

PROFESSIONAL DEVELOPMENT PRACTICES IN GIFTED EDUCATION DISTRICT LEVEL SURVEY

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This study focuses on the nature of **professional development practices in gifted education** across the United States. You can help us learn more about these practices by taking a few minutes to complete this questionnaire. Please be assured that your answers will be kept strictly confidential and that all reporting will be done at the group level.

For the purposes of this survey, professional development is defined as a planned program of learning opportunities to improve the performance of the administrative and instructional staff.

Please read each question and respond accordingly for your school district.

I. RESPONDENT INFORMATION

A. Please check the box that best describes your position.

1. Superintendent of Schools
2. Assistant Superintendent of Schools
3. Professional Development Coordinator
4. Pupil Personnel Coordinator
5. Special Education Coordinator
6. Gifted Education Coordinator
7. Principal
8. Other _____

B. Indicate the number of years in your present position in this district.

II. STUDENT AND DISTRICT INFORMATION

Please answer the following questions about the students in your school district.

A. Indicate the **approximate number of students** in your district.

B. What are the **approximate** percentages of students in your district that belong in the following ethnic groups? The total for all applicable categories **should equal 100%**.

	Black Non-Hispanic American	Asian or Pacific Islander/American	Puerto Rican	Other Hispanic or Spanish-surnamed American	American Indian or Alaskan Native/ American	White Non-Hispanic American	Other
1	<input style="width: 50px; height: 20px;" type="text"/>	2	<input style="width: 50px; height: 20px;" type="text"/>	3	<input style="width: 50px; height: 20px;" type="text"/>	4	<input style="width: 50px; height: 20px;" type="text"/>
5	<input style="width: 50px; height: 20px;" type="text"/>	6	<input style="width: 50px; height: 20px;" type="text"/>	7	<input style="width: 50px; height: 20px;" type="text"/>	8	<input style="width: 50px; height: 20px;" type="text"/>

C. Please **estimate** the **percentage of funding for professional development in gifted education** as compared to your total professional development budget (e.g., 10% of professional development budget).

D. Indicate the primary decision-maker for **professional development practices in gifted education** in your district.

	Assistant Superintendent of Schools	Professional Development Coordinator	Pupil Personnel Coordinator	Special Education Coordinator	Gifted Education Coordinator	Gifted Education Teacher	Principal	District- wide Committee
1	<input style="width: 50px; height: 20px;" type="text"/>	2	<input style="width: 50px; height: 20px;" type="text"/>	3	<input style="width: 50px; height: 20px;" type="text"/>	4	<input style="width: 50px; height: 20px;" type="text"/>	5
6	<input style="width: 50px; height: 20px;" type="text"/>	7	<input style="width: 50px; height: 20px;" type="text"/>	8	<input style="width: 50px; height: 20px;" type="text"/>	9	<input style="width: 50px; height: 20px;" type="text"/>	10

III. GIFTED EDUCATION PROGRAM

A. Does your state have a mandate to **identify** gifted education students?

1 Yes 2 No 3 I don't know

B. Does your state have a mandate to **serve** gifted education students?

1 Yes 2 No 3 I don't know

If your district does not have a formal gifted program, skip questions III C – III G and go to Section IV on page 5.

C. Please indicate the **number of gifted education specialists (e.g., teachers, coordinators, consultants)** in your district.

D. Please estimate the amount of time **gifted education specialists** provide **professional development practices** for other faculty in your district. Place a check (\checkmark) in one box only.

			Several times		
Daily	Weekly	Monthly	a year	Annually	Not at all
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

E. Indicate the **grade levels** served by your **gifted education program**.

K	1	2	3	4	5	6	7	8	9	10	11	12
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>

F. In its entirety, **how long has your gifted education program been in existence?**

Years

G. What is the **approximate percentage of gifted education services** delivered by each of the following program formats? The total for all applicable categories in each row should equal 100%.

