

# Appendix D

## Stakeholder Feedback

- (D1) Gifted Services Surveys
- (D2) Counselor Focus Groups

Pages 1 – 100

Pages 101 – 130

# Gifted Services Surveys

As part of the Gifted Services evaluation, multiple surveys were administered in the spring and fall of 2016. All student and parent surveys were available in Spanish as well as English.

**Table 1** shows the response rates and margin of error for each survey administered. The margin of error for this survey is calculated at a 95% confidence interval, meaning that we can be 95% confident that the sample result reflects the actual population within the margin of error. In other words, in 19 out of 20 cases the data obtained would not differ by any more than the percentage points in the margin of error in either direction if the survey were repeated multiple times employing the same survey methodology and sampling method across the same population. When the margin of error is greater than 5, the results should be interpreted with caution.

*Table 1: Response Rates and Margin of Error for Gifted Services Surveys*

<i>Survey</i>	<i>Time Administered</i>	<i>Population</i>	<i>Responses</i>	<i>% of Population</i>	<i>Margin of Error</i>
<i>Parents</i>	Spring 2016	5,027	1,241	25%	2.4
<i>Students (grades 5-12)</i>	Spring 2016	3,880	527	14%	4.0
<i>Teachers*</i>	Fall 2016	1,974	421	21%	4.2
<i>Administrators</i>	Fall 2016	92	51	55%	9.2
<i>Counselors</i>	Fall 2016	92	49	53%	9.6

\*Teachers invited to participate in this survey included core content, ESOL/HILT, Art/Music, and World Languages teachers.

**Table 2** on pages 2-11 lists all tables in this appendix. Survey results begin on page 12.

## List of Tables

*Table 2: List of Tables*

Table 1: Response Rates and Margin of Error for Gifted Services Surveys.....	1
Table 2: List of Tables.....	2
Table 3: How would you describe your role as it relates to instruction for gifted students? (Elementary non-cluster teachers).....	12
Table 4: How would you describe your role as it relates to instruction for gifted students? (Elementary cluster teachers) .....	12
Table 5: How would you describe your role as it relates to instruction for gifted students? (Middle school non-cluster teachers).....	13
Table 6: How would you describe your role as it relates to instruction for gifted students? (Middle school cluster teachers) .....	14
Table 7: How would you describe your role as it relates to instruction for gifted students? (High school teachers of non-advanced courses).....	14
Table 8: How would you describe your role as it relates to instruction for gifted students? (High school teachers of advanced courses) .....	14
Table 9: Which of the following most closely matches your primary focus in providing instruction? (Teachers by Type).....	15
Table 10: Which of the following most closely matches your primary focus in providing instruction? (Classroom Teachers by Cluster/Advanced) .....	16
Table 11: Which of the following best describes how accountable you/teachers in your school are for differentiation? (Teachers, Counselors, Administrators) .....	16
Table 12: Which of the following best describes how accountable you/teachers in your school are for differentiation? (Classroom Teachers by Cluster/Advanced).....	17
Table 13: Which of the following most closely matches how you would describe the role of the Resource Teacher for the Gifted (RTG) at your school? (Teachers, Counselors, Administrators) .....	17
Table 14: How frequently do you collaborate with the RTG at your school in the following ways? Planning for daily differentiation (Teachers by Type).....	18
Table 15: How frequently do you collaborate with the RTG at your school in the following ways? Planning for daily differentiation (Classroom Teachers by Cluster/Advanced).....	19
Table 16: How frequently do you collaborate with the RTG at your school in the following ways? Co-teaching a lesson/unit (Teachers by Type) .....	19
Table 17: How frequently do you collaborate with the RTG at your school in the following ways? Co-teaching a lesson/unit (Classroom Teachers by Cluster/Advanced) .....	20

Appendix D1

Table 18: How frequently do you collaborate with the RTG at your school in the following ways? Writing a differentiated lesson or unit (Teachers by Type)..... 20

Table 19: How frequently do you collaborate with the RTG at your school in the following ways? Writing a differentiated lesson or unit (Classroom Teachers by Cluster/Advanced) ..... 21

Table 20: How frequently do you collaborate with the RTG at your school in the following ways? Gathering materials and resources for a unit (Teachers by Type)..... 21

Table 21: How frequently do you collaborate with the RTG at your school in the following ways? Gathering materials and resources for a unit (Classroom Teachers by Cluster/Advanced)..... 22

Table 22: How frequently do you collaborate with the RTG at your school in the following ways? Developing tiered assignments in the general education classroom (Teachers by Type)..... 22

Table 23: How frequently do you collaborate with the RTG at your school in the following ways? Developing tiered assignments in the general education classroom (Classroom Teachers by Cluster/Advanced) ..... 23

Table 24: Percentage Responding “Yes:” Does the RTG provide your class(es) with any of the following support? (Teachers) ..... 23

Table 25: Do you know your RTG/your child’s RTG? (Students, Parents by Gifted Identification Area)\*.. 24

Table 26: Do you know which students in your class(es) are identified as gifted? (Teachers) ..... 25

Table 27: Do you know which students in your school are identified as gifted? (Counselors, Administrators) ..... 25

Table 28: How do you find out which students in your class(es)/school are identified as gifted? Select all that apply. (Teachers, Counselors, Administrators) ..... 26

Table 29: How would you rate your level of familiarity with the process for identifying students as gifted? (Teachers, Counselors, Administrators) ..... 26

Table 30: When there is a student in your class/school who you think may be gifted, what do you do? Select all that apply. (Teachers, Counselors, Administrators) ..... 27

Table 31: You indicated that you do nothing when you have a student who you think may be gifted. Why don’t you do anything? (Select all that apply). (Teachers, Counselors, Administrators) ..... 28

Table 32: What information do you use to determine whether a student should be referred for gifted identification? Select all that apply. (Teachers, Counselors, Administrators)..... 28

Table 33: When your child was identified as gifted, how involved were you in the identification process? (Parents)..... 29

Table 34: Prior to receiving this survey, did you know in which areas your child was identified as gifted? (Parents)..... 29

Table 35: I challenge all students, so there is no need to plan anything different for gifted students. (Teachers by Type)..... 30

Appendix D1

Table 36: I challenge all students, so there is no need to plan anything different for gifted students. (Classroom Teachers by Cluster/Advanced) ..... 31

Table 37: Gifted students have different instructional needs and need targeted attention. (Teachers, Counselors, Administrators by Staff Type) ..... 31

Table 38: Gifted students have different instructional needs and need targeted attention. (Classroom Teachers by Cluster/Advanced) ..... 32

Table 39: Gifted students elevate the discourse in class by providing a role model or a challenge to other students, which benefits all students. (Teachers, Counselors, Administrators by Staff Type)..... 32

Table 40: Gifted students elevate the discourse in class by providing a role model or a challenge to other students, which benefits all students. (Classroom Teachers by Cluster/Advanced) ..... 33

Table 41: Acceleration placement options (i.e., grade skipping) are socially harmful for gifted students. (Teachers, Counselors, Administrators by Staff Type)..... 33

Table 42: Acceleration placement options (i.e., grade skipping) are socially harmful for gifted students. (Classroom Teachers by Cluster/Advanced) ..... 34

Table 43: Students who have a disability cannot be gifted. (Teachers, Counselors, Administrators by Staff Type) ..... 34

Table 44: Students who have a disability cannot be gifted. (Classroom Teachers by Cluster/Advanced) . 35

Table 45: Ability grouping is not fair to all students. (Teachers, Counselors, Administrators by Staff Type) ..... 35

Table 46: Ability grouping is not fair to all students. (Classroom Teachers by Cluster/Advanced) ..... 36

Table 47: All students should experience a year of academic growth over the course of a school year. (Teachers, Counselors, Administrators by Staff Type)..... 36

Table 48: All students should experience a year of academic growth over the course of a school year. (Classroom Teachers by Cluster/Advanced) ..... 37

Table 49: Gifted students should have regular access to curriculum designed for advanced learners. (Teachers, Counselors, Administrators by Staff Type)..... 37

Table 50: Gifted students should have regular access to curriculum designed for advanced learners. (Classroom Teachers by Cluster/Advanced) ..... 38

Table 51: I expect my gifted students to produce more in-depth work than my other students. (Teachers by Type)..... 38

Table 52: I expect my gifted students to produce more in-depth work than my other students. (Classroom Teachers by Cluster/Advanced) ..... 39

Table 53: I have access to curriculum materials designed for gifted students. (Teachers by Type) ..... 39

Table 54: I have access to curriculum materials designed for gifted students. (Classroom Teachers by Cluster/Advanced) ..... 40

Appendix D1

Table 55: I have a firm understanding of strategies to use with gifted students. (Teachers by Type)..... 40

Table 56: I have a firm understanding of strategies to use with gifted students. (Classroom Teachers by Cluster/Advanced) ..... 41

Table 57: I am confident in my ability to meet the needs of my gifted students. (Teachers by Type) ..... 41

Table 58: I am confident in my ability to meet the needs of my gifted students. (Classroom Teachers by Cluster/Advanced) ..... 42

Table 59: I use curriculum materials designed for gifted students. (Teachers who teach gifted students, by type) ..... 42

Table 60: I use curriculum materials designed for gifted students. (Classroom Teachers who teach gifted students, by Cluster/Advanced)..... 43

Table 61: I use strategies for gifted students. (Teachers who teach gifted students, by type)..... 43

Table 62: I use strategies for gifted students. (Classroom Teachers who teach gifted students, by Cluster/Advanced) ..... 44

Table 63: I make specific plans to challenge my gifted students. (Teachers who teach gifted students, by Type) ..... 44

Table 64: I make specific plans to challenge my gifted students. (Classroom Teachers who teach gifted students, by Cluster/Advanced)..... 45

Table 65: Analogies (Teachers by Type)..... 45

Table 66: Analogies (Classroom Teachers by Cluster/Advanced)..... 46

Table 67: Synectics (Teachers by Type) ..... 46

Table 68: Synectics (Classroom Teachers by Cluster/Advanced)..... 47

Table 69: Mind-mapping (Teachers by Type) ..... 48

Table 70: Mind-mapping (Classroom Teachers by Cluster/Advanced)..... 48

Table 71: deBono’s hats (Teachers by Type) ..... 49

Table 72: deBono’s hats (Classroom Teachers by Cluster/Advanced)..... 49

Table 73: Socratic seminar (Teachers by Type)..... 50

Table 74: Socratic seminar (Classroom Teachers by Cluster/Advanced)..... 50

Table 75: Structured academic controversy and/or debates (Teachers by Type)..... 51

Table 76: Structured academic controversy and/or debates (Classroom Teachers by Cluster/Advanced)51

Table 77: SCAMPER (Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, Reverse) (Teachers by Type)..... 52

Table 78: SCAMPER (Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, Reverse) (Classroom Teachers by Cluster/Advanced) ..... 52

Appendix D1

Table 79: Concept-based instruction (Teachers by Type).....	53
Table 80: Concept-based instruction (Classroom Teachers by Cluster/Advanced).....	53
Table 81: Habits of Mind (Teachers by Type) .....	54
Table 82: Habits of Mind (Classroom Teachers by Cluster/Advanced).....	54
Table 83: RAFT (Role, Audience, Format, Topic) (Teachers by Type) .....	55
Table 84: RAFT (Role, Audience, Format, Topic) (Classroom Teachers by Cluster/Advanced) .....	55
Table 85: PMI (Plus, Minus/Modify, Interesting) (Teachers by Type) .....	56
Table 86: PMI (Plus, Minus/Modify, Interesting) (Classroom Teachers by Cluster/Advanced).....	56
Table 87: FFOE (Fluency, Flexibility, Originality, Elaboration) (Teachers by Type).....	57
Table 88: FFOE (Fluency, Flexibility, Originality, Elaboration) (Classroom Teachers by Cluster/Advanced) .....	57
Table 89: QFT (Question formulation technique) (Teachers by Type) .....	58
Table 90: QFT (Question formulation technique) (Classroom Teachers by Cluster/Advanced).....	58
Table 91: Project Clarion Science Units (K-4) (Elementary Teachers by Type).....	59
Table 92: Project Clarion Science Units (K-4) (Elementary Classroom Teachers by Cluster/Advanced) ....	59
Table 93: Project M2: Mentoring Young Mathematicians (Elementary Teachers by Type).....	59
Table 94: Project M2: Mentoring Young Mathematicians (Elementary Classroom Teachers by Cluster/Advanced) .....	60
Table 95: Project M3: Mentoring Mathematical Minds (3-5) (Elementary Teachers by Type).....	60
Table 96: Project M3: Mentoring Mathematical Minds (3-5) (Elementary Classroom Teachers by Cluster/Advanced) .....	60
Table 97: Jacob’s Ladder Critical Reading Comprehension (K-8) (Elementary and Middle School Teachers by Type).....	61
Table 98: Jacob’s Ladder Critical Reading Comprehension (K-8) (Elementary and Middle School Classroom Teachers by Cluster/Advanced) .....	61
Table 99: William and Mary Science (PBL) Units (2-8) (Elementary and Middle School Teachers by Type) .....	61
Table 100: William and Mary Science (PBL) Units (2-8) (Elementary and Middle School Classroom Teachers by Cluster/Advanced) .....	62
Table 101: William and Mary Math Units (K-8) (Elementary and Middle School Teachers by Type).....	62
Table 102: William and Mary Math Units (K-8) (Elementary and Middle School Classroom Teachers by Cluster/Advanced) .....	63

Appendix D1

Table 103: Engaging with History in the Classroom (6-8) (Elementary and Middle School Teachers by Type) ..... 63

Table 104: Engaging with History in the Classroom (6-8) (Elementary and Middle School Classroom Teachers by Cluster/Advanced) ..... 64

Table 105: Schoolwide Enrichment Reading (3-8) (Elementary and Middle School Teachers by Type) .... 64

Table 106: Schoolwide Enrichment Reading (3-8) (Elementary and Middle School Classroom Teachers by Cluster/Advanced) ..... 64

Table 107: William and Mary Language Arts Units (K-12) (Elementary, Middle School, and High School Teachers by Type) ..... 65

Table 108: William and Mary Language Arts Units (K-12) (Elementary, Middle School, and High School Classroom Teachers by Cluster/Advanced) ..... 65

Table 109: Navigator Novel Guides (1-12) (Elementary, Middle School, and High School Teachers by Type) ..... 66

Table 110: Navigator Novel Guides (1-12) (Elementary, Middle School, and High School Classroom Teachers by Cluster/Advanced) ..... 67

Table 111: William and Mary Social Studies Units (2-10) (Elementary, Middle School, and High School Teachers by Type) ..... 67

Table 112: William and Mary Social Studies Units (2-10) (Elementary, Middle School, and High School Classroom Teachers by Cluster/Advanced) ..... 68

Table 113: Document Based Questions (Grades 4-12) (Elementary, Middle School, and High School Teachers by Type) ..... 68

Table 114: Document Based Questions (Grades 4-12) (Elementary, Middle School, and High School Classroom Teachers by Cluster/Advanced) ..... 69

Table 115: Does your classroom teacher/your child's classroom teacher encourage you/your child to explore topics that you/your child are particularly curious about or interested in? (Elementary Students, Parents) ..... 69

Table 116: Does your classroom teacher/your child's classroom teacher assign you/your child to work with and provide support to struggling students? (Elementary Students, Parents) ..... 69

Table 117: How many of your teachers/your child's teachers encourage you/your child to explore topics that you/your child are particularly curious about or interested in? (Middle and High School Students, Parents) ..... 70

Table 118: How many of your teachers/your child's teachers assign you/your child to work with and provide support to struggling students? (Middle and High School Students, Parents) ..... 70

Table 119: How much of an impact does being identified as gifted have on the instruction that your child receives? (Parents)..... 71



Appendix D1

Table 120: How much of an impact does being identified as gifted have on your child’s social wellbeing? (Parents)..... 71

Table 121: My teachers/my child's teachers provide tailored instruction for me/for him/her. (Students, Parents) ..... 72

Table 122: The RTG works with me/my child as part of a small group in my/his/her classroom. (Students, Parents) ..... 73

Table 123: The RTG works with me/my child individually. (Students, Parents) ..... 73

Table 124: The RTG works with me/my child in a weekly pullout group. (Students, Parents) ..... 73

Table 125: None that I know of (Students, Parents)..... 74

Table 126: I don’t know (Parents)..... 74

Table 127: My child is intellectually stimulated at school. (Parents) ..... 75

Table 128: My classes challenge me to think at a higher level or solve problems critically and creatively. (Elementary Students) ..... 75

Table 129: The general classes I take (non-advanced) challenge me to think at a higher level or solve problems creatively. (Middle School and High School Students) ..... 75

Table 130: The advanced math class I take challenges me to think at a higher level or solve problems creatively. (Middle School Students Identified in Math and Enrolled in Advanced Math Class) ..... 76

Table 131: The advanced classes I take (intensified, AP, or IB) challenge me to think at a higher level or solve problems creatively. (High School Students Identified as Gifted and Enrolled in Intensified, AP, or IB Classes)..... 76

Table 132: Instructional practices in this school meet the needs of students who are identified as gifted. (Teachers, Counselors, Administrators)..... 76

Table 133: Instructional practices in this school meet the needs of students who are dually identified as gifted and LEP. (Teachers, Counselors, Administrators)..... 77

Table 134: Instructional practices in this school meet the needs of students who are dually identified as gifted and as having a disability. (Teachers, Counselors, Administrators) ..... 78

Table 135: Are your teachers/your child's teachers able to provide lessons that challenge and engage you/your child while also supporting your/his/her language needs? (Students, Parents of Students who Are Currently or Have been in the ESOL/HILT Program) ..... 78

Table 136: Are your teachers/your child's teachers able to provide lessons that challenge and engage you/your child while also supporting your/his/her IEP/504 needs? (Students, Parents of Students who Currently Have an IEP or 504 or Have Had One in the Past) ..... 79

Table 137: I enjoy going to school. (Students)..... 79

Table 138: My child enjoys going to school. (Parents) ..... 79

Appendix D1

Table 139: I am accepted by other students in my class. (Students) ..... 80

Table 140: My child is accepted by other students in his/her class. (Parents)..... 80

Table 141: Interacting with other students is easy for me. (Students) ..... 81

Table 142: Interacting with other students is easy for my child. (Parents)..... 81

Table 143: I have to hide my ability in order to be accepted by other students in my class. (Students)... 81

Table 144: My child has to hide his/her ability in order to be accepted by other students in his/her class. (Parents)..... 82

Table 145: I feel stressed about school. (Students)..... 82

Table 146: My child feels stressed about school. (Parents) ..... 83

Table 147: I feel anxious about school. (Students)..... 83

Table 148: My child feels anxious about school. (Parents)..... 83

Table 149: I feel lonely at school. (Students)..... 84

Table 150: My child feels lonely at school. (Parents) ..... 84

Table 151: I feel happy at school. (Students)..... 85

Table 152: My child feels happy at school. (Parents) ..... 85

Table 153: I am bored at school. (Students)..... 85

Table 154: My child is bored at school. (Parents)..... 86

Table 155: I get upset if I feel my work isn't perfect. (Students)..... 86

Table 156: My child gets upset if he/she feels his/her work isn't perfect. (Parents) ..... 87

Table 157: I have friends in school who are intellectual peers (for example, they make me think when we have a conversation, or they like the same books, etc.). (Students)..... 87

Table 158: My child has friends at school who are intellectual peers (for example, they make him/her think when they have a conversation, or they like the same books, etc.). (Parents)..... 87

Table 159: How frequently would you say your needs in the following areas are being addressed? In other words, how frequently do you get what you need for the following areas?: Academic needs (Students)..... 88

Table 160: How frequently would you say your child's needs in the following areas are being addressed? In other words, how frequently does your child get what he/she needs for the following areas?: Academic needs (Parents) ..... 88

Table 161: How frequently would you say your needs in the following areas are being addressed? In other words, how frequently do you get what you need for the following areas?: Social needs (Students) ..... 89

Appendix D1

Table 162: How frequently would you say your child's needs in the following areas are being addressed? In other words, how frequently does your child get what he/she needs for the following areas?: Social needs (Parents) ..... 89

Table 163: How frequently would you say your needs in the following areas are being addressed? In other words, how frequently do you get what you need for the following areas?: Emotional needs (Students)..... 90

Table 164: How frequently would you say your child's needs in the following areas are being addressed? In other words, how frequently does your child get what he/she needs for the following areas?: Emotional needs (Parents)..... 90

Table 165: Parents of elementary students who are identified as gifted should receive a Differentiation Form with every report card. This form should explain how instruction was adjusted during the semester to challenge and engage your child. How many times have you received the Differentiation Form this school year so far?/Each quarter, parents of middle school students who are identified as gifted should receive communication about how instruction was adjusted during the semester to challenge and engage your child. How many times have you received such communication this school year so far? (Parents)..... 90

Table 166: How helpful was the information included in the Differentiation Form?/How helpful was the information that you received? (Parents) ..... 91

Table 167: The Resource Teacher for the Gifted (RTG) at your school (Teachers, Counselors, Administrators) ..... 92

Table 168: Your principal (Teachers, Counselors, Administrators\*)..... 92

Table 169: The Gifted Services Office (Teachers, Counselors, Administrators\*) ..... 93

Table 170: Central offices specific to your content area(s)/Other Central Offices (Teachers, Counselors, Administrators) ..... 94

Table 171: Have you completed three semester hours or 40 hours of professional development in the area of gifted education? (Teachers by Type) ..... 94

Table 172: Have you completed three semester hours or 40 hours of professional development in the area of gifted education? (Classroom Teachers by Cluster/Advanced)..... 95

Table 173: Have you continued to attend professional development sessions after earning your 40 hours? (Teachers who Indicated They Have Completed 40 Hours, by Type) ..... 95

Table 174: Have you continued to attend professional development sessions after earning your 40 hours? (Classroom Teachers who Indicated They Have Completed 40 Hours, by Cluster/Advanced) ..... 96

Table 175: How much of an impact has the gifted education professional development you have participated in had on your ability to serve your gifted students? (Teachers who Participated in Any PD Related to Gifted Services, by Type) ..... 96

