

Reis, S. M., Westberg, K. L., Kulikowich, J., Caillard, F., Hébert, T., Plucker, J., Purcell, J. H., Rogers, J. B., & Smist, J. M. (1993). *Why not let high ability students start school in January? The curriculum compacting study* (Research Monograph 93106). University of Connecticut, The National Research Center on the Gifted and Talented.  
<https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/09/rm93106.pdf>

The National Research Center on the Gifted and Talented — University of Connecticut Site

## TEACHER DATA FORM

Name \_\_\_\_\_

Gender \_\_\_\_\_ M \_\_\_\_\_ F      Years of Teaching Experience \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

Number of Students in Your Classroom \_\_\_\_\_ Grade Level \_\_\_\_\_

### EDUCATIONAL BACKGROUND

College/Univ.	Degree Awarded	Area of Concentration	Year Completed
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Please indicate the number of graduate courses in gifted education you have taken:

\_\_\_\_\_ 0    \_\_\_\_\_ 1    \_\_\_\_\_ 2    \_\_\_\_\_ 3    \_\_\_\_\_ 4    \_\_\_\_\_ more than 4

Please indicate the number of inservice sessions in gifted education you have attended:

\_\_\_\_\_ 0    \_\_\_\_\_ 1    \_\_\_\_\_ 2    \_\_\_\_\_ 3    \_\_\_\_\_ more than 4

If you have attended 1 or more inservice sessions, briefly describe the sessions or conferences you have attended:

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## TEACHER SUPPORT SYSTEM

1. Is a teacher/consultant for gifted education available to you for assistance?
  - no
  - no, but I know where I can find help for bright students
  - yes, on a limited basis
  - yes, on a consistent basis
  - yes, all the time
  
2. Are enrichment and/or acceleration materials available to you for use with high ability students in your classroom?
  - no
  - not in my classroom, but in my school
  - yes, but very limited
  - yes, I have some materials
  - yes, I have many materials
  
3. What amount of planning time is available to you per week?
  - 0 hours
  - 1 hour
  - 2 hours
  - 3 hours
  - more that 3 hours
  
4. Do you teach in a homogeneously grouped classroom?  Yes  No  
 If no, answer questions 5, 6, and 7.
  
5. If your classroom is heterogeneously grouped, do you provide cluster grouping for high ability students in:
 

language Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Mathematics	<input type="checkbox"/> Yes <input type="checkbox"/> No
Social Studies	<input type="checkbox"/> Yes <input type="checkbox"/> No
Science	<input type="checkbox"/> Yes <input type="checkbox"/> No
  
6. Do you have district curriculum guides for each subject area that provide you with goals and objectives for:
 

language Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Mathematics	<input type="checkbox"/> Yes <input type="checkbox"/> No
Social Studies	<input type="checkbox"/> Yes <input type="checkbox"/> No
Science	<input type="checkbox"/> Yes <input type="checkbox"/> No
  
7. Are any pretests available for assessing students' prior knowledge of the curriculum in individual content areas:
 

language Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Mathematics	<input type="checkbox"/> Yes <input type="checkbox"/> No
Social Studies	<input type="checkbox"/> Yes <input type="checkbox"/> No
Science	<input type="checkbox"/> Yes <input type="checkbox"/> No