers are encouraged to accelerate students into the next level or the next academic grade.
 Teachers are encouraged to provide higher level or enriched content material in their classrooms, but are not permitted to accelerate students into the next level or academic grade.
 Teachers are not allowed to provide advanced level curriculum for high ability students.
 Other (Specify _____)

5. Does your school district employ a coordinator of programs for the gifted?

Yes No Don't Know

6. Is there a full-time teacher of the gifted in your school building?

Yes No Don't Know

7. Is there a part-time teacher of the gifted in your school building?

Yes No Don't Know

8. Do students in your school building participate in a gifted program in which they are transported to a different school or site?

Yes No Don't Know

9. Do students in your school go to a resource room (pull-out program) for instruction provided by a teacher of the gifted?

Yes No Don't Know