Appendix D1

Table 176: How much of an impact has the gifted education professional development you have participated in had on your ability to serve your gifted students? (Teachers who Participated in Any PD Related to Gifted Services, by Cluster/Advanced) ..... 97

Table 177: How many of your teachers who are required to complete three semester hours or 40 hours of professional development in the area of gifted education have done so? (Principals) ..... 97

Table 178: How many of your cluster teachers have completed three semester hours or 40 hours of professional development in the area of gifted education? (A cluster teacher has 5-8 students identified as gifted in their classroom.) (Principals) ..... 97

Table 179: Race/Ethnicity of Student Respondents (n=521) ..... 97

Table 179: Gender of Student Respondents (n=521) ..... 98

Table 179: Language Spoken at Home for Student Respondents (n=523) ..... 98

Table 179: Grade Level of Student Respondents (n=526) ..... 98

Table 179: Have you ever been in the ESOL/HILT or HILT/HILTEX program? The ESOL/HILT and HILT/HILTEX programs are for students who speak English as a second language. (n=522) ..... 98

Table 179: Have you ever had an Individualized Education Plan/IEP (special education) or Section 504 Plan? An IEP or Section 504 Plan is for students who have a disability. (n=520) ..... 98

Table 179: Race/Ethnicity of Parent Respondents (n=1,206) ..... 99

Table 180: Highest Education Level in Household (n=1,229) ..... 99

Table 181: Household Income (n=1,076) ..... 99

Table 182: Language Spoken at Home for Parent Respondents (n= 1,224) ..... 99

Table 183: Has your child ever been in the ESOL/HILT or HILT/HILTEX program? The ESOL/HILT and HILT/HILTEX programs are for students who speak English as a second language. (n=1,152) ..... 99

Table 184: Has your child ever had an Individualized Education Plan/IEP (special education) or Section 504 Plan? An IEP or Section 504 Plan is for students who have a disability. (n= 1,223) ..... 100

## Teacher Role

Table 3: How would you describe your role as it relates to instruction for gifted students? (Elementary non-cluster teachers)

<i>Number of Responses</i>	<i>Response theme</i>	<i>Examples</i>
55	Differentiate to provide challenging and enriching opportunities/lessons	<p>“To implement higher level grade level or above grade level challenges in curricular areas where students have demonstrated strong abilities”</p> <p>“It is my job to differentiate appropriately for high-ability students. Pretests can determine what they know about a unit, and they can be given extension assignments. They also may learn more quickly than the class as a whole and need further opportunities to explore the content. I always have additional, more complex or higher level work available for my GT students. Approaches and strategies for differentiating instruction for the gifted are many, and I use all of them in my class over the course of the year.”</p>
4	Class does not include gifted students	<p>“I haven’t had any gifted students identified for me so I treat all students the same. I give them the instruction and the encouragement they need to succeed.”</p> <p>“I am not currently instructing my gifted student (math) because she goes to another teacher to receive differentiated instruction (flexible grouping).”</p>
2	Collaborate with the RTG	<p>“Collaborate with the gifted advisor.”</p> <p>“Plan with team and RTG.”</p>
2	Help with the identification of gifted students	<p>“Collect data for identification.”</p> <p>“I see my role as helping to identify students who are GT and make sure I have access to curriculum in the area of identification.”</p>
3	Other	<p>“I do not know my role, it has not been described nor shared with me.”</p> <p>“I support teachers that push in to provide enrichment opportunities for my entire class.”</p> <p>“N/A”</p>

Table 4: How would you describe your role as it relates to instruction for gifted students? (Elementary cluster teachers)

<i>Number of Responses</i>	<i>Response theme</i>	<i>Examples</i>
71	Differentiate to provide challenging and enriching opportunities/lessons	<p>“Providing differentiated instruction in math and reading to ensure the students are completing work that is appropriate for their abilities.”</p> <p>“My role with the gifted cluster is to deliver instruction geared towards gifted education through differentiation, i.e., use gifted dept materials such as Jacob Ladder or SEM-R and use a variety of gifted strategies (PMI, SCAMPER, tiered assignments) and compacting the curriculum as needed by using pre-assessments.”</p>

Appendix D1

<i>Number of Responses</i>	<i>Response theme</i>	<i>Examples</i>
		"I work to differentiate instruction within the classroom. Gifted students work on higher-level thinking tasks which require analysis, synthesis, and evaluation. Questioning in the classroom is also tiered. Students may also have the opportunity to work on orbital projects. During our enrichment block, gifted students have the opportunity to extend their learning."
8	Collaborate with RTG	"My role is to work collaboratively with the Gifted Resource teacher to 1) allow time for her to push in to my room and offer services to ALL of my students - targeting the identified students and 2) plan differentiated lessons and extension opportunities for students who have mastered the general curriculum."
4	Co-teach	"My role is to collaborate with the GT resource teacher to differentiate the education of gifted students." "My role is that I co-teach with the gifted math teacher two times per week."
2	Other	"To identify gifted students in accordance with APS criteria and make sure they are given challenging material." "Offer support" "The Montessori curriculum is swollen with lessons to inspire gifted learners. My goal is to inspire them. Also, the multilevel within the classroom sparks more wonderful studies."

*Table 5: How would you describe your role as it relates to instruction for gifted students? (Middle school non-cluster teachers)*

<i>Number of Responses</i>	<i>Response theme</i>	<i>Examples</i>
19	Differentiate to provide challenging and enriching opportunities/lessons	"My role is to differentiate instruction to provide meaningful extensions for gifted students." "To provide students with opportunities that challenge their abilities without significantly increased work load."
2	Other	"I only have identified gifted students in my TA. My other classes are students new to the country, so to me my role is to identify if any of those students should be evaluated for need of gifted services." "I work...to provide teachers with resources and meet to needs of all students and differentiate."

Appendix D1

Table 6: How would you describe your role as it relates to instruction for gifted students? (Middle school cluster teachers)

<i>Number of Responses</i>	<i>Response theme</i>	<i>Examples</i>
28	Differentiate to provide challenging and enriching opportunities/lessons	“Provide students with different opportunities to express their understanding. Challenge students to think beyond the given information.” “My role is to provide the gifted students with instruction and differentiate the instruction as needed.”
2	Other	“We don't have any students identified in my area but I try to consider the ones that are gifted in English when they're choosing an Independent Reading book mostly.” “Foster and encourage learning”

Table 7: How would you describe your role as it relates to instruction for gifted students? (High school teachers of non-advanced courses)

<i>Number of Responses</i>	<i>Response theme</i>	<i>Examples</i>
18	Differentiate to provide challenging and enriching opportunities/lessons	“My role for all students is to ensure they participate in an engaging curriculum that challenges all students to think critically and grow intellectually throughout the school year.” “Through differentiation I offer gifted students the opportunity to explore deeper and further.”
3	Nothing/minimal role	“I don't know how students are gifted, i.e. writing, math, computing skills, etc., so unless I see a particular talent, I simply teach them the curriculum.” “Minimal”
2	Unsure	“Not sure.”
2	Not applicable	“N/A”
1	Other	“Offer support, resources, and encouragement to achieve to their potential.”

Table 8: How would you describe your role as it relates to instruction for gifted students? (High school teachers of advanced courses)

<i>Number of Responses</i>	<i>Response theme</i>	<i>Examples</i>
38	Differentiate to provide challenging and enriching opportunities/lessons	“Provide differentiated instruction to meet students' needs and challenge them in areas of interest.” “To provide gifted designated students with best instruction and guidance to any level/opportunity of educational experience that will advance their interests and talent.”
2	Unsure	“Not sure. I don't think gifted students are well served in APS since anyone can take an AP class and APS eliminated gifted course and

Appendix D1

<i>Number of Responses</i>	<i>Response theme</i>	<i>Examples</i>
1		most intensified courses a few years back. I have to teach to the masses and can't do much differentiation in AP.” “Not exactly sure. Since I do not know the area of identification I find the info from Synergy not helpful. Also, I do not have enough time to plan for extension lessons/activities with all of the focus on supporting students who are struggling.”
	Other	“Traditionally has worked largely with freshman classes, both to identify students and to assist in planning and differentiating lessons.”

*Table 9: Which of the following most closely matches your primary focus in providing instruction? (Teachers by Type)*

<i>Level</i>	<i>Teacher Type</i>	<i>My primary focus is ensuring that all students can access...</i>	
		<i>the grade-level content/material</i>	<i>the content/material at a level appropriate to their abilities</i>
<i>Elementary</i>	Core Content (n=157)	9%	91%
	Art/Music (n=33)	18%	82%
	ESOL/HILT (n=15)	13%	87%
	SPED (n=25)	20%	80%
<i>Middle School</i>	Core Content (n=42)	21%	79%
	Art/Music (n=9)	0%	100%
	ESOL/HILT (n=8)	25%	75%
	SPED (n=8)	13%	88%
<i>High School</i>	World Languages (n=9)	0%	100%
	Core Content (n=62)	27%	73%
	Art/Music (n=13)	0%	100%
	ESOL/HILT (n=7)	29%	71%
	SPED (n=17)	38%	63%
	World Languages (n=13)	0%	100%



Table 10: Which of the following most closely matches your primary focus in providing instruction?  
(Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	My primary focus is ensuring that all students can access...	
		the grade-level content/material	the content/material at a level appropriate to their abilities
Elementary	Non-Cluster/Non-Advanced Teacher (n=76)	14%	86%
	Cluster/Advanced Teacher (n=89)	7%	93%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	17%	83%
	Cluster/Advanced Teacher (n=37)	14%	86%
High School	Non-Cluster/Non-Advanced Teacher (n=33)	18%	82%
	Cluster/Advanced Teacher (n=55)	20%	80%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 11: Which of the following best describes how accountable you/teachers in your school are for differentiation? (Teachers, Counselors, Administrators)

Level	Staff Type	My school's administration...			
		holds me/teachers accountable for differentiation for struggling students only.	holds me/teachers accountable for both struggling and advanced/gifted students.	encourages me/teachers to differentiate, but does not really hold me accountable.	does not encourage me/teachers to differentiate at all.
Elementary	Core Content (n=158)	9%	75%	16%	1%
	Art/Music (n=32)	6%	56%	38%	0%
	ESOL/HILT (n=15)	20%	53%	27%	0%
	SPED (n=25)	44%	48%	8%	0%
	Administrator (n=34)	0%	97%	3%	0%
	Counselor (n=13)	0%	85%	15%	0%
Middle School	Core Content (n=42)	7%	81%	12%	0%
	Art/Music (n=9)	11%	78%	11%	0%
	ESOL/HILT (n=8)	25%	63%	13%	0%
	SPED (n=8)	25%	63%	13%	0%
	World Languages (n=9)	0%	89%	11%	0%
	Administrator (n=7)	0%	71%	29%	0%
High School	Counselor (n=13)	8%	69%	23%	0%
	Core Content (n=62)	10%	50%	39%	2%
	Art/Music (n=13)	0%	69%	31%	0%
	ESOL/HILT (n=7)	29%	29%	43%	0%
	SPED (n=16)	19%	56%	25%	0%

World Languages (n=13)	15%	77%	8%	0%
Administrator (n=10)	0%	90%	10%	0%
Counselor (n=16)	13%	69%	19%	0%

Table 12: Which of the following best describes how accountable you/teachers in your school are for differentiation? (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	My school's administration...			
		holds me accountable for differentiation for struggling students only.	holds me accountable for differentiation for both struggling and advanced/gifted students.	encourages me to differentiate, but does not really hold me accountable.	does not encourage me to differentiate at all.
Elementary	Non-Cluster/Non-Advanced Teacher (n=76)	7%	75%	17%	1%
	Cluster/Advanced Teacher (n=89)	8%	72%	20%	0%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	4%	79%	17%	0%
	Cluster/Advanced Teacher (n=37)	8%	84%	8%	0%
High School	Non-Cluster/Non-Advanced Teacher (n=34)	15%	50%	35%	0%
	Cluster/Advanced Teacher (n=54)	6%	61%	31%	2%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

### RTG Role

Table 13: Which of the following most closely matches how you would describe the role of the Resource Teacher for the Gifted (RTG) at your school? (Teachers, Counselors, Administrators)

Level	Staff Type	Primarily provides support for gifted students during class time.	Primarily provides support for gifted students outside of class time.	Provides support both to students and to teachers about equally.	Primarily provides support to teachers in working with the gifted students in their own classes.	Other	I don't know
Elementary	Core Content (n=155)	23%	6%	32%	17%	12%	10%
	Art/Music (n=31)	6%	13%	26%	3%	6%	45%
	ESOL/HILT (n=14)	14%	0%	7%	21%	29%	29%
	SPED (n=25)	20%	8%	24%	24%	4%	20%
	Administrator (n=34)	15%	3%	56%	21%	3%	3%
	Counselor (n=13)	23%	8%	46%	8%	0%	15%

Appendix D1

Level	Staff Type	Primarily provides support for gifted students during class time.	Primarily provides support for gifted students outside of class time.	Provides support both to students and to teachers about equally.	Primarily provides support to teachers in working with the gifted students in their own classes.	Other	I don't know
Middle School	Core Content (n=42)	2%	17%	31%	19%	2%	29%
	Art/Music (n=9)	11%	0%	22%	0%	0%	67%
	ESOL/HILT (n=7)	14%	0%	29%	14%	0%	43%
	SPED (n=8)	13%	0%	25%	0%	0%	63%
	World Languages (n=9)	0%	0%	22%	0%	11%	67%
	Administrator (n=7)	14%	0%	43%	29%	0%	14%
High School	Counselor (n=13)	8%	15%	23%	23%	8%	23%
	Core Content (n=53)	4%	23%	19%	8%	8%	40%
	Art/Music (n=13)	0%	31%	54%	8%	0%	8%
	ESOL/HILT*	*	*	*	*	*	*
	SPED (n=13)	8%	0%	15%	8%	8%	62%
	World Languages (n=13)	15%	23%	15%	0%	15%	31%
	Administrator (n=7)	0%	14%	71%	14%	0%	0%
Counselor (n=13)	8%	15%	46%	0%	0%	31%	

\*fewer than 5; responses omitted

Table 14: How frequently do you collaborate with the RTG at your school in the following ways? Planning for daily differentiation (Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never
Elementary	Core Content (n=150)	3%	33%	8%	9%	10%	37%
	Art/Music (n=29)	0%	0%	10%	7%	24%	59%
	ESOL/HILT (n=14)	0%	14%	0%	7%	7%	71%
	SPED (n=23)	13%	17%	9%	9%	4%	48%
Middle School	Core Content (n=41)	0%	2%	5%	12%	27%	54%
	Art/Music (n=9)	0%	0%	11%	22%	11%	56%
	ESOL/HILT (n=8)	0%	0%	0%	0%	13%	88%
	SPED (n=8)	13%	0%	13%	0%	0%	75%
High School	World Languages (n=9)	0%	0%	0%	0%	0%	100%
	Core Content (n=53)	0%	2%	4%	6%	19%	70%
	Art/Music (n=13)	0%	0%	0%	31%	23%	46%
	ESOL/HILT*	*	*	*	*	*	*
	SPED (n=13)	0%	0%	0%	0%	8%	92%
World Languages (n=13)	0%	23%	8%	8%	8%	54%	

\*fewer than 5 responses; responses omitted

Appendix D1

Table 15: How frequently do you collaborate with the RTG at your school in the following ways? Planning for daily differentiation (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never
Elementary	Non-Cluster/Non-Advanced Teacher (n=72)	0%	17%	8%	8%	19%	47%
	Cluster/Advanced Teacher (n=84)	5%	39%	11%	7%	8%	30%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	0%	4%	8%	17%	25%	46%
	Cluster/Advanced Teacher (n=36)	0%	0%	6%	8%	17%	69%
High School	Non-Cluster/Non-Advanced Teacher (n=24)	0%	8%	0%	4%	21%	67%
	Cluster/Advanced Teacher (n=55)	0%	4%	5%	13%	16%	62%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 16: How frequently do you collaborate with the RTG at your school in the following ways? Co-teaching a lesson/unit (Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never
Elementary	Core Content (n=149)	1%	16%	12%	6%	16%	48%
	Art/Music (n=29)	0%	0%	0%	3%	10%	86%
	ESOL/HILT (n=14)	0%	0%	14%	0%	7%	79%
	SPED (n=22)	14%	5%	5%	5%	0%	73%
Middle School	Core Content (n=41)	0%	0%	5%	0%	24%	71%
	Art/Music (n=9)	0%	0%	0%	22%	11%	67%
	ESOL/HILT (n=8)	0%	0%	0%	0%	13%	88%
	SPED (n=8)	13%	13%	0%	0%	0%	75%
High School	World Languages (n=9)	0%	0%	0%	0%	0%	100%
	Core Content (n=53)	0%	2%	4%	2%	15%	77%
	Art/Music (n=13)	0%	0%	0%	0%	15%	85%
	ESOL/HILT*	*	*	*	*	*	*
	SPED (n=13)	0%	0%	0%	0%	15%	85%
	World Languages (n=13)	0%	0%	15%	8%	0%	77%

\*fewer than 5 responses; responses omitted

Appendix D1

Table 17: How frequently do you collaborate with the RTG at your school in the following ways? Co-teaching a lesson/unit (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never
Elementary	Non-Cluster/Non-Advanced Teacher (n=72)	0%	7%	7%	8%	18%	60%
	Cluster/Advanced Teacher (n=83)	2%	22%	14%	4%	14%	43%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	0%	0%	8%	4%	29%	58%
	Cluster/Advanced Teacher (n=36)	0%	0%	0%	3%	11%	86%
High School	Non-Cluster/Non-Advanced Teacher (n=24)	0%	0%	4%	0%	4%	92%
	Cluster/Advanced Teacher (n=55)	0%	2%	5%	4%	16%	73%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teacher.

Table 18: How frequently do you collaborate with the RTG at your school in the following ways? Writing a differentiated lesson or unit (Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never
Elementary	Core Content (n=149)	1%	10%	8%	3%	17%	61%
	Art/Music (n=28)	0%	0%	4%	0%	25%	71%
	ESOL/HILT (n=14)	0%	7%	7%	0%	14%	71%
	SPED (n=22)	14%	14%	0%	5%	0%	68%
Middle School	Core Content (n=41)	0%	0%	2%	10%	20%	68%
	Art/Music (n=9)	0%	0%	11%	11%	11%	67%
	ESOL/HILT (n=8)	0%	0%	0%	0%	13%	88%
	SPED (n=8)	0%	13%	0%	0%	0%	88%
High School	World Languages (n=9)	0%	0%	0%	0%	0%	100%
	Core Content (n=52)	0%	2%	2%	2%	8%	87%
	Art/Music (n=13)	0%	0%	0%	8%	23%	69%
	ESOL/HILT*	*	*	*	*	*	*
	SPED (n=13)	0%	0%	0%	0%	0%	100%
	World Languages (n=13)	8%	8%	15%	8%	0%	62%

\*fewer than 5 responses; responses omitted

Appendix D1

Table 19: How frequently do you collaborate with the RTG at your school in the following ways? Writing a differentiated lesson or unit (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never
Elementary	Non-Cluster/Non-Advanced Teacher (n=72)	0%	3%	7%	4%	14%	72%
	Cluster/Advanced Teacher (n=82)	1%	13%	9%	1%	24%	51%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	0%	0%	4%	13%	29%	54%
	Cluster/Advanced Teacher (n=36)	0%	0%	3%	6%	6%	86%
High School	Non-Cluster/Non-Advanced Teacher (n=24)	0%	4%	4%	0%	0%	92%
	Cluster/Advanced Teacher (n=54)	2%	2%	4%	6%	13%	74%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 20: How frequently do you collaborate with the RTG at your school in the following ways? Gathering materials and resources for a unit (Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never
Elementary	Core Content (n=150)	5%	25%	13%	9%	13%	36%
	Art/Music (n=29)	0%	0%	3%	7%	14%	76%
	ESOL/HILT (n=14)	0%	14%	7%	0%	29%	50%
	SPED (n=22)	14%	9%	5%	9%	5%	59%
Middle School	Core Content (n=42)	0%	2%	7%	14%	29%	48%
	Art/Music (n=9)	0%	11%	0%	11%	0%	78%
	ESOL/HILT (n=8)	0%	0%	0%	0%	13%	88%
	SPED (n=8)	13%	13%	0%	13%	0%	63%
High School	World Languages (n=8)	0%	0%	0%	0%	13%	88%
	Core Content (n=53)	0%	2%	2%	9%	19%	68%
	Art/Music (n=12)	0%	0%	0%	8%	25%	67%
	ESOL/HILT*	*	*	*	*	*	*
	SPED (n=13)	0%	0%	0%	0%	23%	77%
	World Languages (n=13)	8%	8%	8%	8%	8%	62%

\*fewer than 5 responses; responses omitted

Appendix D1

Table 21: How frequently do you collaborate with the RTG at your school in the following ways?  
Gathering materials and resources for a unit (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never
Elementary	Non-Cluster/Non-Advanced Teacher (n=72)	1%	17%	8%	10%	8%	56%
	Cluster/Advanced Teacher (n=84)	4%	29%	17%	7%	14%	30%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	0%	4%	4%	17%	25%	50%
	Cluster/Advanced Teacher (n=36)	0%	3%	8%	8%	19%	61%
High School	Non-Cluster/Non-Advanced Teacher (n=24)	0%	0%	4%	0%	13%	83%
	Cluster/Advanced Teacher (n=54)	2%	4%	2%	13%	20%	59%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 22: How frequently do you collaborate with the RTG at your school in the following ways?  
Developing tiered assignments in the general education classroom (Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never
Elementary	Core Content (n=149)	2%	14%	7%	4%	17%	56%
	Art/Music (n=29)	0%	3%	3%	7%	14%	72%
	ESOL/HILT (n=14)	0%	21%	0%	0%	7%	71%
	SPED (n=22)	14%	14%	0%	5%	0%	68%
Middle School	Core Content (n=41)	0%	2%	5%	10%	15%	68%
	Art/Music (n=9)	0%	0%	11%	11%	11%	67%
	ESOL/HILT (n=8)	0%	0%	0%	0%	25%	75%
	SPED (n=8)	13%	13%	13%	0%	0%	63%
High School	World Languages (n=9)	11%	0%	0%	0%	11%	78%
	Core Content (n=53)	0%	2%	2%	4%	6%	87%
	Art/Music (n=12)	0%	0%	0%	17%	8%	75%
	ESOL/HILT*	*	*	*	*	*	*
	SPED (n=13)	0%	0%	0%	0%	8%	92%
	World Languages (n=13)	8%	8%	8%	8%	8%	62%

