

Tomlinson, C. A., Callahan, C. M., Moon, T. R., Tomchin, E. M., Landrum, M., Imbeau, M., Hunsaker, S. L., & Eiss, N. (1995). *Preservice teacher preparation in meeting the needs of gifted and other academically diverse students* (Research Monograph 95134). University of Connecticut, The National Research Center on the Gifted and Talented.  
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## Survey of Practices With Students of Varying Needs

This instrument is designed to help us understand teacher attitudes about classrooms, students, and teaching practices. The instrument will take about fifteen minutes to complete. Do not put your name on the paper. Please be sure to answer every question on front and back of both sheets. Thank you for taking time to participate in this study.

Please respond to the following demographic information (*please complete each item*):

Circle what best describes you:                      undergraduate                      graduated

Please indicate the approximate number of credit hours you have taken (circle one):

Bachelor's                      Bachelor's +15                      Bachelor's +30  
Master's                      Master's +15                      Master's +30

Please indicate the number of courses you have taken in the following areas:

Special education \_\_\_\_\_ Gifted education \_\_\_\_\_

If you are a graduate, please respond to the following items:

Years of teaching experience \_\_\_\_\_ Type of degree \_\_\_\_\_

Area of certification \_\_\_\_\_

Other endorsements \_\_\_\_\_

### Part I:

**Read each statement and circle the response that best describes your feelings about the statement. Circle SA if you strongly agree, A if you agree, D if you disagree, SD if you strongly disagree, and DK if you don't know how you feel about the statement.**

A student who is learning disabled will usually be a low achiever in most subjects.

The regular curriculum will challenge all students if the teacher is interesting and exciting.

Gifted students can make it on their own without teacher direction.

Remedial students find it difficult to work on their own without teacher direction.

SA    A    D    SD    DK

SA    A    D    SD    DK

SA    A    D    SD    DK

SA    A    D    SD    DK

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It is important to assess students' knowledge about the topic before beginning a new unit.

If tests indicate that a student has acquired basic skills, the teacher should omit the regular assignments and modify the curriculum for that student.

Gifted students will take their regular assignments and make them more challenging on their own.

If students have already mastered some of the material before starting a unit, they should be given alternative assignments.

Remedial students may need additional time to practice to master basic skills.

An effective way to identify gifted students is to look for students with the highest grades.

In the classroom, content should be varied to match students' interests and abilities.

To assure that all students have the same knowledge base, it is appropriate to present curriculum information to all students in the same way.

Allowing gifted students to work on assignments that are different from the rest of the students is playing favorites and fostering elitism.

Students who are learning disabled are usually poor readers.

Average students need to spend most of their time working in teacher-directed activities.

Gifted students need longer assignments since they work faster.

It is important for all students to do workbook exercises, review pages, and textbook assignments because these activities are an integral part of the curriculum.

Working too hard in school leads to burn-out in gifted students.

Remedial students do not do well in most subjects.

Learning disabled students who are gifted will need to concentrate their study to remediate their weaknesses so they can go on to use their areas of strength.

<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>DK</b>
<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>DK</b>
<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>DK</b>
<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>DK</b>
<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>DK</b>
<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>DK</b>
<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>DK</b>
<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>DK</b>
<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>DK</b>
<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>DK</b>
<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>DK</b>
<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>DK</b>
<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>DK</b>
<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>DK</b>
<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>DK</b>
<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>DK</b>

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Gifted students are easy to identify in the classroom.

**SA A D SD DK**

Work that is too easy or boring frustrates a gifted child just as work that is too difficult frustrates an average learner.

**SA A D SD DK**

Assignment length and homework assignments are usually designed to meet the needs of the average learner.

**SA A D SD DK**

Gifted students should be encouraged to direct their own learning.

**SA A D SD DK**

Having some students work on different assignments results in unfair grading.

**SA A D SD DK**

Students who differ markedly in ability level from the average learner should be taught in special classes to fully meet their needs.

**SA A D SD DK**

Some underachievers are actually gifted students.

**SA A D SD DK**

While it is appropriate for students to work on different assignments commensurate with their ability levels, the means of assessment should be the same for all students.

**SA A D SD DK**

Remedial students have difficulty grasping concepts and need a more fact-based curriculum.

**SA A D SD DK**

If a gifted student is doing poorly in spelling, it is necessary to deal with the weakness in spelling before presenting more advanced content in other areas.

**SA A D SD DK**

All students in the class should take the same test to show mastery of the material in a unit.

**SA A D SD DK**

Removing special education and gifted students from the classroom for special classes is disruptive to the class schedule.

**SA A D SD DK**

In teaching gifted students, teachers should modify the content only, since all students need to use the same processes and can generate the same projects.

**SA A D SD DK**

Having gifted students work on individual projects or assignments isolates them from the rest of the class.

**SA A D SD DK**

Grouping students is more detrimental than beneficial.

**SA A D SD DK**

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**Part II:**

**In thinking about students in the classroom, please rank the following three groups according to the amount of time and attention each one receives. Place a 1 beside the group receiving most of your attention. Place a 2 beside the next group. Place a 3 beside the group receiving the least amount of attention. If you feel you give equal time to all groups, place an E in each blank.**

Special education students \_\_\_\_\_

Average students \_\_\_\_\_

Gifted students \_\_\_\_\_

**Part III:**

**How confident do you feel about the following? Rate from 1 (no confidence) to 5 (very confident) by circling the response that best describes your feelings:**

Adapting my lessons to meet the needs of gifted learners      1    2    3    4    5

Adapting my lessons to meet the needs of remedial learners      1    2    3    4    5

Accommodating varying levels of ability in my class      1    2    3    4    5

Assessing where students are and designing appropriate lessons      1    2    3    4    5

Individualizing instruction to meet the needs of gifted learners      1    2    3    4    5

Individualizing instruction to meet the needs of remedial learners      1    2    3    4    5

Identifying gifted students      1    2    3    4    5

Identifying remedial students      1    2    3    4    5

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**Part IV:**

**Which specific techniques, activities, or instructional strategies do you think you would use with each of the following learners in the classroom? Place a check in the appropriate column. Do not check strategies unfamiliar to you.**

	Gifted Students	Average Students	Special Education Students
ability grouping			
activities to enhance creativity			
cooperative learning			
curriculum compacting			
drill and practice			
higher level thinking activities			
independent study			
individual instruction			
interdisciplinary activities			
learning centers			
problem-solving activities			
projects			
values training			
workbook exercises			