- **Within-Class Programs** address the needs of high ability students who are in heterogeneously grouped classes with their same-age peers 100% of the time. The percentage of high ability students in these classes may vary.
- **Pull-Out Programs** offer students services in a resource room format for a specific amount of time per week. Many programs operate for a minimum of two hours each week.
- In schools with heterogeneous populations, students in **Separate Classes** receive their instruction in homogeneous groups for all or some content-area courses.
- Students attending **Separate Schools** are grouped with peers of similar ability on a full-time basis in schools designated for the gifted and talented.
- **Summer/Saturday/After School Programs** include opportunities for students outside the normal school day or year, which may be sponsored by the school (e.g., workshops, seminars) or external agencies (e.g., special courses at museums or galleries, university institutes or scholars' programs, talent searches, Governor's schools).

Indicate the percentages in the boxes below.

	None	Within-Class Programs	Pull-Out Programs	Separate Classes	Separate Schools	Summer/Saturday/After School Programs
Elementary School	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>	6 <input type="text"/>
Middle School	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>	6 <input type="text"/>
High School	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>	5 <input type="text"/>	6 <input type="text"/>

For the purposes of this survey, professional development is defined as a planned program of learning opportunities to improve the performance of the administrative and instructional staff.

Responses for Entire School District

Check this box (✓) if your responses reflect the **professional development practices in gifted education** for your district.

Responses for Site-Based Management School Only

Check this box (✓) if your district uses site-based management. Please select **one** school and complete all responses for the remainder of the survey in consultation with the site-based management team.

GUIDE TO RESPONSE CATEGORIES

- 1 Not an accurate statement about our school practices
- 2 A slightly accurate statement about our school practices
- 3 A generally accurate statement about our school practices
- 4 A completely accurate statement about our school practices

IV. PROFESSIONAL DEVELOPMENT PRACTICES

Not Accurate Slightly Accurate Generally Accurate Completely Accurate

A. Mission and Philosophy Statements

1. Our school district has developed a **comprehensive** mission and philosophy statement for gifted education. [If you selected (1) "not accurate," skip to Section IV B.]
2. The mission and philosophy statement was developed in **collaboration** with other faculty and community members.
3. Our mission and philosophy statement describes the **goals, practices, and participants** within our gifted education program.
4. The mission and philosophy statement for our gifted education program describes **future directions** for program growth and improvement.
5. The mission and philosophy statement **guides professional development practices** in gifted education.

	1	2	3	4
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Needs Assessment

1. A needs assessment related to gifted education has been conducted within the last 3 years on gifted education practices. [If you selected (1) "not accurate," skip to Section IV C.]
2. The needs assessment process involved the following stakeholders: teachers, administrators, parents.
3. The needs assessment process has been used to identify professional development practices.
4. Our professional development practices are directly related to our needs assessment.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not Accurate	Slightly Accurate	Generally Accurate	Completely Accurate
C. Goal Setting	1	2	3	4
1. Annual professional development goals in gifted education are established for our faculty . [If you selected (1) "not accurate," skip to Section IV D.]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Annual professional development goals in gifted education are established for our gifted education teachers .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Annual professional development goals in gifted education are established for our classroom teachers .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Our administrators encourage classroom teachers to identify individual professional development goals related to gifted education practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Incentives				
1. A variety of incentives are connected to our professional development practices in gifted education. [If you selected (1) "not accurate," skip to Section IV E.]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ancillary incentives are offered for professional development practices (e.g., continuing education units, release time, attendance at conferences).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Extrinsic incentives are offered for professional development practices (e.g., college credit, salary enhancement, stipend).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Intrinsic incentives are offered for professional development practices (e.g., recognition as a role model, media recognition or attention, additional responsibilities, perceived benefits to students/parents).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Design of Professional Development Practices				
1. Professional development in gifted education has been provided within the past 3 years . [If you selected (1) "not accurate," skip to Section IV F.]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Professional development in gifted education is provided in a variety of formats .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The needs of individual faculty are taken into account in designing professional development practices in gifted education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Beginning, intermediate, and advanced levels of professional development in gifted education are provided to our faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Our professional development practices are designed to provide:				
a. Awareness of gifted education practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. In-depth information about gifted education practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Direct impact on faculty members' present practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Impact