\*fewer than 5 responses; responses omitted

Appendix D1

Table 23: How frequently do you collaborate with the RTG at your school in the following ways?  
Developing tiered assignments in the general education classroom (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never
Elementary	Non-Cluster/Non-Advanced Teacher (n=71)	0%	8%	3%	6%	15%	68%
	Cluster/Advanced Teacher (n=84)	1%	17%	11%	4%	18%	50%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	0%	4%	4%	17%	25%	50%
	Cluster/Advanced Teacher (n=36)	3%	0%	6%	3%	6%	83%
High School	Non-Cluster/Non-Advanced Teacher (n=24)	0%	4%	0%	0%	4%	92%
	Cluster/Advanced Teacher (n=54)	2%	2%	4%	9%	7%	76%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 24: Percentage Responding “Yes:” Does the RTG provide your class(es) with any of the following support? (Teachers)

Level	Teacher Type	Providing additional extension materials for students who demonstrate mastery through pre-assessment	Instructing a small group of students on extensions	Modeling a lesson	Working with pullout groups
Elementary (all teachers)	Core Content (n=146-149)	58%	56%	54%	49%
	Art/Music (n=27)	19%	19%	11%	15%
	ESOL/HILT (n=15)	33%	27%	33%	40%
	SPED (n=22-23)	36%	35%	39%	35%
Elementary (classroom teachers)	Non-Cluster/Non-Advanced Teacher (n=68-70)	43%	40%	43%	37%
	Cluster/Advanced Teacher (n=84)	55%	55%	44%	44%
Middle School (all teachers)	Core Content (n=41)	29%	32%	29%	34%
	Art/Music (n=9)	22%	22%	22%	22%
	ESOL/HILT (n=8)	13%	25%	13%	13%
	SPED (n=7)	43%	43%	43%	43%
	World Languages (n=7-8)	25%	14%	14%	14%
Middle School (classroom teachers)	Non-Cluster/Non-Advanced Teacher (n=24)	29%	29%	33%	29%
	Cluster/Advanced Teacher (n=34-35)	29%	29%	21%	29%
High School (all teachers)	Core Content (n=52)	19%	21%	17%	15%



Appendix D1

Level	Teacher Type	Providing additional extension materials for students who demonstrate mastery through pre-assessment	Instructing a small group of students on extensions	Modeling a lesson	Working with pullout groups
High School (classroom teachers)	Art/Music (n=13)	38%	15%	8%	23%
	ESOL/HILT*	*	*	*	*
	SPED (n=12)	25%	25%	17%	17%
	World Languages (n=11-12)	33%	25%	25%	27%
	Non-Cluster/Non-Advanced Teacher (n=24)	13%	8%	13%	13%
	Cluster/Advanced Teacher (n=52-53)	30%	26%	19%	21%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 25: Do you know your RTG/your child's RTG? (Students, Parents by Gifted Identification Area)\*

Level	Gifted Identification Area	Students		Parents	
		n	% Responding Yes	n	% Responding Yes
Elementary	Academic	71	97%	485	79%
	Visual Art and/or Music	7	86%	20	70%
	Both Academic and Art/Music	21	100%	48	85%
	Total Elementary	99	97%	553	79%
Middle School	Academic	176	65%	284	39%
	Visual Art and/or Music	27	44%	46	39%
	Both Academic and Art/Music	48	69%	78	45%
	Total Middle School	251	63%	408	40%
High School	Academic	110	35%	179	19%
	Visual Art and/or Music	25	28%	34	6%
	Both Academic and Art/Music	29	55%	62	34%
	Total High School	164	38%	275	21%

\*Respondents were provided with the name of the RTG at their school/their child's school

## Gifted Referral and Identification

Table 26: Do you know which students in your class(es) are identified as gifted? (Teachers)

Level	Teacher Type	<i>I know the gifted identification status for all of my students and some of my students are identified as gifted.</i>	<i>I know the gifted identification status of all of my students and none of my students are identified as gifted.</i>	<i>I know the gifted identification status for some of my students, but I'm not sure about others.</i>	<i>I don't know the gifted identification status for any of my students.</i>
<i>Elementary</i>	Core Content (n=158)	54%	30%	8%	8%
	Art/Music (n=33)	39%	0%	30%	30%
	ESOL/HILT (n=15)	20%	20%	7%	53%
	SPED (n=25)	28%	52%	16%	4%
<i>Middle School</i>	Core Content (n=42)	88%	7%	5%	0%
	Art/Music (n=9)	89%	0%	11%	0%
	ESOL/HILT (n=8)	25%	63%	13%	0%
	SPED (n=8)	63%	25%	13%	0%
<i>High School</i>	World Languages (n=9)	78%	0%	22%	0%
	Core Content (n=63)	78%	5%	13%	5%
	Art/Music (n=13)	92%	0%	8%	0%
	ESOL/HILT (n=7)	29%	29%	14%	29%
	SPED (n=16)	31%	25%	31%	13%
	World Languages (n=13)	92%	8%	0%	0%

Table 27: Do you know which students in your school are identified as gifted? (Counselors, Administrators)

Level	Staff Type	<i>I know the gifted identification status for all students in my school/my students.</i>	<i>I know the gifted identification status for some students in my school/my students.</i>	<i>I don't know the gifted identification status for any students in my school/my students.</i>
<i>Elementary</i>	Administrator (n=34)	76%	21%	3%
	Counselor (n=13)	8%	77%	15%
<i>Middle School</i>	Administrator (n=7)	29%	71%	0%
	Counselor (n=13)	38%	54%	8%
<i>High School</i>	Administrator (n=10)	50%	50%	0%
	Counselor (n=16)	25%	56%	19%

Appendix D1

Table 28: How do you find out which students in your class(es)/school are identified as gifted? Select all that apply. (Teachers, Counselors, Administrators)

Level	Staff Type	The Resource Teacher for the Gifted (RTG) informs me.	I have access to this information through the student information system.	Students inform me	Students' parents inform me.	Other
Elementary	Core Content (n=158)	71%	51%	3%	13%	16%
	Art/Music (n=33)	39%	24%	0%	0%	21%
	ESOL/HILT (n=15)	20%	7%	0%	0%	20%
	SPED (n=25)	52%	40%	0%	16%	24%
	Administrator (n=34)	88%	65%	3%	12%	32%
	Counselor (n=13)	62%	69%	8%	15%	15%
Middle School	Core Content (n=42)	71%	74%	5%	12%	0%
	Art/Music (n=9)	56%	78%	0%	0%	11%
	ESOL/HILT (n=8)	13%	63%	0%	0%	25%
	SPED (n=8)	13%	88%	0%	13%	13%
	World Languages (n=9)	22%	89%	0%	0%	22%
	Administrator (n=7)	86%	57%	14%	29%	0%
High School	Counselor (n=13)	62%	69%	0%	38%	0%
	Core Content (n=63)	37%	84%	5%	6%	6%
	Art/Music (n=13)	77%	69%	0%	8%	0%
	ESOL/HILT (n=7)	14%	29%	14%	14%	14%
	SPED (n=17)	18%	59%	0%	0%	6%
	World Languages (n=13)	23%	85%	0%	0%	8%
	Administrator (n=10)	70%	70%	10%	40%	10%
	Counselor (n=16)	31%	44%	25%	38%	13%

Table 29: How would you rate your level of familiarity with the process for identifying students as gifted? (Teachers, Counselors, Administrators)

Level	Staff Type	Very familiar	Somewhat familiar	A little familiar	Not at all familiar
Elementary	Core Content (n=156)	44%	35%	15%	5%
	Art/Music (n=32)	50%	34%	9%	6%
	ESOL/HILT (n=14)	36%	21%	14%	29%
	SPED (n=25)	16%	40%	20%	24%
	Administrator (n=34)	88%	12%	0%	0%
	Counselor (n=13)	46%	23%	15%	15%
Middle School	Core Content (n=42)	43%	36%	14%	7%
	Art/Music (n=9)	67%	22%	0%	11%
	ESOL/HILT (n=7)	0%	29%	14%	57%

Appendix D1

<i>Level</i>	<i>Staff Type</i>	<i>Very familiar</i>	<i>Somewhat familiar</i>	<i>A little familiar</i>	<i>Not at all familiar</i>
<i>High School</i>	SPED (n=8)	25%	13%	38%	25%
	World Languages (n=9)	11%	22%	22%	44%
	Administrator (n=7)	43%	29%	14%	14%
	Counselor (n=13)	0%	69%	8%	23%
	Core Content (n=62)	18%	50%	16%	16%
	Art/Music (n=13)	54%	31%	0%	15%
	ESOL/HILT (n=7)	0%	29%	14%	57%
	SPED (n=16)	13%	13%	38%	38%
	World Languages (n=13)	0%	62%	31%	8%
	Administrator (n=10)	50%	10%	10%	30%
Counselor (n=16)	6%	25%	38%	31%	

*Table 30: When there is a student in your class/school who you think may be gifted, what do you do? Select all that apply. (Teachers, Counselors, Administrators)*

<i>Level</i>	<i>Staff Type</i>	<i>Reach out to the student's teacher(s)</i>	<i>Reach out to my RTG to discuss the student</i>	<i>Refer the student for gifted identification</i>	<i>Nothing</i>	<i>Other</i>
<i>Elementary</i>	Core Content (n=158)	n/a	89%	43%	2%	9%
	Art/Music (n=33)	n/a	79%	48%	3%	15%
	ESOL/HILT (n=15)	n/a	67%	40%	7%	20%
	SPED (n=25)	n/a	88%	28%	4%	8%
	Administrator (n=34)	85%	97%	56%	0%	24%
	Counselor (n=13)	77%	85%	31%	8%	0%
<i>Middle School</i>	Core Content (n=42)	n/a	74%	52%	2%	14%
	Art/Music (n=9)	n/a	78%	67%	0%	0%
	ESOL/HILT (n=8)	n/a	88%	38%	0%	13%
	SPED (n=8)	n/a	88%	50%	0%	13%
	World Languages (n=9)	n/a	44%	0%	0%	44%
	Administrator (n=7)	57%	100%	43%	0%	0%
<i>High School</i>	Counselor (n=13)	46%	85%	15%	8%	8%
	Core Content (n=63)	n/a	51%	35%	22%	10%
	Art/Music (n=13)	n/a	69%	54%	0%	23%
	ESOL/HILT (n=7)	n/a	57%	14%	14%	29%
	SPED (n=17)	n/a	47%	24%	0%	24%
	World Languages (n=13)	n/a	31%	23%	31%	15%
	Administrator (n=10)	50%	70%	30%	0%	20%
Counselor (n=16)	44%	69%	19%	6%	13%	

Appendix D1

Table 31: You indicated that you do nothing when you have a student who you think may be gifted. Why don't you do anything? (Select all that apply). (Teachers, Counselors, Administrators)

Level	Staff Type*	It's not part of my role to determine if students are gifted.	I don't understand the purpose of identification.	I didn't know that I could refer a student for identification.	Other
High School	Core Content (n=14)	7%	29%	43%	36%

\*All staff types other than high school core content teachers have n's lower than five for this question.

Table 32: What information do you use to determine whether a student should be referred for gifted identification? Select all that apply. (Teachers, Counselors, Administrators)

Level	Staff Type	Grades	Performance		Student's contributions to class discussions	Student's attitude (e.g. enthusiasm, focus)	Other	
			Student Work	Test Scores				
Elementary	Core Content (n=158)	48%	91%	72%	62%	86%	63%	9%
	Art/Music (n=33)	21%	91%	6%	6%	64%	70%	18%
	ESOL/HILT (n=15)	33%	73%	73%	73%	73%	27%	0%
	SPED (n=25)	44%	88%	80%	64%	80%	60%	12%
	Administrator (n=34)	74%	97%	91%	94%	94%	59%	26%
	Counselor (n=13)	62%	85%	85%	85%	85%	77%	0%
Middle School	Core Content (n=42)	55%	90%	67%	31%	86%	64%	7%
	Art/Music (n=9)	11%	100%	22%	11%	67%	67%	22%
	ESOL/HILT (n=8)	25%	75%	25%	13%	88%	50%	13%
	SPED (n=8)	75%	100%	88%	63%	75%	50%	13%
	World Languages (n=9)	56%	89%	67%	0%	89%	67%	0%
	Administrator (n=7)	57%	100%	86%	86%	71%	43%	14%
High School	Counselor (n=13)	69%	85%	77%	69%	85%	46%	0%
	Core Content (n=63)	40%	70%	37%	6%	62%	41%	3%
	Art/Music (n=13)	31%	92%	15%	8%	77%	69%	8%
	ESOL/HILT (n=7)	29%	57%	14%	14%	57%	43%	14%
	SPED (n=17)	24%	53%	35%	24%	53%	47%	18%
	World Languages (n=13)	23%	62%	38%	23%	62%	38%	0%
	Administrator (n=10)	70%	80%	70%	30%	60%	70%	30%
Counselor (n=16)	63%	69%	63%	25%	19%	31%	25%	

Appendix D1

Table 33: When your child was identified as gifted, how involved were you in the identification process? (Parents)

Level at Time of Gifted Identification	Gifted Identification Area	How involved were you in the identification process?					
		I initiated the process and met resistance.	I initiated the process and school staff were responsive and helpful.	School staff initiated the process and I was fully involved.	School staff initiated the process and I was very involved.	I didn't know that my child had been identified.	I don't remember.
Elementary	Academic (n=780)	6%	15%	44%	31%	1%	2%
	Visual Art and/or Music (n=75)	5%	7%	40%	32%	11%	5%
	Both Academic and Art/Music (n=162)	3%	10%	48%	38%	1%	1%
	Total Elementary (n=1017)	6%	14%	44%	32%	2%	2%
Middle School	Academic (n=65)	3%	17%	29%	45%	3%	3%
	Visual Art and/or Music (n=8)	0%	13%	50%	38%	0%	0%
	Both Academic and Art/Music (n=8)	13%	0%	50%	38%	0%	0%
	Total Middle School (n=81)	4%	15%	33%	43%	2%	2%
High School	Academic (n=9)	0%	33%	22%	44%	0%	0%
	Visual Art and/or Music*	n/a	n/a	n/a	n/a	n/a	n/a
	Both Academic and Art/Music*	n/a	n/a	n/a	n/a	n/a	n/a
	Total High School (n=9)	0%	33%	22%	44%	0%	0%
Grade at Time of ID Unknown	Academic (n=79)	1%	9%	20%	44%	19%	6%
	Visual Art and/or Music (n=16)	0%	0%	13%	38%	31%	19%
	Both Academic and Art/Music (n=16)	6%	13%	31%	31%	13%	6%
	Total Grade Unknown (n=111)	2%	8%	21%	41%	20%	8%

\*No parents indicated that their child had been identified as gifted in these areas while in high school.

Table 34: Prior to receiving this survey, did you know in which areas your child was identified as gifted? (Parents)

Level at Time of Gifted Identification	Gifted Identification Area	% Yes
Elementary	Academic (n=780)	91%
	Visual Art and/or Music (n=75)	93%
	Both Academic and Art/Music (n=162)	86%
	Total Elementary (n=1017)	90%

<i>Level at Time of Gifted Identification</i>	<i>Gifted Identification Area</i>	<i>% Yes</i>
<i>Middle School</i>	Academic (n=66)	88%
	Visual Art and/or Music (n=8)	88%
	Both Academic and Art/Music (n=8)	88%
	Total Middle School (n=82)	88%
<i>High School</i>	Academic (n=9)	78%
	Visual Art and/or Music*	n/a
	Both Academic and Art/Music*	n/a
	Total High School (n=9)	78%
<i>Grade at Time of ID Unknown</i>	Academic (n=80)	61%
	Visual Art and/or Music (n=16)	75%
	Both Academic and Art/Music (n=16)	69%
	Total Grade Unknown (n=112)	64%

\*No parents indicated that their child had been identified as gifted in these areas while in high school.

## Attitudes and Beliefs

*Table 35: I challenge all students, so there is no need to plan anything different for gifted students. (Teachers by Type)*

<i>Level</i>	<i>Staff Type</i>	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>I don't know</i>
<i>Elementary</i>	Core Content (n=158)	4%	25%	30%	41%	0%
	Art/Music (n=29)	10%	48%	24%	17%	0%
	ESOL/HILT (n=14)	21%	29%	14%	36%	0%
	SPED (n=25)	8%	16%	28%	44%	4%
<i>Middle School</i>	Core Content (n=41)	7%	39%	29%	24%	0%
	Art/Music (n=9)	0%	33%	56%	11%	0%
	ESOL/HILT (n=8)	13%	13%	50%	25%	0%
	SPED (n=8)	25%	13%	38%	13%	13%
<i>High School</i>	World Languages (n=9)	11%	22%	33%	33%	0%
	Core Content (n=63)	8%	52%	27%	13%	0%
	Art/Music (n=13)	31%	8%	46%	15%	0%
	ESOL/HILT (n=6)	17%	17%	67%	0%	0%
	SPED (n=16)	6%	31%	31%	13%	19%
	World Languages (n=13)	15%	46%	31%	8%	0%

Appendix D1

Table 36: I challenge all students, so there is no need to plan anything different for gifted students. (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Non-Cluster/Non-Advanced Teacher (n=76)	3%	37%	25%	36%	0%
	Cluster/Advanced Teacher (n=86)	8%	26%	33%	34%	0%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	4%	29%	46%	21%	0%
	Cluster/Advanced Teacher (n=36)	8%	39%	25%	28%	0%
High School	Non-Cluster/Non-Advanced Teacher (n=34)	18%	38%	26%	18%	0%
	Cluster/Advanced Teacher (n=55)	9%	49%	33%	9%	0%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 37: Gifted students have different instructional needs and need targeted attention. (Teachers, Counselors, Administrators by Staff Type)

Level	Staff Type	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Core Content (n=158)	52%	42%	4%	2%	0%
	Art/Music (n=31)	39%	55%	3%	3%	0%
	ESOL/HILT (n=15)	67%	33%	0%	0%	0%
	SPED (n=25)	48%	40%	8%	0%	4%
	Administrator (n=34)	74%	26%	0%	0%	0%
	Counselor (n=13)	69%	31%	0%	0%	0%
Middle School	Core Content (n=42)	50%	48%	2%	0%	0%
	Art/Music (n=9)	22%	67%	11%	0%	0%
	ESOL/HILT (n=8)	38%	63%	0%	0%	0%
	SPED (n=8)	63%	38%	0%	0%	0%
	World Languages (n=9)	44%	56%	0%	0%	0%
	Administrator (n=7)	43%	29%	29%	0%	0%
High School	Counselor (n=13)	62%	31%	0%	8%	0%
	Core Content (n=62)	24%	61%	11%	2%	2%
	Art/Music (n=13)	46%	46%	8%	0%	0%
	ESOL/HILT (n=7)	29%	71%	0%	0%	0%
	SPED (n=16)	25%	38%	13%	6%	19%
	World Languages (n=12)	25%	50%	25%	0%	0%
	Administrator (n=10)	40%	60%	0%	0%	0%
	Counselor (n=16)	25%	38%	25%	6%	6%



Appendix D1

Table 38: Gifted students have different instructional needs and need targeted attention. (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Non-Cluster/Non-Advanced Teacher (n=76)	50%	45%	4%	1%	0%
	Cluster/Advanced Teacher (n=86)	49%	43%	5%	3%	0%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	46%	46%	8%	0%	0%
	Cluster/Advanced Teacher (n=37)	46%	54%	0%	0%	0%
High School	Non-Cluster/Non-Advanced Teacher (n=32)	31%	63%	3%	0%	3%
	Cluster/Advanced Teacher (n=55)	25%	55%	18%	2%	0%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 39: Gifted students elevate the discourse in class by providing a role model or a challenge to other students, which benefits all students. (Teachers, Counselors, Administrators by Staff Type)

Level	Staff Type	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Core Content (n=158)	41%	42%	13%	3%	1%
	Art/Music (n=31)	35%	45%	13%	0%	6%
	ESOL/HILT (n=15)	33%	60%	0%	7%	0%
	SPED (n=25)	32%	44%	20%	4%	0%
	Administrator (n=34)	47%	47%	3%	3%	0%
	Counselor	62%	31%	8%	0%	0%
Middle School	Core Content (n=42)	24%	69%	7%	0%	0%
	Art/Music (n=9)	22%	78%	0%	0%	0%
	ESOL/HILT (n=8)	0%	88%	13%	0%	0%
	SPED (n=8)	25%	50%	25%	0%	0%
	World Languages (n=9)	78%	11%	11%	0%	0%
	Administrator (n=7)	43%	43%	14%	0%	0%
High School	Counselor	62%	31%	8%	0%	0%
	Core Content (n=62)	15%	63%	15%	2%	6%
	Art/Music (n=13)	38%	54%	8%	0%	0%
	ESOL/HILT (n=7)	43%	43%	14%	0%	0%
	SPED (n=16)	19%	56%	0%	13%	13%
	World Languages (n=13)	31%	54%	15%	0%	0%
High School	Administrator (n=10)	20%	70%	10%	0%	0%
	Counselor	6%	56%	13%	6%	19%

Appendix D1

Table 40: Gifted students elevate the discourse in class by providing a role model or a challenge to other students, which benefits all students. (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Non-Cluster/Non-Advanced Teacher (n=76)	50%	45%	4%	1%	0%
	Cluster/Advanced Teacher (n=86)	49%	43%	5%	3%	0%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	46%	46%	8%	0%	0%
	Cluster/Advanced Teacher (n=37)	46%	54%	0%	0%	0%
High School	Non-Cluster/Non-Advanced Teacher (n=32)	31%	63%	3%	0%	3%
	Cluster/Advanced Teacher (n=55)	25%	55%	18%	2%	0%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 41: Acceleration placement options (i.e., grade skipping) are socially harmful for gifted students. (Teachers, Counselors, Administrators by Staff Type)

Level	Staff Type	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Core Content (n=157)	13%	39%	21%	12%	15%
	Art/Music (n=31)	0%	23%	16%	10%	52%
	ESOL/HILT (n=15)	33%	27%	27%	7%	7%
	SPED (n=25)	8%	28%	24%	12%	28%
	Administrator (n=34)	26%	26%	26%	12%	9%
	Counselor (n=13)	8%	15%	31%	38%	8%
Middle School	Core Content (n=42)	12%	29%	38%	7%	14%
	Art/Music (n=9)	22%	22%	33%	11%	11%
	ESOL/HILT (n=8)	13%	13%	38%	13%	25%
	SPED (n=8)	25%	25%	50%	0%	0%
	World Languages (n=9)	11%	11%	44%	33%	0%
	Administrator (n=7)	0%	29%	57%	14%	0%
High School	Counselor (n=13)	0%	62%	15%	0%	23%
	Core Content (n=63)	5%	19%	49%	11%	16%
	Art/Music (n=13)	8%	8%	38%	8%	38%
	ESOL/HILT (n=7)	14%	29%	14%	14%	29%
	SPED (n=16)	0%	19%	44%	19%	19%
	World Languages (n=13)	15%	15%	38%	23%	8%
	Administrator (n=10)	0%	50%	40%	0%	10%
	Counselor (n=16)	6%	31%	44%	6%	13%

Appendix D1

Table 42: Acceleration placement options (i.e., grade skipping) are socially harmful for gifted students. (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Non-Cluster/Non-Advanced Teacher (n=75)	9%	43%	15%	11%	23%
	Cluster/Advanced Teacher (n=88)	10%	32%	25%	14%	19%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	17%	29%	46%	0%	8%
	Cluster/Advanced Teacher (n=37)	11%	22%	32%	19%	16%
High School	Non-Cluster/Non-Advanced Teacher (n=34)	3%	15%	44%	18%	21%
	Cluster/Advanced Teacher (n=55)	9%	18%	47%	9%	16%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teacher.

