

Teachers must fill out this survey before the training.

Extending Gifted Education Pedagogy to Regular Classrooms

Teachers' Assumptions and Stages of Involvement Survey

Name _____

Grade _____

School District _____

City, State _____



Please respond to the following statements.

	strongly disagree	disagree	agree	strongly agree
1. I believe that gifted students can make it on their own without teacher direction.	1	2	3	4
2. I believe that 1–2% percent of our student population should be identified for gifted and talented services.	1	2	3	4
3. I believe that 3–5% of our student population should be identified for gifted and talented services.	1	2	3	4
4. I believe that 5–10% of our student population should be identified for gifted and talented services.	1	2	3	4
5. I believe that 10–15% of our student population should be identified for gifted and talented services.	1	2	3	4
6. I believe an effective gifted program offers services in the classroom.	1	2	3	4
7. I believe an effective gifted program offers services through special programs.	1	2	3	4
8. I believe an effective gifted program offers services throughout the community.	1	2	3	4
9. I believe an effective gifted program offers services for students who already possess strong cognitive and academic abilities.	1	2	3	4
10. I believe an effective gifted program offers services to promote the identification of strengths, the development of talent, and more optimal learning for all students.	1	2	3	4
11. I believe an effective gifted program offers services that address social and emotional concerns and issues.	1	2	3	4

Part II: Stages of Involvement	strongly disagree	disagree	agree	strongly agree
12. I address the needs of students in the regular classroom by modifying/differentiating/enriching the curriculum.	1	2	3	4
13. I have very limited knowledge of modification/differentiation/enrichment strategies.	1	2	3	4
14. I communicate with other staff members about modification/differentiation/enrichment strategies beyond just acknowledging that they exist.	1	2	3	4
15. I discuss the modification/differentiation/enrichment strategies and exchange descriptive information, materials, or ideas with other staff members.	1	2	3	4
16. I discuss resources needed for initial use of modification/differentiation/enrichment strategies with other staff members.	1	2	3	4
17. I discuss management and logistical issues related to the use of modification/differentiation/enrichment strategies with other staff members.	1	2	3	4
18. I can describe the current use of modification/differentiation/enrichment strategies with other staff members with little or no reference to ways of changing the strategies.	1	2	3	4
19. I discuss my own methods of using modification/differentiation/enrichment strategies to improve student outcomes with other staff members.	1	2	3	4
20. I discuss efforts to improve student outcomes through collaboration with staff members on personal use of modification/differentiation/enrichment strategies.	1	2	3	4
21. I have not analyzed the use of modification/differentiation/enrichment strategies, their characteristics, possible use, or consequences of use.	1	2	3	4
22. I analyze detailed requirements and available resources for initial use of modification/differentiation/enrichment strategies.	1	2	3	4
23. I assess the use of modification/differentiation/enrichment strategies in global terms without reference to making changes.	1	2	3	4

	strongly disagree	disagree	agree	strongly agree
24. I assess the use of modification/differentiation/enrichment strategies for the purpose of changing current practices to improve student outcomes.	1	2	3	4
25. I analyze advantages and disadvantages of making major changes in the use of modification/differentiation/enrichment strategies.	1	2	3	4
26. I identify steps and procedures needed to obtain resources and organize activities and events for initial use of modification/differentiation/enrichment strategies.	1	2	3	4
27. I develop plans for organizing and managing resources, activities, and events related primarily to immediate, ongoing use of modification/differentiation/enrichment strategies.	1	2	3	4
28. I develop intermediate and long-range plans that anticipate possible and needed steps, resources, and events designed to enhance student outcomes resulting from modification/differentiation/enrichment strategies.	1	2	3	4
29. I plan specific actions to coordinate own use of modification/differentiation/enrichment strategies with others to achieve increased student outcomes.	1	2	3	4
30. I believe that logistics, time, management, and resource organization are the focus of most personal efforts to use modification/differentiation/enrichment strategies.	1	2	3	4
31. I believe that personal use of modification/differentiation/enrichment strategies is going along satisfactorily with few, if any, problems.	1	2	3	4
32. I spend time and energy collaborating with staff members about integrating own use of modification/differentiation/enrichment strategies.	1	2	3	4
33. I have taken no action toward learning about or using modification/differentiation/enrichment strategies.	1	2	3	4
34. I explore modification/differentiation/enrichment strategies and requirements for their use by talking to others, and reviewing descriptive information and sample materials.	1	2	3	4
35. I observe other staff members using modification/differentiation/enrichment strategies.	1	2	3	4

	strongly disagree	disagree	agree	strongly agree
36. I study the reference and resource materials related to modification/differentiation/enrichment strategies in depth.	1	2	3	4
37. I manage the modification/differentiation/enrichment strategies with varying degrees of efficiency.	1	2	3	4
38. I use modification/differentiation/enrichment strategies smoothly with minimal management problems.	1	2	3	4
39. I explore and experiment with alternative combinations of modification/differentiation/enrichment strategies with existing practices to maximize student involvement and to optimize student outcomes.	1	2	3	4
40. I collaborate with other staff members in the use of modification/differentiation/enrichment strategies as a means for expanding the impact on students.	1	2	3	4
41. I believe that curriculum for students with high abilities should be based on students' interests and strengths.	1	2	3	4