

Archambault, F. A., Jr., Westberg, K. L., Brown, S. W., Hallmark, B. W., Emmons, C. L., & Zhang, W. (1993). *Regular classroom practices with gifted students: Results of a national survey of classroom teachers* (Research Monograph 93102). University of Connecticut, The National Research Center on the Gifted and Talented.  
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#### IV. Classroom Practices

This section is designed to provide information about the instructional strategies and approaches you use in your classroom. It is very important that the answers you provide reflect actual practices. Please be assured that your individual responses will be held in the strictest confidence.

Above you told us whether you teach an intact class or specific subject(s) (i.e., departmentalized arrangement). If you teach an intact class, please respond to the following items for that class. If you teach in a departmentalized arrangement, please respond to the following items using the same class you selected earlier as your point of reference. PLEASE DO NOT CHANGE CLASSES.

Please read the directions below, check one of the boxes, and then proceed as directed.

- 1 If you have students in your class formally identified as gifted by your district, **check box one (1) and respond to items 1-39 for Average AND Gifted students.**
- 2 If you **do not** have students in your class **formally identified** as gifted by your district **but have students you believe are gifted**, check box two (2) and respond to items 1-39 for Average AND Gifted students.
- 3 If you have *neither* students **formally identified by the district as gifted nor students you believe are gifted**, check box three (3) and respond to items 1-39 for Average students only.

Please use the following response scale based on the academic year to indicate what actually occurs in your classroom. Circle the most appropriate response.

#### Response Scale

- 0 - Never
- 1 - Once a month, or less frequently
- 2 - A few times a month
- 3 - A few times a week
- 4 - Daily
- 5 - More than once a day

Average Students						Gifted Students						
0	1	2	3	4	5	1. Use basic skills worksheets	0	1	2	3	4	5
0	1	2	3	4	5	2. Use enrichment worksheets	0	1	2	3	4	5
0	1	2	3	4	5	3. Assign reading of more advanced level work	0	1	2	3	4	5
0	1	2	3	4	5	4. Use self-directed instructional kits such as S.R.A.	0	1	2	3	4	5

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<b>Average Students</b>							<b>Gifted Students</b>					
0	1	2	3	4	5	5. Assign reports	0	1	2	3	4	5
0	1	2	3	4	5	6. Assign projects or other work requiring extended time for students to complete	0	1	2	3	4	5
0	1	2	3	4	5	7. Assign book reports	0	1	2	3	4	5
0	1	2	3	4	5	8. Use activities such as puzzles or word searches	0	1	2	3	4	5
0	1	2	3	4	5	9. Give creative or expository writing assignments on topics selected by the teacher	0	1	2	3	4	5
0	1	2	3	4	5	10. Give creative or expository writing assignments on topics selected by the students	0	1	2	3	4	5
0	1	2	3	4	5	11. Make time available for students to pursue self-selected interests	0	1	2	3	4	5
0	1	2	3	4	5	12. Use pretests to determine if students have mastered the material covered in a particular unit or content area	0	1	2	3	4	5
0	1	2	3	4	5	13. Eliminate curricular material that students have mastered	0	1	2	3	4	5
0	1	2	3	4	5	14. Repeat instruction on the coverage of more difficult concepts for some students	0	1	2	3	4	5
0	1	2	3	4	5	15. Substitute different assignments for students who have mastered regular classroom work	0	1	2	3	4	5
0	1	2	3	4	5	16. Modify the instructional format for students who learn better using an alternative approach	0	1	2	3	4	5

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0	1	2	3	4	5	17. Encourage students to move around the classroom to work in various locations	0	1	2	3	4	5
0	1	2	3	4	5	18. Allow students to leave the classroom to work in another location, such as the school library or media center	0	1	2	3	4	5
0	1	2	3	4	5	19. Assign different homework based on student ability	0	1	2	3	4	5
0	1	2	3	4	5	20. Use learning centers to reinforce basic skills	0	1	2	3	4	5
0	1	2	3	4	5	21. Use enrichment centers	0	1	2	3	4	5
0	1	2	3	4	5	22. Teach thinking skills in the regular curriculum	0	1	2	3	4	5
0	1	2	3	4	5	23. Teach a unit on a thinking skills, such as critical thinking or creative problem solving	0	1	2	3	4	5
0	1	2	3	4	5	24. Participate in a competitive program focusing on thinking skills/problem solving, such as Future Problem Solving, Odyssey of Mind, etc.	0	1	2	3	4	5
0	1	2	3	4	5	25. Use contracts or management plans to help students organize their independent study projects	0	1	2	3	4	5
0	1	2	3	4	5	26. Provide time within the school day for students to work on their independent study projects	0	1	2	3	4	5
0	1	2	3	4	5	27. Allow students within your classroom to work from a higher grade level textbook	0	1	2	3	4	5
0	1	2	3	4	5	28. Provide a different curricular experience by using a more advanced curriculum unit on a teacher-selected topic	0	1	2	3	4	5

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<b>Average Students</b>							<b>Gifted Students</b>					
0	1	2	3	4	5	29. Group students by ability across classrooms at the same grade level	0	1	2	3	4	5
0	1	2	3	4	5	30. Send students to a higher grade level for specific subject area instruction	0	1	2	3	4	5
0	1	2	3	4	5	31. Establish interest groups which enable students to pursue individual or small group interests	0	1	2	3	4	5
0	1	2	3	4	5	32. Consider students' opinion in allocating time for various subjects within your classroom	0	1	2	3	4	5
0	1	2	3	4	5	33. Provide opportunities for students to use programmed or self-instructional materials at their own pace	0	1	2	3	4	5
0	1	2	3	4	5	34. Give assignments that encourage students to organize their own work schedule to complete a long range project	0	1	2	3	4	5
0	1	2	3	4	5	35. Provide questions that encourage reasoning and logical thinking	0	1	2	3	4	5
0	1	2	3	4	5	36. Ask open-ended questions	0	1	2	3	4	5
0	1	2	3	4	5	37. Encourage students to ask higher-level questions	0	1	2	3	4	5
0	1	2	3	4	5	38. Encourage student participation in discussions	0	1	2	3	4	5
0	1	2	3	4	5	39. Use computers	0	1	2	3	4	5

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### **COMMENTS**

Please provide any comments you believe will help us in understanding classroom practices within your school.

Thank you very much for your help.