Table 43: Students who have a disability cannot be gifted. (Teachers, Counselors, Administrators by Staff Type)

Level	Staff Type	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Core Content (n=158)	1%	0%	4%	95%	1%
	Art/Music (n=31)	0%	0%	0%	100%	0%
	ESOL/HILT (n=15)	0%	0%	13%	87%	0%
	SPED (n=25)	0%	0%	4%	96%	0%
	Administrator (n=34)	0%	0%	0%	97%	3%
	Counselor (n=13)	0%	0%	0%	100%	0%
Middle School	Core Content (n=42)	2%	0%	5%	93%	0%
	Art/Music (n=9)	0%	0%	11%	89%	0%
	ESOL/HILT (n=8)	0%	0%	0%	100%	0%
	SPED (n=8)	0%	0%	0%	100%	0%
	World Languages (n=9)	22%	0%	11%	67%	0%
	Administrator (n=7)	0%	0%	0%	100%	0%
High School	Counselor (n=13)	0%	0%	0%	100%	0%
	Core Content (n=62)	0%	0%	8%	92%	0%
	Art/Music (n=13)	0%	0%	8%	92%	0%
	ESOL/HILT (n=7)	0%	0%	0%	86%	14%
	SPED (n=16)	6%	0%	6%	88%	0%
	World Languages (n=13)	0%	8%	8%	85%	0%
	Administrator (n=10)	0%	0%	0%	100%	0%
	Counselor (n=16)	0%	0%	6%	94%	0%

Table 44: Students who have a disability cannot be gifted. (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Non-Cluster/Non-Advanced Teacher (n=76)	0%	0%	1%	97%	1%
	Cluster/Advanced Teacher (n=88)	0%	0%	3%	97%	0%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	0%	0%	8%	92%	0%
	Cluster/Advanced Teacher (n=37)	8%	0%	5%	86%	0%
High School	Non-Cluster/Non-Advanced Teacher (n=33)	0%	0%	12%	88%	0%
	Cluster/Advanced Teacher (n=56)	0%	2%	5%	93%	0%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 45: Ability grouping is not fair to all students. (Teachers, Counselors, Administrators by Staff Type)

Level	Staff Type	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Core Content (n=157)	8%	25%	41%	24%	2%
	Art/Music (n=31)	13%	26%	35%	19%	6%
	ESOL/HILT (n=15)	20%	27%	33%	13%	7%
	SPED (n=25)	24%	36%	28%	12%	0%
	Administrator (n=34)	18%	21%	41%	21%	0%
	Counselor (n=13)	0%	54%	38%	8%	0%
Middle School	Core Content (n=42)	5%	29%	43%	17%	7%
	Art/Music (n=9)	0%	33%	56%	11%	0%
	ESOL/HILT (n=8)	13%	13%	63%	13%	0%
	SPED (n=8)	13%	13%	75%	0%	0%
	World Languages (n=9)	22%	11%	56%	0%	11%
	Administrator (n=7)	0%	29%	29%	29%	14%
High School	Counselor (n=13)	8%	62%	8%	8%	15%
	Core Content (n=63)	2%	29%	46%	16%	8%
	Art/Music (n=13)	0%	38%	38%	8%	15%
	ESOL/HILT (n=6)	17%	33%	50%	0%	0%
	SPED (n=16)	13%	38%	13%	31%	6%
	World Languages (n=13)	15%	15%	54%	15%	0%
High School	Administrator (n=10)	30%	30%	40%	0%	0%
	Counselor (n=16)	6%	50%	38%	0%	6%

Table 46: Ability grouping is not fair to all students. (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Non-Cluster/Non-Advanced Teacher (n=76)	9%	24%	43%	18%	5%
	Cluster/Advanced Teacher (n=87)	6%	23%	41%	29%	1%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	8%	33%	38%	17%	4%
	Cluster/Advanced Teacher (n=37)	8%	22%	51%	11%	8%
High School	Non-Cluster/Non-Advanced Teacher (n=34)	3%	26%	50%	12%	9%
	Cluster/Advanced Teacher (n=55)	4%	29%	44%	16%	7%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teacher.

Table 47: All students should experience a year of academic growth over the course of a school year. (Teachers, Counselors, Administrators by Staff Type)

Level	Staff Type	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Core Content (n=156)	52%	28%	12%	6%	1%
	Art/Music (n=31)	45%	39%	3%	10%	3%
	ESOL/HILT (n=15)	27%	33%	33%	7%	0%
	SPED (n=25)	32%	36%	24%	4%	4%
	Administrator (n=34)	74%	24%	3%	0%	0%
	Counselor (n=13)	38%	31%	15%	8%	8%
Middle School	Core Content (n=41)	34%	37%	17%	7%	5%
	Art/Music (n=9)	44%	44%	0%	11%	0%
	ESOL/HILT (n=8)	25%	25%	25%	25%	0%
	SPED (n=8)	38%	38%	13%	13%	0%
	World Languages (n=9)	22%	44%	33%	0%	0%
	Administrator (n=7)	57%	29%	0%	14%	0%
High School	Counselor (n=13)	38%	38%	15%	8%	0%
	Core Content (n=63)	40%	29%	24%	5%	3%
	Art/Music (n=13)	54%	38%	8%	0%	0%
	ESOL/HILT (n=7)	29%	29%	0%	29%	14%
	SPED (n=16)	25%	38%	13%	13%	13%
	World Languages (n=13)	62%	8%	31%	0%	0%
	Administrator (n=10)	30%	30%	30%	0%	10%
	Counselor (n=16)	31%	50%	13%	0%	6%

Appendix D1

Table 48: All students should experience a year of academic growth over the course of a school year.  
(Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Non-Cluster/Non-Advanced Teacher (n=75)	49%	33%	11%	5%	1%
	Cluster/Advanced Teacher (n=88)	45%	31%	13%	9%	2%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	42%	42%	8%	4%	4%
	Cluster/Advanced Teacher (n=36)	31%	36%	22%	8%	3%
High School	Non-Cluster/Non-Advanced Teacher (n=34)	47%	21%	21%	6%	6%
	Cluster/Advanced Teacher (n=55)	44%	31%	24%	2%	0%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 49: Gifted students should have regular access to curriculum designed for advanced learners.  
(Teachers, Counselors, Administrators by Staff Type)

Level	Staff Type	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Core Content (n=158)	49%	46%	3%	0%	2%
	Art/Music (n=31)	48%	39%	6%	0%	6%
	ESOL/HILT (n=15)	53%	33%	13%	0%	0%
	SPED (n=25)	52%	44%	0%	0%	4%
	Administrator (n=34)	76%	24%	0%	0%	0%
	Counselor (n=13)	77%	8%	8%	0%	8%
Middle School	Core Content (n=42)	43%	55%	2%	0%	0%
	Art/Music (n=9)	44%	56%	0%	0%	0%
	ESOL/HILT (n=8)	50%	50%	0%	0%	0%
	SPED (n=8)	38%	50%	13%	0%	0%
	World Languages (n=9)	33%	56%	11%	0%	0%
	Administrator (n=7)	57%	29%	14%	0%	0%
High School	Counselor (n=13)	46%	38%	8%	8%	0%
	Core Content (n=62)	26%	60%	10%	2%	3%
	Art/Music (n=13)	31%	62%	0%	0%	8%
	ESOL/HILT (n=7)	43%	43%	0%	0%	14%
	SPED (n=16)	31%	44%	6%	0%	19%
	World Languages (n=13)	54%	38%	8%	0%	0%
	Administrator (n=9)	56%	44%	0%	0%	0%
Counselor (n=16)	31%	56%	0%	0%	13%	

Appendix D1

Table 50: Gifted students should have regular access to curriculum designed for advanced learners. (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Non-Cluster/Non-Advanced Teacher (n=76)	50%	42%	5%	0%	3%
	Cluster/Advanced Teacher (n=88)	49%	47%	2%	0%	2%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	29%	67%	4%	0%	0%
	Cluster/Advanced Teacher (n=37)	51%	46%	3%	0%	0%
High School	Non-Cluster/Non-Advanced Teacher (n=33)	27%	61%	6%	0%	6%
	Cluster/Advanced Teacher (n=55)	33%	55%	9%	2%	2%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 51: I expect my gifted students to produce more in-depth work than my other students. (Teachers by Type)

Level	Staff Type	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Core Content (n=158)	42%	47%	7%	3%	2%
	Art/Music (n=31)	39%	48%	6%	6%	0%
	ESOL/HILT (n=15)	27%	33%	27%	0%	13%
	SPED (n=25)	32%	44%	12%	0%	12%
Middle School	Core Content (n=41)	37%	56%	5%	0%	2%
	Art/Music (n=9)	22%	67%	0%	0%	11%
	ESOL/HILT (n=7)	29%	57%	0%	0%	14%
	SPED (n=8)	50%	38%	0%	0%	13%
High School	World Languages (n=9)	44%	44%	11%	0%	0%
	Core Content (n=62)	18%	58%	19%	3%	2%
	Art/Music (n=13)	23%	62%	8%	0%	8%
	ESOL/HILT (n=7)	71%	29%	0%	0%	0%
	SPED (n=16)	13%	44%	25%	6%	13%
	World Languages (n=13)	38%	38%	15%	8%	0%

Table 52: I expect my gifted students to produce more in-depth work than my other students. (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Non-Cluster/Non-Advanced Teacher (n=76)	38%	47%	9%	4%	1%
	Cluster/Advanced Teacher (n=88)	47%	47%	2%	3%	1%
Middle School	Non-Cluster/Non-Advanced Teacher (n=23)	35%	52%	13%	0%	0%
	Cluster/Advanced Teacher (n=37)	35%	57%	3%	0%	5%
High School	Non-Cluster/Non-Advanced Teacher (n=34)	21%	62%	9%	3%	6%
	Cluster/Advanced Teacher (n=54)	22%	52%	22%	4%	0%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

## Strategies and Materials

Table 53: I have access to curriculum materials designed for gifted students. (Teachers by Type)

Level	Teacher Type	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Core Content (n=154)	16%	48%	16%	14%	6%
	Art/Music (n=31)	16%	48%	19%	10%	6%
	ESOL/HILT (n=15)	7%	40%	20%	27%	7%
	SPED (n=25)	24%	32%	20%	8%	16%
Middle School	Core Content (n=42)	10%	36%	26%	17%	12%
	Art/Music (n=9)	11%	44%	22%	22%	0%
	ESOL/HILT (n=7)	0%	29%	14%	43%	14%
	SPED (n=8)	0%	38%	13%	25%	25%
High School	World Languages (n=9)	22%	22%	11%	11%	33%
	Core Content (n=62)	16%	40%	24%	10%	10%
	Art/Music (n=13)	46%	38%	0%	8%	8%
	ESOL/HILT (n=7)	0%	29%	0%	29%	43%
	SPED (n=13)	8%	23%	15%	15%	38%
	World Languages (n=13)	15%	31%	31%	15%	8%



Appendix D1

Table 54: I have access to curriculum materials designed for gifted students. (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Non-Cluster/Non-Advanced Teacher (n=74)	7%	49%	19%	18%	8%
	Cluster/Advanced Teacher (n=87)	20%	51%	14%	11%	5%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	4%	50%	33%	8%	4%
	Cluster/Advanced Teacher (n=37)	16%	24%	19%	22%	19%
High School	Non-Cluster/Non-Advanced Teacher (n=33)	9%	33%	24%	21%	12%
	Cluster/Advanced Teacher (n=56)	29%	41%	20%	4%	7%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 55: I have a firm understanding of strategies to use with gifted students. (Teachers by Type)

Level	Teacher Type	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Core Content (n=155)	21%	50%	18%	8%	3%
	Art/Music (n=31)	32%	45%	23%	0%	0%
	ESOL/HILT (n=15)	13%	40%	33%	7%	7%
	SPED (n=25)	12%	24%	24%	16%	24%
Middle School	Core Content (n=42)	10%	74%	12%	5%	0%
	Art/Music (n=9)	22%	56%	22%	0%	0%
	ESOL/HILT (n=7)	0%	29%	29%	43%	0%
	SPED (n=8)	13%	25%	25%	25%	13%
High School	World Languages (n=9)	11%	33%	33%	11%	11%
	Core Content (n=62)	21%	40%	26%	10%	3%
	Art/Music (n=13)	54%	31%	8%	0%	8%
	ESOL/HILT (n=7)	14%	0%	57%	14%	14%
	SPED (n=13)	0%	31%	23%	31%	15%
	World Languages (n=13)	15%	46%	31%	8%	0%

Appendix D1

Table 56: I have a firm understanding of strategies to use with gifted students. (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Non-Cluster/Non-Advanced Teacher (n=75)	17%	51%	21%	7%	4%
	Cluster/Advanced Teacher (n=87)	28%	49%	16%	6%	1%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	8%	71%	13%	4%	4%
	Cluster/Advanced Teacher (n=37)	14%	62%	19%	5%	0%
High School	Non-Cluster/Non-Advanced Teacher (n=33)	9%	39%	27%	15%	9%
	Cluster/Advanced Teacher (n=55)	35%	40%	22%	4%	0%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 57: I am confident in my ability to meet the needs of my gifted students. (Teachers by Type)

Level	Teacher Type	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Core Content (n=154)	24%	50%	18%	5%	3%
	Art/Music (n=31)	39%	42%	13%	0%	6%
	ESOL/HILT (n=15)	20%	40%	20%	13%	7%
	SPED (n=25)	16%	32%	20%	12%	20%
Middle School	Core Content (n=42)	12%	62%	19%	2%	5%
	Art/Music (n=9)	22%	56%	11%	0%	11%
	ESOL/HILT (n=7)	0%	43%	14%	43%	0%
	SPED (n=8)	13%	50%	13%	25%	0%
High School	World Languages (n=9)	44%	33%	22%	0%	0%
	Core Content (n=63)	25%	51%	17%	2%	5%
	Art/Music (n=13)	46%	46%	8%	0%	0%
	ESOL/HILT (n=7)	14%	14%	43%	14%	14%
	SPED (n=14)	14%	29%	29%	14%	14%
	World Languages (n=13)	31%	54%	15%	0%	0%

Table 58: I am confident in my ability to meet the needs of my gifted students. (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Non-Cluster/Non-Advanced Teacher (n=75)	23%	51%	17%	4%	5%
	Cluster/Advanced Teacher (n=86)	30%	48%	16%	5%	1%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	13%	63%	25%	0%	0%
	Cluster/Advanced Teacher (n=37)	22%	54%	14%	3%	8%
High School	Non-Cluster/Non-Advanced Teacher (n=34)	12%	59%	21%	3%	6%
	Cluster/Advanced Teacher (n=55)	40%	45%	13%	0%	2%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

### Use of Strategies and Materials among Teachers who Teach Gifted Students

The following questions were asked only if a teacher indicated they teach students identified as gifted.

Table 59: I use curriculum materials designed for gifted students. (Teachers who teach gifted students, by type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never
Elementary	Core Content (n=108)	26%	26%	19%	3%	8%	18%
	Art/Music (n=29)	24%	21%	24%	0%	7%	24%
	ESOL/HILT (n=12)	0%	17%	8%	0%	8%	67%
	SPED (n=11)	9%	0%	18%	0%	0%	73%
Middle School	Core Content (n=35)	9%	26%	31%	11%	11%	11%
	Art/Music (n=9)	11%	0%	33%	33%	22%	0%
	ESOL/HILT*	*	*	*	*	*	*
	SPED (n=6)	0%	17%	0%	17%	0%	67%
High School	World Languages (n=8)	0%	38%	38%	0%	0%	25%
	Core Content (n=57)	21%	12%	19%	11%	12%	25%
	Art/Music (n=13)	62%	0%	0%	8%	8%	23%
	ESOL/HILT (n=5)	20%	0%	0%	0%	20%	60%
	SPED (n=10)	0%	0%	0%	20%	20%	60%
	World Languages (n=12)	33%	8%	17%	17%	8%	17%

\*fewer than 5 responses; responses omitted

Appendix D1

Table 60: I use curriculum materials designed for gifted students. (Classroom Teachers who teach gifted students, by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never
Elementary	Non-Cluster/Non-Advanced Teacher (n=35)	17%	17%	17%	3%	14%	31%
	Cluster/Advanced Teacher (n=85)	26%	33%	24%	2%	6%	9%
Middle School	Non-Cluster/Non-Advanced Teacher (n=19)	5%	21%	47%	11%	11%	5%
	Cluster/Advanced Teacher (n=34)	9%	26%	24%	15%	12%	15%
High School	Non-Cluster/Non-Advanced Teacher (n=29)	7%	3%	10%	17%	21%	41%
	Cluster/Advanced Teacher (n=53)	42%	13%	19%	8%	6%	13%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 61: I use strategies for gifted students. (Teachers who teach gifted students, by type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never
Elementary	Core Content (n=108)	50%	28%	11%	4%	3%	5%
	Art/Music (n=29)	34%	48%	10%	0%	0%	7%
	ESOL/HILT (n=12)	25%	8%	0%	8%	8%	50%
	SPED (n=11)	18%	9%	0%	0%	0%	73%
Middle School	Core Content (n=37)	27%	46%	19%	3%	3%	3%
	Art/Music (n=9)	44%	22%	33%	0%	0%	0%
	ESOL/HILT*	*	*	*	*	*	*
	SPED (n=6)	17%	17%	0%	17%	17%	33%
High School	World Languages (n=8)	38%	25%	25%	13%	0%	0%
	Core Content (n=58)	33%	24%	12%	14%	5%	12%
	Art/Music (n=13)	69%	8%	8%	8%	8%	0%
	ESOL/HILT (n=5)	20%	20%	0%	20%	0%	40%
	SPED (n=10)	0%	10%	10%	20%	10%	50%
	World Languages (n=12)	33%	17%	17%	17%	17%	0%

\*fewer than 5 responses; responses omitted

Appendix D1

Table 62: I use strategies for gifted students. (Classroom Teachers who teach gifted students, by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never
Elementary	Non-Cluster/Non-Advanced Teacher (n=36)	39%	33%	11%	6%	3%	8%
	Cluster/Advanced Teacher (n=85)	46%	38%	13%	1%	1%	1%
Middle School	Non-Cluster/Non-Advanced Teacher (n=20)	25%	35%	25%	5%	5%	5%
	Cluster/Advanced Teacher (n=35)	34%	43%	20%	3%	0%	0%
High School	Non-Cluster/Non-Advanced Teacher (n=30)	13%	13%	17%	23%	17%	17%
	Cluster/Advanced Teacher (n=53)	53%	25%	9%	8%	2%	4%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 63: I make specific plans to challenge my gifted students. (Teachers who teach gifted students, by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never
Elementary	Core Content (n=109)	51%	28%	8%	5%	1%	6%
	Art/Music (n=30)	30%	43%	17%	0%	3%	7%
	ESOL/HILT (n=12)	25%	8%	0%	8%	17%	42%
	SPED (n=11)	9%	18%	0%	0%	0%	73%
Middle School	Core Content (n=36)	31%	33%	31%	0%	6%	0%
	Art/Music (n=9)	11%	56%	22%	11%	0%	0%
	ESOL/HILT*	*	*	*	*	*	*
	SPED (n=6)	33%	0%	17%	17%	0%	33%
High School	World Languages (n=8)	25%	38%	25%	13%	0%	0%
	Core Content (n=58)	22%	19%	17%	21%	3%	17%
	Art/Music (n=13)	54%	31%	0%	8%	8%	0%
	ESOL/HILT (n=5)	40%	0%	20%	0%	0%	40%
	SPED (n=10)	0%	10%	20%	10%	10%	50%
	World Languages (n=12)	25%	17%	33%	8%	17%	0%

\*fewer than 5 responses; responses omitted

Table 64: I make specific plans to challenge my gifted students. (Classroom Teachers who teach gifted students, by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never
Elementary	Non-Cluster/Non-Advanced Teacher (n=37)	32%	41%	11%	5%	0%	11%
	Cluster/Advanced Teacher (n=85)	52%	33%	11%	4%	1%	0%
Middle School	Non-Cluster/Non-Advanced Teacher (n=20)	20%	35%	35%	0%	10%	0%
	Cluster/Advanced Teacher (n=34)	29%	41%	24%	6%	0%	0%
High School	Non-Cluster/Non-Advanced Teacher (n=30)	10%	13%	17%	23%	13%	23%
	Cluster/Advanced Teacher (n=54)	39%	24%	17%	13%	2%	6%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

### Framework for Critical and Creative Thinking

The following tables address the question, “How often do you use the following strategies from the Framework for Critical and Creative Thinking to encourage creative and critical thinking in your classroom?”