	Not Accurate	Slightly Accurate	Generally Accurate	Completely Accurate
	1	2	3	4
1. We have evaluated the impact of our professional development practices in gifted education on teachers and students . [If you selected (1) "not accurate," skip to Section IV G.]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The results of the evaluation data have been used to plan future professional development practices in gifted education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Our professional development practices have had a positive impact on teachers' knowledge base regarding gifted education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. We have seen a positive change in teachers' instructional skills and abilities .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. We have seen improvements in teachers' curriculum development practices .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. We have seen improvements in teachers' ability to differentiate curriculum for students .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Professional development practices have had an impact on gifted education policies and procedures .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Professional development practices have had an impact on the number, nature, and/or quality of gifted education services .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G. Professional Development Areas

Place a check (✓) in the box indicating the frequency and audience for each of the following.

To what extent and for whom have professional development practices been provided in the following areas during the last 3 years?	Frequency				Audience					
	Never	Once in the last 3 years	2-3 times in the last 3 years	More than 2-3 times in the last 3 years	All	Elem School	MS/JH	HS	G/T Teachers	Admin
1. Characteristics and Identification of Gifted/Talented Students										
2. Programming Models										
3. Acceleration Options										
4. Enrichment Options										
5. Use of Technology										
6. Meeting the Needs of G/T in the Regular Classroom										
7. Social-Emotional Needs of G/T										
8. Curriculum Modifications										
9. Curriculum Development										
10. Thinking Skills										
11. Leadership Training										
12. Special Programs (e.g., Junior Great Books, Odyssey of the Mind, Future Problem Solving)										

G. Professional Development Areas *(continued)*

To what extent and for whom have professional development practices been provided in the following areas during the last 3 years?	Frequency				Audience					
	Never	Once in the last 3 years	2-3 times in the last 3 years	More than 2-3 times in the last 3 years	All	Elem School	MS/JH	HS	G/T Teachers	Admin
13. Special Populations of Gifted Students (students with disabilities, students with limited English proficiency, economically disadvantaged students)										
14. Developing Talent in All Children										
15. If you'd like to provide additional information about any of the topics presented in your district, please describe below.										

H. Formats

Please indicate the frequency to which the following formats have been used in the past 3 years for professional development practices in gifted education.

	Never 1	Seldom 2	Sometimes 3	Often 4
1. Gifted education topics are discussed during faculty meetings.				
2. Print information is disseminated to share information about gifted education topics.				
3. College courses are provided as a format for professional development practices in gifted education.				
4. Informal, unscheduled conferences, or conversations are used to share information about gifted education.				
5. Presentations and workshops are scheduled related to gifted education.				
6. Demonstrations in the classroom are conducted to share information about gifted education.				
7. Peer coaching between classroom teachers and gifted education teachers is used as a format for professional development practices in gifted education.				
8. Faculty members are sent to out-of-district conferences and conventions to learn about promising practices in gifted education.				
9. Practice, feedback, and reflection are used as professional development strategies to improve gifted education practices.				

I. Scheduling Options

Please indicate the frequency to which the following scheduling options for professional development in gifted education are used.

Never Seldom Sometimes Often
1 2 3 4

1. During the summer months				
2. After school hours				
3. During contracted, district-wide release days				
4. During school hours				

J. Providers

Please indicate the frequency to which the following providers conduct professional development practices in gifted education.

Never Seldom Sometimes Often
1 2 3 4

1. District gifted education specialists				
2. District faculty members				
3. District administrators				
4. University consultants				
5. Regional service center consultants				
6. State Department consultants				
7. Independent or free-lance consultants				

Thank you for your time and help in gathering this valuable information!