

Delcourt, M. A. B., & Evans, K. (1994). *Qualitative extension of the learning outcomes study* (Research Monograph 94110). University of Connecticut, The National Research Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm94110.pdf>

September 13, 1991

Dear

Last year, staff members, students, and parents from your school participated in the Learning Outcomes Project, a two-year study conducted at the University of Virginia. We want you to know that ***we really appreciate your assistance*** with our research of different types of educational programs across the country.

At this point in our research, we are collecting information from teachers, parents, students, and administrators to find out about the similarities and differences among the programs for high ability students targeted by this study. The information gained from these surveys will help us determine how certain characteristics of programs relate to those programs' overall effectiveness. This information will, we hope, eventually help to provide maximally successful learning experiences for children. As always, all information we collect will be confidential and used only for our research purposes.

We appreciate your continued assistance in our efforts. Please complete the enclosed survey and return it to our offices within the next month. For your convenience, a self-addressed stamped envelope has been included. Thank you.

Sincerely,

Marcia Delcourt
Principal Investigator

P.S. Unlike many of our other solicitations, we will only ask you to complete this survey once!

TEACHER SURVEY ABOUT THE _____ PROGRAM

DIRECTIONS- For each question which has options provided, please circle the word or words which best describe your judgment. Please write as much as you wish for each open-ended question. Use the back of the page if necessary.

1. **What influence does this program have on participating students' attitudes toward school?**

A positive influence on most	a positive influence on some	no noticeable influence	a negative influence on some
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2. **Does the program provide opportunities for students to work with other students who have similar interests and abilities?**

Many opportunities	some opportunities	few opportunities	no opportunities
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How important is it for students in this program to work with other students who have similar interests and abilities?

Very important	somewhat important	of little importance	not important
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3. **Does this program provide opportunities for students to develop new areas of interest?**

Many opportunities	some opportunities	few opportunities	no opportunities
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How important is it for students to develop new areas of interest as a result of participating in the program?

Very important	somewhat important	of little importance	not important
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4. **Are students enthusiastic about the program?**

Most are enthusiastic	some are enthusiastic	few are enthusiastic	none are enthusiastic
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5. **How has students' levels of self-confidence changed as a result of participating in the program?**

Most have increased	some have increased	no noticeable change	some have decreased
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6. Is the work in the program appropriately challenging for the students?

Too challenging for most students	too challenging for some students	not challenging for some	not challenging for most
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7. How has this program changed students' academic achievement?

Achievement raised for most	raised for some	no noticeable change	decreased for some
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8. Has this program been appropriate for students who have participated?

(Circle one) YES NO Why or why not?

9. What effects have your program for high ability students had on students not in the program?

THANK YOU!

Please return in the envelope addressed to Dr. Marcia Delcourt, University of Virginia, 275 Ruffner Hall, 405 Emmet Street, Charlottesville, VA 22903.