Table 65: Analogies (Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Core Content (n=149)	6%	21%	17%	16%	13%	12%	15%
	Art/Music (n=30)	20%	27%	13%	3%	7%	7%	23%
	ESOL/HILT (n=15)	27%	13%	0%	20%	13%	13%	13%
	SPED (n=23)	17%	17%	4%	4%	0%	30%	26%
Middle School	Core Content (n=41)	7%	32%	20%	12%	12%	7%	10%
	Art/Music (n=9)	33%	33%	0%	22%	0%	11%	0%
	ESOL/HILT (n=7)	29%	43%	0%	14%	14%	0%	0%
	SPED (n=7)	14%	0%	14%	14%	43%	0%	14%
High School	World Languages (n=9)	33%	22%	33%	0%	0%	0%	11%
	Core Content (n=63)	30%	35%	10%	3%	6%	6%	10%
	Art/Music (n=13)	54%	31%	8%	0%	0%	8%	0%

Appendix D1

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
	ESOL/HILT (n=7)	29%	14%	57%	0%	0%	0%	0%
	SPED (n=14)	29%	14%	21%	7%	7%	7%	14%
	World Languages (n=13)	38%	31%	23%	0%	8%	0%	0%

Table 66: Analogies (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Non-Cluster/Non-Advanced Teacher (n=72)	7%	25%	21%	13%	11%	8%	15%
	Cluster/Advanced Teacher (n=86)	9%	20%	13%	15%	13%	10%	20%
Middle School	Non-Cluster/Non-Advanced Teacher (n=23)	4%	39%	13%	22%	9%	4%	9%
	Cluster/Advanced Teacher (n=37)	22%	24%	24%	5%	8%	8%	8%
High School	Non-Cluster/Non-Advanced Teacher (n=34)	35%	29%	12%	3%	6%	9%	6%
	Cluster/Advanced Teacher (n=55)	35%	36%	11%	2%	5%	4%	7%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 67: Synectics (Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Core Content (n=150)	1%	3%	8%	3%	1%	10%	73%
	Art/Music (n=30)	0%	10%	3%	3%	3%	7%	73%
	ESOL/HILT (n=15)	20%	13%	0%	0%	0%	27%	40%
	SPED (n=22)	0%	9%	0%	0%	0%	18%	73%
Middle School	Core Content (n=41)	0%	12%	2%	0%	5%	5%	76%
	Art/Music (n=9)	0%	11%	11%	11%	0%	11%	56%
	ESOL/HILT (n=8)	13%	0%	0%	0%	0%	13%	75%

Appendix D1

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
High School	SPED (n=8)	0%	13%	0%	0%	0%	13%	75%
	World Languages (n=9)	0%	0%	11%	0%	11%	0%	78%
	Core Content (n=59)	7%	7%	10%	3%	5%	2%	66%
	Art/Music (n=13)	8%	15%	8%	0%	0%	8%	62%
	ESOL/HILT (n=7)	0%	0%	14%	0%	0%	0%	86%
	SPED (n=14)	7%	14%	0%	7%	0%	7%	64%
	World Languages (n=13)	15%	8%	15%	0%	8%	8%	46%

Table 68: Synectics (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Non-Cluster/Non-Advanced Teacher (n=73)	0%	3%	5%	1%	3%	8%	79%
	Cluster/Advanced Teacher (n=86)	2%	3%	8%	3%	1%	7%	74%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	0%	8%	4%	4%	0%	0%	83%
	Cluster/Advanced Teacher (n=36)	0%	11%	6%	0%	8%	8%	67%
High School	Non-Cluster/Non-Advanced Teacher (n=32)	6%	3%	9%	0%	6%	3%	72%
	Cluster/Advanced Teacher (n=53)	9%	11%	11%	4%	4%	4%	57%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.



Table 69: Mind-mapping (Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Core Content (n=150)	1%	13%	21%	17%	16%	10%	21%
	Art/Music (n=30)	10%	3%	20%	10%	3%	13%	40%
	ESOL/HILT (n=15)	20%	27%	0%	13%	7%	13%	20%
	SPED (n=24)	8%	21%	8%	13%	0%	8%	42%
Middle School	Core Content (n=41)	2%	12%	22%	10%	17%	12%	24%
	Art/Music (n=9)	0%	0%	22%	11%	11%	22%	33%
	ESOL/HILT (n=7)	14%	14%	14%	0%	43%	0%	14%
	SPED (n=7)	0%	14%	29%	0%	14%	29%	14%
High School	World Languages (n=8)	0%	13%	25%	13%	0%	13%	38%
	Core Content (n=61)	2%	18%	25%	8%	7%	8%	33%
	Art/Music (n=13)	0%	8%	31%	8%	0%	15%	38%
	ESOL/HILT (n=6)	17%	33%	17%	17%	0%	0%	17%
	SPED (n=14)	0%	7%	21%	7%	21%	7%	36%
	World Languages (n=13)	15%	23%	23%	15%	8%	8%	8%

Table 70: Mind-mapping (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Non-Cluster/Non-Advanced Teacher (n=72)	1%	8%	19%	8%	15%	11%	36%
	Cluster/Advanced Teacher (n=86)	2%	15%	22%	22%	14%	6%	19%
Middle School	Non-Cluster/Non-Advanced Teacher (n=23)	0%	17%	9%	13%	22%	17%	22%
	Cluster/Advanced Teacher (n=36)	3%	6%	31%	11%	8%	11%	31%
High School	Non-Cluster/Non-Advanced Teacher (n=33)	0%	12%	27%	6%	9%	6%	39%
	Cluster/Advanced Teacher (n=54)	6%	20%	24%	11%	4%	11%	24%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 71: deBono's hats (Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Core Content (n=149)	1%	2%	8%	8%	15%	16%	50%
	Art/Music (n=30)	0%	3%	3%	3%	0%	10%	80%
	ESOL/HILT (n=14)	0%	14%	0%	0%	14%	21%	50%
	SPED (n=23)	0%	4%	4%	0%	0%	17%	74%
Middle School	Core Content (n=41)	0%	0%	2%	7%	15%	20%	56%
	Art/Music (n=9)	0%	0%	0%	11%	11%	22%	56%
	ESOL/HILT (n=8)	0%	0%	13%	0%	13%	13%	63%
	SPED (n=7)	0%	14%	0%	0%	0%	14%	71%
High School	World Languages (n=9)	0%	0%	0%	0%	0%	33%	67%
	Core Content (n=61)	2%	0%	3%	5%	10%	16%	64%
	Art/Music (n=13)	0%	0%	0%	0%	0%	31%	69%
	ESOL/HILT (n=7)	0%	0%	0%	0%	0%	0%	100%
	SPED (n=14)	0%	0%	0%	0%	14%	7%	79%
	World Languages (n=11)	0%	0%	9%	0%	18%	27%	45%

Table 72: deBono's hats (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Non-Cluster/Non-Advanced Teacher (n=72)	1%	1%	3%	6%	10%	13%	67%
	Cluster/Advanced Teacher (n=85)	0%	1%	12%	9%	15%	12%	51%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	0%	0%	0%	8%	17%	17%	58%
	Cluster/Advanced Teacher (n=36)	0%	0%	3%	6%	11%	25%	56%
High School	Non-Cluster/Non-Advanced Teacher (n=33)	0%	0%	0%	0%	6%	12%	82%
	Cluster/Advanced Teacher (n=52)	2%	0%	6%	6%	12%	25%	50%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 73: Socratic seminar (Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Core Content (n=147)	3%	5%	7%	6%	14%	32%	33%
	Art/Music (n=29)	7%	7%	3%	3%	7%	24%	48%
	ESOL/HILT (n=15)	7%	20%	0%	7%	13%	20%	33%
	SPED (n=23)	0%	9%	4%	4%	4%	22%	57%
Middle School	Core Content (n=41)	0%	0%	17%	22%	29%	27%	5%
	Art/Music (n=8)	0%	0%	25%	13%	25%	25%	13%
	ESOL/HILT (n=7)	0%	14%	0%	29%	14%	43%	0%
	SPED (n=8)	0%	0%	0%	50%	0%	38%	13%
High School	World Languages (n=9)	0%	11%	0%	22%	22%	22%	22%
	Core Content (n=61)	3%	5%	23%	15%	21%	18%	15%
	Art/Music (n=13)	15%	8%	15%	15%	0%	38%	8%
	ESOL/HILT (n=7)	0%	29%	14%	29%	14%	0%	14%
	SPED (n=15)	13%	0%	7%	7%	40%	13%	20%
	World Languages (n=13)	0%	23%	23%	0%	23%	8%	23%

Table 74: Socratic seminar (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Non-Cluster/Non-Advanced Teacher (n=70)	1%	1%	1%	4%	11%	30%	50%
	Cluster/Advanced Teacher (n=85)	2%	9%	11%	8%	16%	24%	29%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	0%	4%	4%	25%	29%	33%	4%
	Cluster/Advanced Teacher (n=35)	0%	0%	23%	17%	26%	20%	14%
High School	Non-Cluster/Non-Advanced Teacher (n=33)	3%	6%	18%	9%	24%	15%	24%
	Cluster/Advanced Teacher (n=54)	6%	9%	24%	15%	15%	22%	9%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 75: Structured academic controversy and/or debates (Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Core Content (n=150)	3%	5%	11%	8%	20%	33%	21%
	Art/Music (n=28)	7%	7%	7%	4%	18%	36%	21%
	ESOL/HILT (n=15)	13%	13%	7%	7%	7%	33%	20%
	SPED (n=23)	0%	22%	4%	4%	0%	39%	30%
Middle School	Core Content (n=41)	0%	5%	27%	20%	15%	17%	17%
	Art/Music (n=9)	0%	0%	0%	0%	56%	11%	33%
	ESOL/HILT (n=7)	0%	0%	29%	14%	14%	43%	0%
	SPED (n=7)	14%	14%	0%	0%	0%	57%	14%
High School	World Languages (n=9)	0%	11%	11%	11%	22%	44%	0%
	Core Content (n=63)	5%	13%	16%	14%	21%	21%	11%
	Art/Music (n=13)	0%	15%	8%	15%	15%	46%	0%
	ESOL/HILT (n=7)	0%	14%	29%	14%	14%	29%	0%
	SPED (n=14)	7%	7%	7%	14%	36%	7%	21%
	World Languages (n=13)	0%	31%	38%	15%	15%	0%	0%

Table 76: Structured academic controversy and/or debates (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Non-Cluster/Non-Advanced Teacher (n=70)	0%	4%	6%	10%	17%	39%	24%
	Cluster/Advanced Teacher (n=87)	3%	8%	15%	7%	23%	23%	21%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	0%	13%	21%	13%	25%	25%	4%
	Cluster/Advanced Teacher (n=36)	0%	0%	19%	17%	19%	17%	28%
High School	Non-Cluster/Non-Advanced Teacher (n=34)	6%	18%	9%	24%	15%	21%	9%
	Cluster/Advanced Teacher (n=55)	2%	15%	24%	9%	22%	22%	7%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 77: SCAMPER (Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, Reverse)  
(Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Core Content (n=150)	3%	5%	8%	13%	14%	14%	43%
	Art/Music (n=29)	10%	10%	0%	17%	7%	17%	38%
	ESOL/HILT (n=15)	7%	13%	0%	13%	13%	20%	33%
	SPED (n=23)	9%	4%	4%	4%	9%	22%	48%
Middle School	Core Content (n=42)	5%	10%	0%	0%	7%	12%	67%
	Art/Music (n=9)	0%	0%	0%	0%	22%	22%	56%
	ESOL/HILT (n=7)	14%	0%	14%	0%	0%	29%	43%
	SPED (n=8)	0%	25%	0%	0%	13%	13%	50%
High School	World Languages (n=9)	0%	0%	0%	11%	0%	33%	56%
	Core Content (n=60)	0%	5%	2%	13%	7%	10%	63%
	Art/Music (n=13)	8%	0%	0%	8%	0%	23%	62%
	ESOL/HILT (n=7)	0%	0%	14%	0%	0%	0%	86%
	SPED (n=14)	0%	7%	0%	0%	14%	14%	64%
	World Languages (n=10)	10%	40%	0%	0%	0%	10%	40%

Table 78: SCAMPER (Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, Reverse)  
(Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Non-Cluster/Non-Advanced Teacher (n=72)	3%	6%	3%	10%	14%	13%	53%
	Cluster/Advanced Teacher (n=85)	4%	6%	8%	20%	12%	15%	35%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	4%	13%	0%	0%	8%	17%	58%
	Cluster/Advanced Teacher (n=37)	3%	3%	0%	3%	8%	16%	68%
High School	Non-Cluster/Non-Advanced Teacher (n=31)	3%	3%	0%	6%	0%	10%	77%
	Cluster/Advanced Teacher (n=52)	2%	12%	2%	13%	8%	13%	50%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 79: Concept-based instruction (Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Core Content (n=144)	19%	16%	17%	12%	3%	10%	24%
	Art/Music (n=29)	34%	21%	14%	10%	0%	0%	21%
	ESOL/HILT (n=15)	40%	13%	7%	7%	13%	7%	13%
	SPED (n=24)	33%	8%	4%	4%	0%	13%	38%
Middle School	Core Content (n=40)	25%	23%	18%	3%	3%	3%	28%
	Art/Music (n=9)	33%	11%	11%	33%	11%	0%	0%
	ESOL/HILT (n=7)	14%	14%	14%	14%	14%	0%	29%
	SPED (n=8)	25%	25%	0%	0%	13%	13%	25%
High School	World Languages (n=9)	44%	0%	11%	0%	0%	0%	44%
	Core Content (n=62)	32%	19%	18%	2%	13%	0%	16%
	Art/Music (n=13)	69%	23%	0%	0%	0%	0%	8%
	ESOL/HILT (n=7)	43%	43%	0%	0%	0%	0%	14%
	SPED (n=12)	33%	0%	8%	0%	8%	8%	42%
	World Languages (n=13)	15%	46%	23%	8%	0%	0%	8%

Table 80: Concept-based instruction (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Non-Cluster/Non-Advanced Teacher (n=68)	21%	18%	16%	15%	3%	3%	25%
	Cluster/Advanced Teacher (n=84)	20%	18%	18%	11%	1%	8%	24%
Middle School	Non-Cluster/Non-Advanced Teacher (n=23)	30%	17%	17%	17%	0%	0%	17%
	Cluster/Advanced Teacher (n=36)	28%	17%	17%	0%	6%	3%	31%
High School	Non-Cluster/Non-Advanced Teacher (n=34)	26%	24%	15%	3%	12%	0%	21%
	Cluster/Advanced Teacher (n=54)	41%	24%	17%	2%	7%	0%	9%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 81: Habits of Mind (Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Core Content (n=147)	7%	5%	5%	3%	3%	10%	65%
	Art/Music (n=30)	20%	13%	0%	7%	0%	10%	50%
	ESOL/HILT (n=15)	20%	13%	0%	7%	0%	27%	33%
	SPED (n=23)	9%	9%	0%	4%	0%	13%	65%
Middle School	Core Content (n=41)	5%	10%	7%	7%	5%	5%	61%
	Art/Music (n=9)	22%	11%	11%	0%	0%	22%	33%
	ESOL/HILT (n=6)	0%	33%	17%	0%	0%	0%	50%
	SPED (n=8)	13%	13%	0%	0%	13%	13%	50%
High School	World Languages (n=9)	11%	11%	22%	11%	0%	11%	33%
	Core Content (n=61)	13%	15%	13%	5%	8%	5%	41%
	Art/Music (n=13)	54%	8%	0%	8%	0%	0%	31%
	ESOL/HILT (n=7)	14%	14%	14%	0%	0%	0%	57%
	SPED (n=14)	0%	7%	7%	0%	29%	0%	57%
	World Languages (n=13)	23%	23%	15%	0%	8%	0%	31%

Table 82: Habits of Mind (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Non-Cluster/Non-Advanced Teacher (n=69)	3%	3%	3%	4%	1%	6%	80%
	Cluster/Advanced Teacher (n=86)	13%	8%	3%	5%	5%	12%	55%
Middle School	Non-Cluster/Non-Advanced Teacher (n=23)	13%	13%	13%	9%	0%	0%	52%
	Cluster/Advanced Teacher (n=37)	5%	11%	8%	5%	5%	14%	51%
High School	Non-Cluster/Non-Advanced Teacher (n=33)	21%	9%	12%	3%	6%	3%	45%
	Cluster/Advanced Teacher (n=54)	20%	19%	11%	6%	7%	4%	33%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 83: RAFT (Role, Audience, Format, Topic) (Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Core Content (n=149)	1%	6%	7%	12%	10%	15%	49%
	Art/Music (n=28)	11%	0%	0%	0%	11%	18%	61%
	ESOL/HILT (n=15)	27%	7%	0%	0%	7%	13%	47%
	SPED (n=23)	0%	13%	9%	0%	4%	13%	61%
Middle School	Core Content (n=41)	5%	2%	20%	12%	10%	17%	34%
	Art/Music (n=9)	0%	11%	0%	22%	22%	11%	33%
	ESOL/HILT (n=8)	0%	0%	13%	13%	13%	13%	50%
	SPED (n=8)	0%	0%	13%	0%	0%	38%	50%
High School	World Languages (n=9)	0%	0%	11%	0%	11%	11%	67%
	Core Content (n=61)	0%	5%	8%	16%	10%	15%	46%
	Art/Music (n=13)	0%	0%	15%	0%	0%	15%	69%
	ESOL/HILT (n=7)	0%	29%	0%	0%	14%	0%	57%
	SPED (n=14)	0%	0%	14%	0%	0%	14%	71%
	World Languages (n=13)	8%	31%	15%	8%	0%	0%	38%

Table 84: RAFT (Role, Audience, Format, Topic) (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Non-Cluster/Non-Advanced Teacher (n=69)	1%	1%	4%	3%	13%	12%	65%
	Cluster/Advanced Teacher (n=86)	3%	5%	8%	16%	9%	15%	43%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	4%	4%	17%	13%	13%	13%	38%
	Cluster/Advanced Teacher (n=36)	3%	3%	14%	11%	11%	17%	42%
High School	Non-Cluster/Non-Advanced Teacher (n=33)	0%	0%	6%	12%	12%	9%	61%
	Cluster/Advanced Teacher (n=54)	2%	13%	13%	13%	4%	15%	41%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.



Table 85: PMI (Plus, Minus/Modify, Interesting) (Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Core Content (n=149)	1%	7%	10%	12%	7%	11%	52%
	Art/Music (n=29)	3%	3%	10%	3%	7%	10%	62%
	ESOL/HILT (n=15)	20%	7%	0%	13%	7%	7%	47%
	SPED (n=23)	0%	4%	9%	4%	4%	13%	65%
Middle School	Core Content (n=41)	5%	0%	15%	0%	2%	17%	61%
	Art/Music (n=9)	0%	0%	0%	11%	0%	11%	78%
	ESOL/HILT (n=8)	0%	0%	13%	0%	0%	25%	63%
	SPED (n=8)	0%	13%	13%	0%	0%	25%	50%
High School	World Languages (n=9)	0%	0%	0%	22%	0%	22%	56%
	Core Content (n=61)	3%	5%	2%	10%	10%	10%	61%
	Art/Music (n=13)	0%	0%	8%	8%	0%	8%	77%
	ESOL/HILT (n=7)	0%	14%	0%	0%	0%	0%	86%
	SPED (n=14)	0%	0%	7%	7%	0%	21%	64%
	World Languages (n=12)	17%	17%	0%	8%	0%	17%	42%

Table 86: PMI (Plus, Minus/Modify, Interesting) (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Non-Cluster/Non-Advanced Teacher (n=70)	1%	0%	10%	9%	6%	6%	69%
	Cluster/Advanced Teacher (n=86)	1%	9%	13%	14%	9%	12%	42%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	4%	0%	13%	0%	4%	17%	63%
	Cluster/Advanced Teacher (n=36)	3%	0%	8%	8%	0%	17%	64%
High School	Non-Cluster/Non-Advanced Teacher (n=33)	3%	0%	0%	6%	3%	12%	76%
	Cluster/Advanced Teacher (n=53)	6%	9%	4%	11%	9%	9%	51%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 87: FFOE (Fluency, Flexibility, Originality, Elaboration) (Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Core Content (n=148)	3%	3%	7%	7%	2%	15%	62%
	Art/Music (n=28)	7%	7%	4%	0%	4%	14%	64%
	ESOL/HILT (n=15)	27%	7%	0%	13%	7%	7%	40%
	SPED (n=23)	4%	4%	9%	0%	0%	13%	70%
Middle School	Core Content (n=41)	2%	2%	0%	5%	0%	15%	76%
	Art/Music (n=9)	0%	0%	22%	0%	0%	11%	67%
	ESOL/HILT (n=8)	13%	13%	0%	0%	0%	13%	63%
	SPED (n=7)	0%	0%	0%	14%	0%	29%	57%
High School	World Languages (n=9)	22%	0%	0%	0%	0%	22%	56%
	Core Content (n=61)	2%	3%	3%	3%	7%	11%	70%
	Art/Music (n=13)	8%	0%	0%	15%	0%	15%	62%
	ESOL/HILT (n=7)	14%	14%	0%	0%	0%	0%	71%
	SPED (n=14)	0%	0%	7%	0%	14%	14%	64%
	World Languages (n=13)	15%	46%	8%	0%	0%	8%	23%

Table 88: FFOE (Fluency, Flexibility, Originality, Elaboration) (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Non-Cluster/Non-Advanced Teacher (n=69)	3%	0%	3%	9%	1%	9%	75%
	Cluster/Advanced Teacher (n=86)	3%	6%	10%	6%	3%	17%	53%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	4%	4%	4%	4%	0%	13%	71%
	Cluster/Advanced Teacher (n=36)	6%	0%	3%	3%	0%	17%	72%
High School	Non-Cluster/Non-Advanced Teacher (n=33)	3%	3%	3%	6%	3%	12%	70%
	Cluster/Advanced Teacher (n=54)	6%	13%	4%	4%	6%	11%	57%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 89: QFT (Question formulation technique) (Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Core Content (n=148)	4%	6%	5%	5%	1%	14%	65%
	Art/Music (n=29)	14%	14%	14%	0%	7%	7%	45%
	ESOL/HILT (n=15)	20%	13%	7%	7%	7%	7%	40%
	SPED (n=24)	8%	17%	4%	4%	0%	8%	58%
Middle School	Core Content (n=41)	10%	5%	10%	17%	2%	10%	46%
	Art/Music (n=9)	11%	0%	11%	0%	0%	11%	67%
	ESOL/HILT (n=8)	13%	0%	0%	0%	0%	25%	63%
	SPED (n=8)	13%	0%	0%	0%	13%	25%	50%
High School	World Languages (n=9)	22%	0%	33%	0%	0%	11%	33%
	Core Content (n=61)	7%	11%	13%	3%	8%	5%	52%
	Art/Music (n=13)	23%	0%	15%	0%	8%	15%	38%
	ESOL/HILT (n=6)	0%	17%	0%	0%	0%	0%	83%
	SPED (n=14)	0%	0%	36%	0%	7%	7%	50%
	World Languages (n=13)	23%	38%	8%	0%	8%	0%	23%

Table 90: QFT (Question formulation technique) (Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this strategy
Elementary	Non-Cluster/Non-Advanced Teacher (n=70)	4%	3%	7%	6%	0%	9%	71%
	Cluster/Advanced Teacher (n=84)	5%	12%	5%	4%	5%	13%	57%
Middle School	Non-Cluster/Non-Advanced Teacher (n=24)	17%	4%	17%	13%	0%	8%	42%
	Cluster/Advanced Teacher (n=36)	8%	3%	11%	11%	3%	11%	53%
High School	Non-Cluster/Non-Advanced Teacher (n=34)	15%	6%	15%	0%	6%	3%	56%
	Cluster/Advanced Teacher (n=53)	9%	19%	11%	4%	9%	8%	40%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

### Use of Curriculum Resources

The following tables address the question, “How often do you use the following curricular resources as a way to challenge and engage students in your classroom?” In this series of questions, respondents had two “not applicable” options:

- N/A - I am not familiar with this curricular resource
- N/A - This is not relevant to my content area.

**Responses of “N/A - This is not relevant to my content area” were removed from totals in order to calculate percentages. This is why the numbers in these tables do not align with the previous set of tables.**

*Table 91: Project Clarion Science Units (K-4) (Elementary Teachers by Type)*

Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Core Content (n=104)	0%	1%	1%	0%	1%	14%	83%
Art/Music (n=9)	0%	0%	0%	0%	0%	33%	67%
ESOL/HILT (n=5)	0%	20%	0%	0%	0%	20%	60%
SPED (n=11)	0%	9%	0%	0%	0%	0%	91%

*Table 92: Project Clarion Science Units (K-4) (Elementary Classroom Teachers by Cluster/Advanced)*

Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Non-Cluster/Non-Advanced Teacher (n=56)	0%	0%	2%	0%	2%	11%	86%
Cluster/Advanced Teacher (n=50)	0%	2%	0%	0%	0%	20%	78%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

*Table 93: Project M2: Mentoring Young Mathematicians (Elementary Teachers by Type)*

Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Core Content (n=90)	1%	3%	4%	7%	10%	13%	61%
Art/Music (n=8)	0%	0%	0%	0%	0%	38%	63%
ESOL/HILT (n=5)	0%	20%	0%	0%	0%	20%	60%
SPED (n=15)	0%	13%	0%	0%	0%	0%	87%

Table 94: Project M2: Mentoring Young Mathematicians (Elementary Classroom Teachers by Cluster/Advanced)

Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Non-Cluster/Non-Advanced Teacher (n=53)	0%	0%	4%	6%	9%	11%	70%
Cluster/Advanced Teacher (n=34)	0%	3%	3%	6%	9%	21%	59%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 95: Project M3: Mentoring Mathematical Minds (3-5) (Elementary Teachers by Type)

Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Core Content (n=99)	8%	7%	5%	8%	9%	12%	51%
Art/Music (n=8)	0%	0%	0%	0%	0%	38%	63%
ESOL/HILT*	*	*	*	*	*	*	*
SPED (n=13)	0%	0%	0%	0%	0%	0%	100%

\*fewer than 5 responses; responses omitted

Table 96: Project M3: Mentoring Mathematical Minds (3-5) (Elementary Classroom Teachers by Cluster/Advanced)

Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Non-Cluster/Non-Advanced Teacher (n=42)	0%	0%	0%	7%	7%	12%	74%
Cluster/Advanced Teacher (n=54)	11%	9%	9%	6%	9%	17%	39%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Appendix D1

Table 97: Jacob’s Ladder Critical Reading Comprehension (K-8) (Elementary and Middle School Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Elementary	Core Content (n=139)	1%	9%	9%	7%	14%	14%	45%
	Art/Music (n=7)	0%	0%	0%	0%	0%	29%	71%
	ESOL/HILT (n=8)	13%	0%	0%	0%	0%	38%	50%
	SPED (n=18)	0%	11%	0%	0%	6%	0%	83%
Middle School	Core Content (n=26)	0%	0%	15%	8%	8%	19%	50%
	Art/Music*	*	*	*	*	*	*	*
	ESOL/HILT (n=6)	0%	0%	0%	0%	17%	0%	83%
	SPED*	*	*	*	*	*	*	*
	World Languages (n=5)	0%	0%	0%	0%	20%	20%	60%

\*fewer than 5; responses omitted

Table 98: Jacob’s Ladder Critical Reading Comprehension (K-8) (Elementary and Middle School Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Elementary	Non-Cluster/Non-Advanced Teacher (n=61)	0%	7%	7%	3%	8%	13%	62%
	Cluster/Advanced Teacher (n=67)	0%	12%	13%	10%	16%	12%	36%
Middle School	Non-Cluster/Non-Advanced Teacher (n=13)	0%	0%	23%	15%	0%	15%	46%
	Cluster/Advanced Teacher (n=21)	0%	0%	5%	0%	14%	24%	57%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 99: William and Mary Science (PBL) Units (2-8) (Elementary and Middle School Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Elementary	Core Content (n=91)	0%	4%	3%	2%	3%	16%	70%
	Art/Music (n=6)	0%	0%	0%	0%	0%	33%	67%
	ESOL/HILT (n=6)	0%	0%	17%	0%	0%	33%	50%
	SPED (n=16)	0%	6%	0%	0%	0%	0%	94%
Middle School	Core Content (n=16)	0%	6%	0%	0%	13%	19%	63%

Appendix D1

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
	Art/Music*	*	*	*	*	*	*	*
	ESOL/HILT*	*	*	*	*	*	*	*
	SPED*	*	*	*	*	*	*	*
	World Languages*	*	*	*	*	*	*	*

\*fewer than 5; responses omitted

Table 100: William and Mary Science (PBL) Units (2-8) (Elementary and Middle School Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Elementary	Non-Cluster/Non-Advanced Teacher (n=38)	0%	5%	3%	0%	0%	13%	79%
	Cluster/Advanced Teacher (n=52)	0%	4%	4%	4%	6%	17%	65%
Middle School	Non-Cluster/Non-Advanced Teacher (n=10)	0%	10%	0%	0%	10%	20%	60%
	Cluster/Advanced Teacher (n=10)	0%	0%	0%	0%	10%	20%	70%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 101: William and Mary Math Units (K-8) (Elementary and Middle School Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Elementary	Core Content (n=117)	0%	2%	3%	3%	2%	12%	79%
	Art/Music (n=6)	0%	0%	0%	0%	0%	33%	67%
	ESOL/HILT (n=6)	0%	17%	0%	0%	0%	33%	50%
	SPED (n=18)	0%	6%	0%	0%	0%	6%	89%
Middle School	Core Content (n=18)	0%	0%	0%	6%	0%	11%	83%
	Art/Music*	*	*	*	*	*	*	*
	ESOL/HILT*	*	*	*	*	*	*	*
	SPED*	*	*	*	*	*	*	*
	World Languages*	*	*	*	*	*	*	*

\*fewer than five; responses omitted

Appendix D1

Table 102: William and Mary Math Units (K-8) (Elementary and Middle School Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Elementary	Non-Cluster/Non-Advanced Teacher (n=56)	0%	2%	2%	0%	0%	11%	86%
	Cluster/Advanced Teacher (n=57)	0%	2%	2%	5%	2%	12%	77%
Middle School	Non-Cluster/Non-Advanced Teacher (n=9)	0%	0%	0%	11%	0%	11%	78%
	Cluster/Advanced Teacher (n=14)	0%	0%	0%	0%	0%	14%	86%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 103: Engaging with History in the Classroom (6-8) (Elementary and Middle School Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Elementary	Core Content (n=62)	3%	0%	2%	2%	0%	21%	73%
	Art/Music (n=9)	11%	0%	0%	0%	0%	22%	67%
	ESOL/HILT (n=5)	0%	20%	0%	0%	0%	20%	60%
	SPED (n=12)	0%	0%	0%	0%	0%	0%	100%
Middle School	Core Content (n=17)	6%	0%	12%	0%	0%	24%	59%
	Art/Music*	*	*	*	*	*	*	*
	ESOL/HILT*	*	*	*	*	*	*	*
	SPED*	*	*	*	*	*	*	*
	World Languages*	*	*	*	*	*	*	*

\*fewer than 5; responses omitted



Table 104: Engaging with History in the Classroom (6-8) (Elementary and Middle School Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Elementary	Non-Cluster/Non-Advanced Teacher (n=27)	0%	0%	0%	0%	0%	22%	78%
	Cluster/Advanced Teacher (n=38)	8%	0%	3%	3%	0%	16%	71%
Middle School	Non-Cluster/Non-Advanced Teacher (n=7)	0%	0%	14%	0%	0%	29%	57%
	Cluster/Advanced Teacher (n=17)	6%	0%	6%	6%	0%	18%	65%

Table 105: Schoolwide Enrichment Reading (3-8) (Elementary and Middle School Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Elementary	Core Content (n=99)	7%	10%	3%	0%	2%	10%	68%
	Art/Music (n=7)	0%	0%	14%	0%	0%	29%	57%
	ESOL/HILT (n=7)	14%	0%	14%	0%	0%	14%	57%
	SPED (n=16)	0%	0%	0%	0%	6%	6%	88%
Middle School	Core Content (n=27)	11%	11%	0%	0%	4%	11%	63%
	Art/Music*	*	*	*	*	*	*	*
	ESOL/HILT (n=6)	33%	0%	0%	0%	0%	0%	67%
	SPED*	*	*	*	*	*	*	*
	World Languages (n=5)	0%	20%	0%	20%	0%	0%	60%

\*fewer than 5; responses omitted

Table 106: Schoolwide Enrichment Reading (3-8) (Elementary and Middle School Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Elementary	Non-Cluster/Non-Advanced Teacher (n=34)	6%	6%	9%	0%	0%	15%	65%
	Cluster/Advanced Teacher (n=54)	9%	11%	2%	0%	4%	7%	67%

Appendix D1

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Middle School	Non-Cluster/Non-Advanced Teacher (n=14)	7%	14%	0%	0%	0%	14%	64%
	Cluster/Advanced Teacher (n=22)	9%	9%	5%	5%	5%	9%	59%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 107: William and Mary Language Arts Units (K-12) (Elementary, Middle School, and High School Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Elementary	Core Content (n=130)	0%	1%	4%	2%	9%	10%	74%
	Art/Music (n=8)	0%	0%	0%	0%	0%	25%	75%
	ESOL/HILT (n=7)	0%	0%	14%	0%	0%	14%	71%
	SPED (n=18)	0%	6%	0%	0%	0%	11%	83%
Middle School	Core Content (n=20)	0%	0%	10%	0%	10%	30%	50%
	Art/Music*	*	*	*	*	*	*	*
	ESOL/HILT (n=6)	0%	0%	0%	0%	0%	0%	100%
High School	SPED*	*	*	*	*	*	*	*
	World Languages (n=5)	0%	0%	0%	0%	0%	0%	100%
	Core Content (n=38)	0%	0%	0%	0%	3%	29%	68%
	Art/Music*	*	*	*	*	*	*	*
	ESOL/HILT*	*	*	*	*	*	*	*
High School	SPED (n=7)	0%	0%	0%	0%	14%	0%	86%
	World Languages (n=9)	0%	0%	11%	0%	11%	22%	56%

\*fewer than 5; responses omitted

Table 108: William and Mary Language Arts Units (K-12) (Elementary, Middle School, and High School Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Elementary	Non-Cluster/Non-Advanced Teacher (n=59)	0%	2%	0%	0%	3%	8%	86%
	Cluster/Advanced Teacher (n=61)	0%	0%	8%	3%	16%	10%	62%

Appendix D1

<i>Level</i>	<i>Cluster or Advanced Teacher*</i>	<i>Daily</i>	<i>Once a Week</i>	<i>Once a Month</i>	<i>Four Times a Year</i>	<i>Once or Twice a Year</i>	<i>Never</i>	<i>N/A - I am not familiar with this curricular resource</i>
<i>Middle School</i>	Non-Cluster/Non-Advanced Teacher (n=9)	0%	0%	11%	0%	0%	33%	56%
	Cluster/Advanced Teacher (n=18)	0%	0%	6%	0%	11%	22%	61%
<i>High School</i>	Non-Cluster/Non-Advanced Teacher (n=17)	0%	0%	0%	0%	0%	29%	71%
	Cluster/Advanced Teacher (n=32)	0%	0%	3%	0%	6%	28%	63%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 109: Navigator Novel Guides (1-12) (Elementary, Middle School, and High School Teachers by Type)

<i>Level</i>	<i>Teacher Type</i>	<i>Daily</i>	<i>Once a Week</i>	<i>Once a Month</i>	<i>Four Times a Year</i>	<i>Once or Twice a Year</i>	<i>Never</i>	<i>N/A - I am not familiar with this curricular resource</i>
<i>Elementary</i>	Core Content (n=119)	0%	2%	3%	3%	8%	14%	71%
	Art/Music (n=8)	0%	13%	0%	0%	0%	25%	63%
	ESOL/HILT (n=7)	0%	0%	14%	0%	0%	14%	71%
	SPED (n=17)	0%	6%	0%	0%	0%	6%	88%
<i>Middle School</i>	Core Content (n=20)	0%	0%	0%	0%	5%	35%	60%
	Art/Music*	*	*	*	*	*	*	*
	ESOL/HILT (n=6)	0%	0%	0%	0%	0%	0%	100%
	SPED*							
<i>High School</i>	World Languages (n=5)	0%	0%	0%	0%	0%	0%	100%
	Core Content (n=37)	0%	0%	0%	0%	3%	22%	76%
	Art/Music*	*	*	*	*	*	*	*
	ESOL/HILT*	*	*	*	*	*	*	*
	SPED (n=7)	0%	0%	0%	0%	14%	0%	86%
	World Languages (n=9)	0%	11%	0%	0%	22%	22%	44%

\*fewer than 5; responses omitted

Appendix D1

Table 110: Navigator Novel Guides (1-12) (Elementary, Middle School, and High School Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Elementary	Non-Cluster/Non-Advanced Teacher (n=49)	0%	0%	0%	0%	4%	14%	82%
	Cluster/Advanced Teacher (n=60)	0%	3%	7%	5%	12%	12%	62%
Middle School	Non-Cluster/Non-Advanced Teacher (n=10)	0%	0%	0%	0%	10%	30%	60%
	Cluster/Advanced Teacher (n=16)	0%	0%	0%	0%	0%	31%	69%
High School	Non-Cluster/Non-Advanced Teacher (n=17)	0%	0%	0%	0%	12%	24%	65%
	Cluster/Advanced Teacher (n=31)	0%	3%	0%	0%	3%	23%	71%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 111: William and Mary Social Studies Units (2-10) (Elementary, Middle School, and High School Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Elementary	Core Content (n=98)	0%	0%	1%	3%	2%	12%	82%
	Art/Music (n=7)	0%	0%	0%	0%	0%	29%	71%
	ESOL/HILT (n=6)	0%	0%	17%	0%	0%	17%	67%
Middle School	SPED (n=15)	0%	7%	0%	0%	0%	0%	93%
	Core Content (n=17)	0%	0%	0%	6%	0%	24%	71%
	Art/Music*	*	*	*	*	*	*	*
	ESOL/HILT*	*	*	*	*	*	*	*
High School	SPED*	*	*	*	*	*	*	*
	World Languages*	*	*	*	*	*	*	*
	Core Content (n=30)	0%	0%	0%	0%	0%	30%	70%
	Art/Music*	*	*	*	*	*	*	*
	ESOL/HILT*	*	*	*	*	*	*	*
High School	SPED (n=7)	0%	0%	0%	0%	14%	0%	86%
	World Languages (n=8)	0%	0%	0%	0%	13%	25%	63%

\*fewer than 5, responses omitted

Appendix D1

Table 112: William and Mary Social Studies Units (2-10) (Elementary, Middle School, and High School Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Elementary	Non-Cluster/Non-Advanced Teacher (n=37)	0%	0%	0%	0%	0%	14%	86%
	Cluster/Advanced Teacher (n=58)	0%	0%	2%	3%	3%	12%	79%
Middle School	Non-Cluster/Non-Advanced Teacher (n=6)	0%	0%	0%	0%	0%	33%	67%
	Cluster/Advanced Teacher (n=15)	0%	0%	0%	7%	0%	20%	73%
High School	Non-Cluster/Non-Advanced Teacher (n=16)	0%	0%	0%	0%	0%	31%	69%
	Cluster/Advanced Teacher (n=24)	0%	0%	0%	0%	4%	29%	67%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 113: Document Based Questions (Grades 4-12) (Elementary, Middle School, and High School Teachers by Type)

Level	Teacher Type	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Elementary	Core Content (n=90)	1%	2%	4%	6%	4%	12%	70%
	Art/Music (n=8)	0%	13%	0%	0%	0%	38%	50%
	ESOL/HILT (n=7)	0%	14%	0%	0%	0%	14%	71%
	SPED (n=13)	0%	0%	8%	0%	0%	8%	85%
Middle School	Core Content (n=30)	0%	3%	13%	17%	23%	3%	40%
	Art/Music*	*	*	*	*	*	*	*
	ESOL/HILT (n=6)	0%	0%	0%	0%	0%	0%	100%
	SPED*	0%	50%	0%	0%	0%	0%	50%
	World Languages*	*	*	*	*	*	*	*
High School	Core Content (n=42)	10%	17%	14%	5%	5%	19%	31%
	Art/Music*	*	*	*	*	*	*	*
	ESOL/HILT*	*	*	*	*	*	*	*
	SPED (n=9)	0%	11%	0%	22%	22%	0%	44%
	World Languages (n=11)	9%	18%	18%	9%	9%	18%	18%

\*fewer than 5; responses omitted

Table 114: Document Based Questions (Grades 4-12) (Elementary, Middle School, and High School Classroom Teachers by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Daily	Once a Week	Once a Month	Four Times a Year	Once or Twice a Year	Never	N/A - I am not familiar with this curricular resource
Elementary	Non-Cluster/Non-Advanced Teacher (n=32)	0%	0%	0%	3%	0%	19%	78%
	Cluster/Advanced Teacher (n=50)	0%	4%	6%	8%	8%	12%	62%
Middle School	Non-Cluster/Non-Advanced Teacher (n=15)	0%	7%	7%	20%	20%	7%	40%
	Cluster/Advanced Teacher (n=24)	0%	0%	13%	13%	17%	4%	54%
High School	Non-Cluster/Non-Advanced Teacher (n=20)	15%	5%	15%	0%	5%	20%	40%
	Cluster/Advanced Teacher (n=37)	8%	24%	14%	8%	5%	19%	22%

### Students' Educational Experience

Table 115: Does your classroom teacher/your child's classroom teacher encourage you/your child to explore topics that you/your child are particularly curious about or interested in? (Elementary Students, Parents)

Gifted Identification Area	Students				Parents			
	n	Yes	No	I don't know	n	Yes	No	I don't know
Academic	69	68%	22%	10%	482	66%	13%	21%
Visual Art and/or Music	7	100%	0%	0%	20	60%	15%	25%
Both Academic and Art/Music	20	85%	5%	10%	47	74%	9%	17%
Total Elementary	96	74%	17%	9%	549	67%	13%	21%

Table 116: Does your classroom teacher/your child's classroom teacher assign you/your child to work with and provide support to struggling students? (Elementary Students, Parents)

Gifted Identification Area	Students				Parents			
	n	Yes	No	I don't know	n	Yes	No	I don't know
Academic	69	38%	48%	14%	477	35%	16%	48%
Visual Art and/or Music	7	86%	14%	0%	19	42%	32%	26%
Both Academic and Art/Music	20	65%	15%	20%	46	43%	13%	43%
Total Elementary	96	47%	39%	15%	542	36%	17%	47%

Appendix D1

Table 117: How many of your teachers/your child's teachers encourage you/your child to explore topics that you/your child are particularly curious about or interested in? (Middle and High School Students, Parents)

Level	Gifted Identification Area	Students						Parents					
		n	All	Most	Some	None	I don't know	n	All	Most	Some	None	I don't know
Middle School	Academic	177	10%	37%	38%	12%	3%	284	9%	22%	42%	8%	19%
	Visual Art and/or Music	28	11%	54%	29%	7%	0%	42	17%	38%	29%	7%	10%
	Both Academic and Art/Music	49	16%	24%	43%	14%	2%	78	14%	33%	29%	9%	14%
	Total Middle School	254	11%	37%	38%	12%	2%	404	11%	26%	38%	8%	17%
High School	Academic	115	13%	37%	38%	8%	3%	179	7%	27%	36%	11%	18%
	Visual Art and/or Music	26	15%	38%	35%	4%	8%	34	6%	18%	38%	3%	35%
	Both Academic and Art/Music	29	10%	34%	48%	3%	3%	62	15%	23%	39%	11%	13%
	Total High School	170	13%	37%	39%	6%	4%	275	8%	25%	37%	10%	19%

Table 118: How many of your teachers/your child's teachers assign you/your child to work with and provide support to struggling students? (Middle and High School Students, Parents)

Level	Gifted Identification Area	Students						Parents					
		n	All	Most	Some	None	I don't know	n	All	Most	Some	None	I don't know
Middle School	Academic	176	10%	18%	31%	38%	3%	279	4%	7%	22%	28%	38%
	Visual Art and/or Music	27	15%	33%	37%	15%	0%	40	15%	10%	23%	20%	33%
	Both Academic and Art/Music	49	2%	27%	39%	31%	2%	78	6%	12%	24%	14%	44%
	Total Middle School	252	9%	21%	33%	34%	3%	397	6%	8%	22%	25%	39%
High School	Academic	115	7%	18%	37%	34%	4%	175	3%	11%	18%	37%	32%
	Visual Art and/or Music	26	8%	12%	38%	27%	15%	32	0%	6%	22%	22%	50%
	Both Academic and Art/Music	29	14%	7%	21%	52%	7%	61	3%	15%	30%	25%	28%
	Total High School	170	8%	15%	34%	36%	6%	268	3%	11%	21%	32%	33%

Table 119: How much of an impact does being identified as gifted have on the instruction that your child receives? (Parents)

Level	Gifted Identification Area	Strong positive impact	Moderate positive impact	No impact	Moderate negative impact	Strong negative impact	I don't know
Elementary	Academic (n=484)	24%	47%	15%	1%	0%	13%
	Visual Art and/or Music (n=20)	40%	10%	40%	0%	0%	10%
	Both Academic and Art/Music (n=48)	29%	58%	6%	0%	2%	4%
	Total Elementary (n=552)	25%	46%	15%	1%	0%	13%
Middle School	Academic (n=287)	11%	34%	39%	1%	0%	14%
	Visual Art and/or Music (n=45)	22%	24%	47%	0%	0%	7%
	Both Academic and Art/Music (n=78)	23%	29%	36%	1%	0%	10%
	Total Middle School (n=410)	14%	32%	40%	1%	0%	13%
High School	Academic (n=180)	8%	14%	57%	0%	0%	21%
	Visual Art and/or Music (n=34)	6%	12%	62%	0%	3%	18%
	Both Academic and Art/Music (n=62)	3%	21%	63%	0%	0%	13%
	Total High School (n=276)	7%	15%	59%	0%	0%	18%

Table 120: How much of an impact does being identified as gifted have on your child's social wellbeing? (Parents)

Level	Gifted Identification Area	Strong positive impact	Moderate positive impact	No impact	Moderate negative impact	Strong negative impact	I don't know
Elementary	Academic (n=479)	23%	32%	35%	2%	0%	10%
	Visual Art and/or Music (n=20)	35%	5%	50%	0%	0%	10%
	Both Academic and Art/Music (n=48)	19%	44%	33%	0%	2%	2%
	Total Elementary (n=547)	23%	32%	35%	1%	0%	9%
Middle School	Academic (n=286)	16%	26%	47%	1%	0%	10%
	Visual Art and/or Music (n=45)	29%	18%	44%	0%	0%	9%



Appendix D1

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Strong positive impact</i>	<i>Moderate positive impact</i>	<i>No impact</i>	<i>Moderate negative impact</i>	<i>Strong negative impact</i>	<i>I don't know</i>
<i>High School</i>	Both Academic and Art/Music (n=78)	18%	35%	35%	3%	0%	10%
	Total Middle School (n=409)	18%	27%	44%	1%	0%	10%
	Academic (n=179)	10%	15%	58%	2%	0%	15%
	Visual Art and/or Music (n=33)	0%	24%	52%	0%	3%	21%
	Both Academic and Art/Music (n=61)	3%	31%	56%	0%	0%	10%
	Total High School (n=273)	7%	19%	57%	1%	0%	15%

Services Received as a Result of Being Identified as Gifted

The following tables address the question, “What services do you/your child receive as a result of being identified as gifted?” Percentages represent the percentage of respondents indicating that they or their child receives the referenced service.

*Table 121: My teachers/my child's teachers provide tailored instruction for me/for him/her. (Students, Parents)*

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Students</i>		<i>Parents</i>	
		<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
<i>Elementary</i>	Academic	71	24%	485	37%
	Visual Art and/or Music	7	43%	20	20%
	Both Academic and Art/Music	21	29%	48	38%
	Total Elementary	99	26%	553	37%
<i>Middle School</i>	Academic	176	10%	284	11%
	Visual Art and/or Music	27	4%	46	7%
	Both Academic and Art/Music	48	13%	78	18%
	Total Middle School	251	10%	408	12%
<i>High School</i>	Academic	110	2%	179	3%
	Visual Art and/or Music	25	0%	34	0%
	Both Academic and Art/Music	29	0%	62	6%
	Total High School	164	1%	275	4%

Appendix D1

Table 122: The RTG works with me/my child as part of a small group in my/his/her classroom. (Students, Parents)

Level	Gifted Identification Area	Students		Parents	
		n	%	n	%
Elementary	Academic	71	54%	485	49%
	Visual Art and/or Music	7	29%	20	20%
	Both Academic and Art/Music	21	76%	48	60%
	Total Elementary	99	57%	553	49%
Middle School	Academic	176	12%	284	8%
	Visual Art and/or Music	27	7%	46	0%
	Both Academic and Art/Music	48	15%	78	12%
	Total Middle School	251	12%	408	8%
High School	Academic	110	1%	179	1%
	Visual Art and/or Music	25	8%	34	3%
	Both Academic and Art/Music	29	0%	62	3%
	Total High School	164	2%	275	2%

Table 123: The RTG works with me/my child individually. (Students, Parents)

Level	Gifted Identification Area	Students		Parents	
		n	%	n	%
Elementary	Academic	71	3%	485	4%
	Visual Art and/or Music	7	0%	20	5%
	Both Academic and Art/Music	21	0%	48	2%
	Total Elementary	99	2%	553	4%
Middle School	Academic	176	1%	284	2%
	Visual Art and/or Music	27	4%	46	0%
	Both Academic and Art/Music	48	4%	78	5%
	Total Middle School	251	2%	408	2%
High School	Academic	110	2%	179	2%
	Visual Art and/or Music	25	0%	34	0%
	Both Academic and Art/Music	29	0%	62	3%
	Total High School	164	1%	275	2%

Table 124: The RTG works with me/my child in a weekly pullout group. (Students, Parents)

Level	Gifted Identification Area	Students		Parents	
		n	%	n	%
Elementary	Academic	71	44%	485	33%
	Visual Art and/or Music	7	29%	20	5%
	Both Academic and Art/Music	21	33%	48	42%
	Total Elementary	99	40%	553	33%

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Students</i>		<i>Parents</i>	
		<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
<i>Middle School</i>	Academic	176	11%	284	6%
	Visual Art and/or Music	27	4%	46	0%
	Both Academic and Art/Music	48	19%	78	10%
	Total Middle School	251	12%	408	6%
<i>High School</i>	Academic	110	0%	179	0%
	Visual Art and/or Music	25	0%	34	0%
	Both Academic and Art/Music	29	0%	62	0%
	Total High School	164	0%	275	0%

*Table 125: None that I know of (Students, Parents)*

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Students</i>		<i>Parents</i>	
		<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
<i>Elementary</i>	Academic	71	25%	485	12%
	Visual Art and/or Music	7	29%	20	45%
	Both Academic and Art/Music	21	5%	48	4%
	Total Elementary	99	21%	553	13%
<i>Middle School</i>	Academic	176	76%	284	61%
	Visual Art and/or Music	27	85%	46	63%
	Both Academic and Art/Music	48	65%	78	55%
	Total Middle School	251	75%	408	60%
<i>High School</i>	Academic	110	97%	179	87%
	Visual Art and/or Music	25	92%	34	85%
	Both Academic and Art/Music	29	100%	62	81%
	Total High School	164	97%	275	85%

*Table 126: I don't know (Parents)*

<i>Level</i>	<i>Gifted Identification Area</i>	<i>n</i>	<i>%</i>
<i>Elementary</i>	Academic	485	13%
	Visual Art and/or Music	20	20%
	Both Academic and Art/Music	48	4%
	Total Elementary	553	13%
<i>Middle School</i>	Academic	284	23%
	Visual Art and/or Music	46	30%
	Both Academic and Art/Music	78	21%
	Total Middle School	408	23%
<i>High School</i>	Academic	179	12%
	Visual Art and/or Music	34	9%
	Both Academic and Art/Music	62	10%
	Total High School	275	11%

## Intellectual Stimulation

Table 127: My child is intellectually stimulated at school. (Parents)

Level	Gifted Identification Area	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Academic (n=483)	29%	51%	12%	7%	1%
	Visual Art and/or Music (n=20)	55%	40%	5%	0%	0%
	Both Academic and Art/Music (n=48)	35%	52%	8%	4%	0%
	Total Elementary (n=551)	31%	50%	12%	7%	1%
Middle School	Academic (n=286)	16%	52%	19%	11%	1%
	Visual Art and/or Music (n=46)	33%	41%	15%	4%	7%
	Both Academic and Art/Music (n=78)	26%	54%	13%	5%	3%
	Total Middle School (n=410)	20%	51%	18%	9%	2%
High School	Academic (n=180)	30%	55%	8%	5%	2%
	Visual Art and/or Music (n=34)	44%	47%	0%	9%	0%
	Both Academic and Art/Music (n=60)	40%	47%	10%	3%	0%
	Total High School (n=274)	34%	52%	8%	5%	1%

Table 128: My classes challenge me to think at a higher level or solve problems critically and creatively. (Elementary Students)

Gifted Identification Area	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Academic (n=71)	28%	48%	17%	6%	1%
Visual Art and/or Music (n=7)	57%	29%	0%	14%	0%
Both Academic and Art/Music (n=21)	57%	43%	0%	0%	0%
Total Elementary (n=99)	36%	45%	12%	5%	1%

Table 129: The general classes I take (non-advanced) challenge me to think at a higher level or solve problems creatively. (Middle School and High School Students)

Level	Gifted identification Area	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Middle School	Academic (n=179)	6%	39%	31%	21%	3%
	Visual Art and/or Music (n=28)	21%	57%	21%	0%	0%
	Both Academic and Art/Music (n=49)	2%	53%	24%	14%	6%
	Total Middle School (n=256)	7%	44%	29%	18%	4%
High School	Academic (n=115)	5%	27%	31%	23%	14%
	Visual Art and/or Music (n=26)	12%	62%	19%	8%	0%
	Both Academic and Art/Music (n=29)	0%	21%	38%	24%	17%
	Total High School (n=170)	5%	31%	31%	21%	12%

Table 130: The advanced math class I take challenges me to think at a higher level or solve problems creatively. (Middle School Students Identified in Math and Enrolled in Advanced Math Class)

<i>n</i>	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>I don't know</i>
141	54%	40%	6%	1%	0%

Table 131: The advanced classes I take (intensified, AP, or IB) challenge me to think at a higher level or solve problems creatively. (High School Students Identified as Gifted and Enrolled in Intensified, AP, or IB Classes)

<i>Gifted Identification Area</i>	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>I don't know</i>
<i>Academic (n=113)</i>	50%	38%	9%	2%	2%
<i>Visual Art and/or Music (n=23)</i>	52%	43%	4%	0%	0%
<i>Both Academic and Art/Music (n=29)</i>	52%	38%	7%	3%	0%
<i>Total High School (n=165)</i>	50%	39%	8%	2%	1%

## Dually Identified Students

Table 132: Instructional practices in this school meet the needs of students who are identified as gifted. (Teachers, Counselors, Administrators)

<i>Level</i>	<i>Teacher Type</i>	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>I don't know</i>
<i>Elementary</i>	<i>Core Content (n=155)</i>	17%	54%	12%	8%	9%
	<i>Art/Music (n=30)</i>	30%	43%	7%	0%	20%
	<i>ESOL/HILT (n=15)</i>	20%	47%	7%	7%	20%
	<i>SPED (n=25)</i>	24%	28%	28%	4%	16%
	<i>Administrator (n=34)</i>	47%	47%	0%	0%	6%
	<i>Counselor (n=13)</i>	38%	46%	0%	0%	15%
<i>Middle School</i>	<i>Core Content (n=41)</i>	22%	51%	17%	2%	7%
	<i>Art/Music (n=9)</i>	33%	33%	0%	0%	33%
	<i>ESOL/HILT (n=8)</i>	0%	25%	25%	0%	50%
	<i>SPED (n=7)</i>	29%	57%	14%	0%	0%
	<i>World Languages (n=9)</i>	11%	44%	0%	0%	44%
	<i>Administrator (n=7)</i>	14%	86%	0%	0%	0%
<i>High School</i>	<i>Counselor (n=13)</i>	15%	62%	23%	0%	0%
	<i>Core Content (n=63)</i>	17%	60%	6%	5%	11%
	<i>Art/Music (n=13)</i>	46%	38%	0%	0%	15%
	<i>ESOL/HILT (n=7)</i>	29%	14%	0%	0%	57%
	<i>SPED (n=14)</i>	29%	29%	14%	0%	29%

Appendix D1

<i>Level</i>	<i>Teacher Type</i>	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>I don't know</i>
	World Languages (n=13)	31%	54%	8%	0%	8%
	Administrator (n=10)	50%	50%	0%	0%	0%
	Counselor (n=16)	31%	50%	0%	6%	13%

*Table 133: Instructional practices in this school meet the needs of students who are dually identified as gifted and LEP. (Teachers, Counselors, Administrators)*

<i>Level</i>	<i>Teacher Type</i>	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>I don't know</i>
<i>Elementary</i>	Core Content (n=155)	12%	39%	12%	8%	29%
	Art/Music (n=30)	20%	43%	10%	0%	27%
	ESOL/HILT (n=15)	20%	27%	20%	13%	20%
	SPED (n=25)	20%	24%	24%	8%	24%
	Administrator (n=34)	35%	47%	6%	0%	12%
	Counselor (n=13)	38%	38%	0%	0%	23%
<i>Middle School</i>	Core Content (n=41)	10%	44%	15%	5%	27%
	Art/Music (n=9)	33%	11%	11%	0%	44%
	ESOL/HILT (n=8)	13%	13%	0%	38%	38%
	SPED (n=7)	29%	29%	14%	0%	29%
	World Languages (n=9)	22%	22%	11%	0%	44%
	Administrator (n=7)	0%	71%	14%	14%	0%
<i>High School</i>	Counselor (n=13)	15%	46%	23%	0%	15%
	Core Content (n=63)	14%	41%	17%	10%	17%
	Art/Music (n=13)	31%	31%	8%	0%	31%
	ESOL/HILT (n=7)	14%	0%	29%	29%	29%
	SPED (n=15)	13%	40%	20%	0%	27%
	World Languages (n=13)	8%	38%	38%	0%	15%
	Administrator (n=10)	30%	50%	10%	0%	10%
	Counselor (n=16)	19%	25%	19%	0%	38%

Appendix D1

Table 134: Instructional practices in this school meet the needs of students who are dually identified as gifted and as having a disability. (Teachers, Counselors, Administrators)

Level	Teacher Type	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Core Content (n=155)	11%	45%	10%	8%	25%
	Art/Music (n=30)	20%	40%	13%	0%	27%
	ESOL/HILT (n=15)	27%	13%	13%	13%	33%
	SPED (n=25)	16%	20%	32%	12%	20%
	Administrator (n=34)	38%	53%	3%	0%	6%
	Counselor (n=13)	31%	38%	0%	0%	31%
Middle School	Core Content (n=41)	15%	46%	10%	10%	20%
	Art/Music (n=9)	33%	22%	0%	0%	44%
	ESOL/HILT (n=8)	0%	25%	0%	38%	38%
	SPED (n=7)	29%	29%	29%	0%	14%
	World Languages (n=9)	22%	22%	11%	0%	44%
	Administrator (n=7)	0%	71%	29%	0%	0%
High School	Counselor (n=13)	15%	46%	23%	0%	15%
	Core Content (n=63)	17%	48%	14%	8%	13%
	Art/Music (n=13)	46%	31%	8%	0%	15%
	ESOL/HILT (n=7)	14%	0%	14%	0%	71%
	SPED (n=14)	14%	36%	21%	0%	29%
	World Languages (n=13)	8%	46%	31%	0%	15%
Administrator (n=10)	30%	70%	0%	0%	0%	
Counselor (n=16)	13%	38%	19%	0%	31%	

Table 135: Are your teachers/your child's teachers able to provide lessons that challenge and engage you/your child while also supporting your/his/her language needs? (Students, Parents of Students who Are Currently or Have been in the ESOL/HILT Program)

Level	Students					Parents				
	n	Always	Most of the time	Sometimes	Never	n	Always	Most of the time	Sometimes	Never
Elementary	9	22%	22%	22%	33%	29	21%	28%	17%	34%
Middle School	21	19%	29%	29%	24%	29	17%	38%	10%	34%
High School	19	32%	37%	11%	21%	21	19%	48%	19%	14%

Appendix D1

Table 136: Are your teachers/your child's teachers able to provide lessons that challenge and engage you/your child while also supporting your/his/her IEP/504 needs? (Students, Parents of Students who Currently Have an IEP or 504 or Have Had One in the Past)

Level	Students					Parents				
	n	Always	Most of the time	Sometimes	Never	n	Always	Most of the time	Sometimes	Never
Elementary	<5	*	*	*	*	*	*	*	*	*
Middle School	14	14%	36%	36%	14%	44	14%	30%	36%	20%
High School	9	22%	33%	0%	44%	27	11%	30%	41%	19%

\*fewer than 5; responses omitted

### Students' Social Wellbeing

Table 137: I enjoy going to school. (Students)

Level	Gifted Identification Area	Always	Sometimes	Rarely	Never	I don't know
Elementary	Academic (n=70)	47%	44%	7%	1%	0%
	Visual Art and/or Music (n=7)	71%	14%	14%	0%	0%
	Both Academic and Art/Music (n=21)	62%	33%	5%	0%	0%
	Total Elementary (n=98)	52%	40%	7%	1%	0%
Middle School	Academic (n=177)	29%	58%	10%	3%	0%
	Visual Art and/or Music (n=28)	54%	39%	7%	0%	0%
	Both Academic and Art/Music (n=49)	35%	59%	4%	2%	0%
	Total Middle School (n=254)	33%	56%	9%	2%	0%
High School	Academic (n=115)	17%	67%	13%	3%	0%
	Visual Art and/or Music (n=26)	31%	54%	15%	0%	0%
	Both Academic and Art/Music (n=29)	14%	69%	10%	3%	3%
	Total High School (n=170)	19%	65%	13%	2%	1%

Table 138: My child enjoys going to school. (Parents)

Level	Gifted Identification Area	Always	Sometimes	Rarely	Never	I don't know
Elementary	Academic (n=484)	62%	35%	3%	0%	0%
	Visual Art and/or Music (n=20)	80%	20%	0%	0%	0%
	Both Academic and Art/Music (n=48)	71%	27%	2%	0%	0%
	Total Elementary (n=552)	63%	34%	3%	0%	0%
Middle School	Academic (n=286)	48%	44%	7%	1%	1%
	Visual Art and/or Music (n=45)	56%	38%	7%	0%	0%
	Both Academic and Art/Music (n=78)	53%	41%	5%	1%	0%
	Total Middle School (n=409)	50%	43%	6%	1%	0%
High School	Academic (n=178)	39%	53%	6%	1%	0%
	Visual Art and/or Music (n=34)	26%	56%	12%	0%	6%



Appendix D1

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>I don't know</i>
	Both Academic and Art/Music (n=62)	37%	55%	5%	3%	0%
	Total High School (n=274)	37%	54%	7%	1%	1%

*Table 139: I am accepted by other students in my class. (Students)*

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>I don't know</i>
<i>Elementary</i>	Academic (n=70)	76%	24%	0%	0%	0%
	Visual Art and/or Music (n=7)	71%	29%	0%	0%	0%
	Both Academic and Art/Music (n=20)	90%	5%	0%	0%	5%
	Total Elementary (n=97)	78%	21%	0%	0%	1%
<i>Middle School</i>	Academic (n=177)	71%	23%	4%	1%	2%
	Visual Art and/or Music (n=27)	70%	30%	0%	0%	0%
	Both Academic and Art/Music (n=49)	80%	20%	0%	0%	0%
	Total Middle School (n=253)	72%	23%	3%	0%	1%
<i>High School</i>	Academic (n=115)	70%	27%	2%	0%	2%
	Visual Art and/or Music (n=25)	72%	24%	0%	0%	4%
	Both Academic and Art/Music (n=29)	69%	31%	0%	0%	0%
	Total High School (n=169)	70%	27%	1%	0%	2%

*Table 140: My child is accepted by other students in his/her class. (Parents)*

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>I don't know</i>
<i>Elementary</i>	Academic (n=484)	78%	20%	1%	0%	1%
	Visual Art and/or Music (n=20)	65%	35%	0%	0%	0%
	Both Academic and Art/Music (n=48)	79%	19%	0%	0%	2%
	Total Elementary (n=552)	78%	20%	1%	0%	1%
<i>Middle School</i>	Academic (n=286)	73%	23%	1%	0%	2%
	Visual Art and/or Music (n=44)	64%	32%	2%	0%	2%
	Both Academic and Art/Music (n=78)	69%	28%	3%	0%	0%
	Total Middle School (n=408)	71%	25%	1%	0%	2%
<i>High School</i>	Academic (n=177)	70%	25%	1%	0%	5%
	Visual Art and/or Music (n=34)	71%	15%	0%	3%	12%
	Both Academic and Art/Music (n=62)	71%	21%	3%	0%	5%
	Total High School (n=273)	70%	23%	1%	0%	5%

Table 141: Interacting with other students is easy for me. (Students)

Level	Gifted Identification Area	Always	Sometimes	Rarely	Never	I don't know
Elementary	Academic (n=70)	79%	21%	0%	0%	0%
	Visual Art and/or Music (n=7)	71%	29%	0%	0%	0%
	Both Academic and Art/Music (n=21)	81%	19%	0%	0%	0%
	Total Elementary (n=98)	79%	21%	0%	0%	0%
Middle School	Academic (n=177)	63%	31%	3%	2%	1%
	Visual Art and/or Music (n=28)	61%	39%	0%	0%	0%
	Both Academic and Art/Music (n=49)	71%	27%	2%	0%	0%
	Total Middle School (n=254)	64%	31%	3%	2%	0%
High School	Academic (n=116)	48%	46%	5%	1%	0%
	Visual Art and/or Music (n=26)	54%	27%	8%	8%	4%
	Both Academic and Art/Music (n=29)	45%	48%	7%	0%	0%
	Total High School (n=171)	49%	43%	6%	2%	1%

Table 142: Interacting with other students is easy for my child. (Parents)

Level	Gifted Identification Area	Always	Sometimes	Rarely	Never	I don't know
Elementary	Academic (n=485)	69%	28%	2%	0%	1%
	Visual Art and/or Music (n=20)	60%	35%	5%	0%	0%
	Both Academic and Art/Music (n=47)	62%	36%	0%	0%	2%
	Total Elementary (n=552)	68%	29%	2%	0%	1%
Middle School	Academic (n=285)	62%	32%	5%	1%	0%
	Visual Art and/or Music (n=45)	62%	31%	4%	0%	2%
	Both Academic and Art/Music (n=76)	63%	30%	7%	0%	0%
	Total Middle School (n=406)	63%	31%	5%	0%	0%
High School	Academic (n=178)	60%	32%	7%	1%	1%
	Visual Art and/or Music (n=34)	50%	35%	0%	9%	6%
	Both Academic and Art/Music (n=62)	53%	39%	5%	3%	0%
	Total High School (n=274)	57%	34%	5%	3%	1%

Table 143: I have to hide my ability in order to be accepted by other students in my class. (Students)

Level	Gifted Identification Area	Always	Sometimes	Rarely	Never	I don't know
Elementary	Academic (n=70)	1%	4%	6%	87%	1%
	Visual Art and/or Music (n=7)	0%	0%	14%	86%	0%
	Both Academic and Art/Music (n=21)	14%	14%	14%	57%	0%
	Total Elementary (n=98)	4%	6%	8%	81%	1%
Middle School	Academic (n=179)	6%	9%	16%	64%	6%
	Visual Art and/or Music (n=28)	0%	25%	18%	57%	0%

Appendix D1

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>I don't know</i>
<i>High School</i>	Both Academic and Art/Music (n=49)	4%	2%	12%	78%	4%
	Total Middle School (n=256)	5%	9%	15%	66%	5%
	Academic (n=116)	3%	21%	23%	48%	5%
	Visual Art and/or Music (n=25)	0%	16%	0%	68%	16%
	Both Academic and Art/Music (n=28)	0%	11%	14%	68%	7%
	Total High School (n=169)	2%	18%	18%	54%	7%

*Table 144: My child has to hide his/her ability in order to be accepted by other students in his/her class. (Parents)*

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>I don't know</i>
<i>Elementary</i>	Academic (n=483)	3%	10%	15%	61%	11%
	Visual Art and/or Music (n=20)	0%	15%	5%	75%	5%
	Both Academic and Art/Music (n=48)	2%	17%	25%	46%	10%
	Total Elementary (n=551)	3%	11%	16%	60%	11%
<i>Middle School</i>	Academic (n=284)	2%	13%	22%	54%	10%
	Visual Art and/or Music (n=44)	2%	5%	30%	59%	5%
	Both Academic and Art/Music (n=78)	1%	13%	22%	55%	9%
	Total Middle School (n=406)	2%	12%	23%	54%	9%
<i>High School</i>	Academic (n=178)	3%	15%	20%	49%	13%
	Visual Art and/or Music (n=34)	9%	3%	18%	56%	15%
	Both Academic and Art/Music (n=61)	2%	10%	21%	56%	11%
	Total High School (n=273)	3%	12%	20%	51%	13%

*Table 145: I feel stressed about school. (Students)*

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>I don't know</i>
<i>Elementary</i>	Academic (n=70)	0%	19%	40%	41%	0%
	Visual Art and/or Music (n=7)	0%	14%	29%	57%	0%
	Both Academic and Art/Music (n=21)	5%	29%	33%	33%	0%
	Total Elementary (n=98)	1%	20%	38%	41%	0%
<i>Middle School</i>	Academic (n=178)	9%	52%	29%	10%	0%
	Visual Art and/or Music (n=28)	7%	43%	32%	18%	0%
	Both Academic and Art/Music (n=49)	4%	53%	24%	18%	0%
	Total Middle School (n=255)	8%	51%	29%	13%	0%
<i>High School</i>	Academic (n=116)	28%	56%	12%	4%	0%
	Visual Art and/or Music (n=26)	27%	50%	12%	12%	0%
	Both Academic and Art/Music (n=29)	38%	45%	14%	3%	0%
	Total High School (n=171)	29%	53%	12%	5%	0%

Table 146: My child feels stressed about school. (Parents)

Level	Gifted Identification Area	Always	Sometimes	Rarely	Never	I don't know
Elementary	Academic (n=483)	2%	29%	33%	36%	1%
	Visual Art and/or Music (n=20)	0%	50%	20%	30%	0%
	Both Academic and Art/Music (n=48)	2%	42%	33%	23%	0%
	Total Elementary (n=551)	2%	31%	32%	34%	1%
Middle School	Academic (n=286)	5%	42%	37%	15%	1%
	Visual Art and/or Music (n=45)	4%	53%	20%	22%	0%
	Both Academic and Art/Music (n=78)	4%	49%	33%	14%	0%
	Total Middle School (n=409)	5%	45%	34%	15%	1%
High School	Academic (n=179)	21%	47%	23%	7%	2%
	Visual Art and/or Music (n=34)	32%	47%	18%	0%	3%
	Both Academic and Art/Music (n=61)	13%	74%	11%	2%	0%
	Total High School (n=274)	20%	53%	20%	5%	1%

Table 147: I feel anxious about school. (Students)

Level	Gifted Identification Area	Always	Sometimes	Rarely	Never	I don't know
Elementary	Academic (n=70)	1%	11%	29%	54%	4%
	Visual Art and/or Music (n=7)	0%	0%	29%	71%	0%
	Both Academic and Art/Music (n=21)	5%	29%	33%	33%	0%
	Total Elementary (n=98)	2%	14%	30%	51%	3%
Middle School	Academic (n=179)	7%	31%	39%	22%	2%
	Visual Art and/or Music (n=28)	7%	21%	25%	43%	4%
	Both Academic and Art/Music (n=49)	2%	20%	41%	37%	0%
	Total Middle School (n=256)	6%	28%	38%	27%	2%
High School	Academic (n=116)	18%	47%	25%	9%	0%
	Visual Art and/or Music (n=26)	23%	42%	19%	15%	0%
	Both Academic and Art/Music (n=29)	21%	34%	31%	14%	0%
	Total High School (n=171)	19%	44%	25%	11%	0%

Table 148: My child feels anxious about school. (Parents)

Level	Gifted Identification Area	Always	Sometimes	Rarely	Never	I don't know
Elementary	Academic (n=483)	3%	20%	36%	40%	1%
	Visual Art and/or Music (n=20)	10%	25%	35%	30%	0%
	Both Academic and Art/Music (n=48)	4%	27%	35%	31%	2%
	Total Elementary (n=551)	4%	21%	36%	38%	1%
Middle School	Academic (n=285)	5%	35%	32%	27%	1%
	Visual Art and/or Music (n=44)	9%	41%	25%	25%	0%
	Both Academic and Art/Music (n=78)	3%	27%	47%	23%	0%
	Total Middle School (n=407)	5%	34%	34%	26%	1%

Appendix D1

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>I don't know</i>
<i>High School</i>	Academic (n=178)	16%	32%	36%	15%	1%
	Visual Art and/or Music (n=34)	21%	38%	26%	9%	6%
	Both Academic and Art/Music (n=62)	8%	45%	31%	16%	0%
	Total High School (n=274)	15%	36%	34%	14%	1%

*Table 149: I feel lonely at school. (Students)*

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>I don't know</i>
<i>Elementary</i>	Academic (n=70)	1%	10%	17%	70%	1%
	Visual Art and/or Music (n=7)	0%	0%	43%	57%	0%
	Both Academic and Art/Music (n=21)	5%	0%	14%	81%	0%
	Total Elementary (n=98)	2%	7%	18%	71%	1%
<i>Middle School</i>	Academic (n=177)	3%	16%	27%	51%	2%
	Visual Art and/or Music (n=28)	0%	4%	29%	68%	0%
	Both Academic and Art/Music (n=49)	0%	4%	20%	76%	0%
	Total Middle School (n=254)	2%	13%	26%	58%	2%
<i>High School</i>	Academic (n=115)	1%	23%	37%	39%	1%
	Visual Art and/or Music (n=26)	8%	19%	35%	38%	0%
	Both Academic and Art/Music (n=29)	3%	17%	48%	28%	3%
	Total High School (n=170)	2%	21%	38%	37%	1%

*Table 150: My child feels lonely at school. (Parents)*

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>I don't know</i>
<i>Elementary</i>	Academic (n=483)	1%	16%	27%	53%	3%
	Visual Art and/or Music (n=20)	0%	15%	35%	45%	5%
	Both Academic and Art/Music (n=47)	0%	15%	30%	55%	0%
	Total Elementary (n=550)	1%	15%	27%	53%	3%
<i>Middle School</i>	Academic (n=285)	2%	18%	26%	50%	4%
	Visual Art and/or Music (n=45)	0%	20%	22%	58%	0%
	Both Academic and Art/Music (n=78)	0%	26%	29%	44%	1%
	Total Middle School (n=408)	1%	20%	26%	50%	3%
<i>High School</i>	Academic (n=179)	5%	16%	27%	44%	7%
	Visual Art and/or Music (n=34)	9%	9%	32%	38%	12%
	Both Academic and Art/Music (n=62)	2%	19%	26%	48%	5%
	Total High School (n=275)	5%	16%	28%	44%	7%

Table 151: I feel happy at school. (Students)

Level	Gifted Identification Area	Always	Sometimes	Rarely	Never	I don't know
Elementary	Academic (n=70)	53%	40%	4%	1%	1%
	Visual Art and/or Music (n=7)	71%	14%	0%	14%	0%
	Both Academic and Art/Music (n=21)	67%	33%	0%	0%	0%
	Total Elementary (n=98)	57%	37%	3%	2%	1%
Middle School	Academic (n=179)	30%	54%	14%	2%	1%
	Visual Art and/or Music (n=28)	54%	39%	7%	0%	0%
	Both Academic and Art/Music (n=49)	43%	49%	6%	2%	0%
	Total Middle School (n=256)	35%	52%	12%	2%	0%
High School	Academic (n=116)	23%	59%	16%	2%	0%
	Visual Art and/or Music (n=25)	24%	52%	16%	4%	4%
	Both Academic and Art/Music (n=29)	21%	62%	14%	3%	0%
	Total High School (n=170)	23%	58%	16%	2%	1%

Table 152: My child feels happy at school. (Parents)

Level	Gifted Identification Area	Always	Sometimes	Rarely	Never	I don't know
Elementary	Academic (n=479)	57%	40%	2%	0%	1%
	Visual Art and/or Music (n=20)	70%	30%	0%	0%	0%
	Both Academic and Art/Music (n=48)	63%	35%	2%	0%	0%
	Total Elementary (n=547)	58%	39%	2%	0%	1%
Middle School	Academic (n=284)	43%	49%	6%	1%	2%
	Visual Art and/or Music (n=45)	49%	51%	0%	0%	0%
	Both Academic and Art/Music (n=78)	47%	44%	9%	0%	0%
	Total Middle School (n=407)	45%	48%	6%	0%	1%
High School	Academic (n=179)	34%	57%	6%	2%	2%
	Visual Art and/or Music (n=34)	32%	44%	12%	3%	9%
	Both Academic and Art/Music (n=62)	26%	58%	8%	6%	2%
	Total High School (n=275)	32%	56%	7%	3%	3%

Table 153: I am bored at school. (Students)

Level	Gifted Identification Area	Always	Sometimes	Rarely	Never	I don't know
Elementary	Academic (n=70)	4%	53%	30%	13%	0%
	Visual Art and/or Music (n=7)	0%	14%	14%	71%	0%
	Both Academic and Art/Music (n=21)	0%	48%	38%	14%	0%
	Total Elementary (n=98)	3%	49%	31%	17%	0%
Middle School	Academic (n=176)	14%	64%	15%	6%	2%
	Visual Art and/or Music (n=28)	7%	36%	43%	14%	0%
	Both Academic and Art/Music (n=48)	8%	58%	29%	4%	0%
	Total Middle School (n=252)	12%	60%	21%	6%	1%

Appendix D1

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>I don't know</i>
<i>High School</i>	Academic (n=116)	13%	67%	17%	3%	0%
	Visual Art and/or Music (n=26)	0%	77%	19%	4%	0%
	Both Academic and Art/Music (n=28)	18%	57%	25%	0%	0%
	Total High School (n=170)	12%	67%	19%	2%	0%

*Table 154: My child is bored at school. (Parents)*

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>I don't know</i>
<i>Elementary</i>	Academic (n=483)	7%	60%	20%	9%	3%
	Visual Art and/or Music (n=20)	0%	35%	30%	30%	5%
	Both Academic and Art/Music (n=48)	6%	52%	25%	13%	4%
	Total Elementary (n=551)	7%	59%	21%	10%	3%
<i>Middle School</i>	Academic (n=283)	10%	66%	15%	6%	2%
	Visual Art and/or Music (n=43)	9%	51%	28%	9%	2%
	Both Academic and Art/Music (n=78)	8%	60%	22%	8%	3%
	Total Middle School (n=404)	10%	64%	18%	7%	2%
<i>High School</i>	Academic (n=179)	4%	63%	21%	8%	4%
	Visual Art and/or Music (n=33)	3%	48%	30%	9%	9%
	Both Academic and Art/Music (n=61)	3%	56%	36%	3%	2%
	Total High School (n=273)	4%	59%	25%	7%	4%

*Table 155: I get upset if I feel my work isn't perfect. (Students)*

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>I don't know</i>
<i>Elementary</i>	Academic (n=70)	6%	33%	41%	20%	0%
	Visual Art and/or Music (n=7)	0%	14%	29%	57%	0%
	Both Academic and Art/Music (n=21)	5%	24%	33%	33%	5%
	Total Elementary (n=98)	5%	30%	39%	26%	1%
<i>Middle School</i>	Academic (n=179)	18%	34%	33%	15%	1%
	Visual Art and/or Music (n=27)	7%	30%	56%	7%	0%
	Both Academic and Art/Music (n=49)	12%	41%	35%	12%	0%
	Total Middle School (n=255)	16%	35%	36%	13%	0%
<i>High School</i>	Academic (n=116)	15%	43%	31%	10%	1%
	Visual Art and/or Music (n=26)	23%	35%	35%	4%	4%
	Both Academic and Art/Music (n=29)	28%	48%	10%	10%	3%
	Total High School (n=171)	18%	43%	28%	9%	2%

Table 156: My child gets upset if he/she feels his/her work isn't perfect. (Parents)

Level	Gifted Identification Area	Always	Sometimes	Rarely	Never	I don't know
Elementary	Academic (n=483)	11%	45%	30%	12%	1%
	Visual Art and/or Music (n=19)	0%	58%	26%	11%	5%
	Both Academic and Art/Music (n=48)	15%	48%	31%	4%	2%
	Total Elementary (n=550)	11%	46%	30%	12%	2%
Middle School	Academic (n=285)	10%	39%	34%	16%	1%
	Visual Art and/or Music (n=45)	0%	49%	38%	13%	0%
	Both Academic and Art/Music (n=78)	13%	44%	36%	8%	0%
	Total Middle School (n=408)	10%	41%	35%	14%	1%
High School	Academic (n=179)	12%	35%	35%	16%	2%
	Visual Art and/or Music (n=34)	18%	29%	32%	15%	6%
	Both Academic and Art/Music (n=62)	10%	44%	35%	10%	2%
	Total High School (n=275)	12%	36%	35%	15%	2%

Table 157: I have friends in school who are intellectual peers (for example, they make me think when we have a conversation, or they like the same books, etc.). (Students)

Level	Gifted Identification Area	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Academic (n=70)	50%	39%	6%	3%	3%
	Visual Art and/or Music (n=7)	100%	0%	0%	0%	0%
	Both Academic and Art/Music (n=21)	71%	19%	10%	0%	0%
	Total Elementary (n=98)	58%	32%	6%	2%	2%
Middle School	Academic (n=179)	45%	36%	13%	3%	2%
	Visual Art and/or Music (n=28)	50%	43%	7%	0%	0%
	Both Academic and Art/Music (n=48)	56%	33%	4%	2%	4%
	Total Middle School (n=255)	48%	36%	11%	3%	2%
High School	Academic (n=116)	51%	36%	9%	3%	1%
	Visual Art and/or Music (n=26)	50%	42%	8%	0%	0%
	Both Academic and Art/Music (n=29)	45%	41%	7%	3%	3%
	Total High School (n=171)	50%	38%	8%	3%	1%

Table 158: My child has friends at school who are intellectual peers (for example, they make him/her think when they have a conversation, or they like the same books, etc.). (Parents)

Level	Gifted Identification Area	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	I don't know
Elementary	Academic (n=482)	48%	39%	6%	4%	4%
	Visual Art and/or Music (n=20)	45%	35%	5%	5%	10%
	Both Academic and Art/Music (n=48)	48%	44%	2%	2%	4%
	Total Elementary (n=550)	48%	39%	5%	4%	4%



Appendix D1

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>	<i>I don't know</i>
<i>Middle School</i>	Academic (n=286)	44%	42%	6%	2%	7%
	Visual Art and/or Music (n=44)	48%	36%	7%	0%	9%
	Both Academic and Art/Music (n=78)	51%	42%	4%	0%	3%
	Total Middle School (n=408)	46%	41%	5%	1%	6%
<i>High School</i>	Academic (n=178)	49%	40%	4%	3%	4%
	Visual Art and/or Music (n=34)	32%	50%	0%	6%	12%
	Both Academic and Art/Music (n=62)	65%	27%	8%	0%	0%
	Total High School (n=274)	50%	39%	4%	3%	4%

*Table 159: How frequently would you say your needs in the following areas are being addressed? In other words, how frequently do you get what you need for the following areas?: Academic needs (Students)*

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>I don't know</i>
<i>Elementary</i>	Academic (n=70)	50%	34%	7%	6%	3%
	Visual Art and/or Music (n=7)	57%	14%	14%	14%	0%
	Both Academic and Art/Music (n=21)	67%	29%	0%	0%	5%
	Total Elementary (n=98)	54%	32%	6%	5%	3%
<i>Middle School</i>	Academic (n=177)	40%	33%	16%	6%	5%
	Visual Art and/or Music (n=27)	52%	30%	7%	4%	7%
	Both Academic and Art/Music (n=47)	55%	26%	9%	2%	9%
	Total Middle School (n=251)	44%	31%	14%	5%	6%
<i>High School</i>	Academic (n=116)	41%	37%	13%	1%	8%
	Visual Art and/or Music (n=24)	58%	42%	0%	0%	0%
	Both Academic and Art/Music (n=29)	34%	48%	7%	7%	3%
	Total High School (n=169)	43%	40%	10%	2%	6%

*Table 160: How frequently would you say your child's needs in the following areas are being addressed? In other words, how frequently does your child get what he/she needs for the following areas?: Academic needs (Parents)*

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>I don't know</i>
<i>Elementary</i>	Academic (n=477)	40%	49%	6%	2%	4%
	Visual Art and/or Music (n=19)	53%	26%	16%	5%	0%
	Both Academic and Art/Music (n=48)	29%	48%	8%	2%	13%
	Total Elementary (n=544)	40%	48%	6%	2%	4%
<i>Middle School</i>	Academic (n=280)	25%	53%	11%	3%	8%
	Visual Art and/or Music (n=45)	29%	53%	9%	0%	9%
	Both Academic and Art/Music (n=76)	30%	46%	11%	3%	11%

Appendix D1

Level	Gifted Identification Area	Always	Sometimes	Rarely	Never	I don't know
High School	Total Middle School (n=401)	26%	52%	11%	2%	8%
	Academic (n=175)	33%	51%	6%	1%	9%
	Visual Art and/or Music (n=34)	32%	56%	0%	3%	9%
	Both Academic and Art/Music (n=62)	31%	58%	8%	0%	3%
	Total High School (n=271)	32%	54%	6%	1%	7%

Table 161: How frequently would you say your needs in the following areas are being addressed? In other words, how frequently do you get what you need for the following areas?: Social needs (Students)

Level	Gifted Identification Area	Always	Sometimes	Rarely	Never	I don't know
Elementary	Academic (n=70)	36%	31%	14%	11%	7%
	Visual Art and/or Music (n=7)	57%	14%	0%	14%	14%
	Both Academic and Art/Music (n=21)	57%	29%	5%	5%	5%
	Total Elementary (n=98)	42%	30%	11%	10%	7%
Middle School	Academic (n=177)	29%	16%	15%	21%	18%
	Visual Art and/or Music (n=27)	22%	33%	11%	30%	4%
	Both Academic and Art/Music (n=47)	34%	13%	13%	6%	34%
	Total Middle School (n=251)	29%	18%	14%	19%	20%
High School	Academic (n=116)	27%	21%	15%	15%	23%
	Visual Art and/or Music (n=24)	21%	42%	17%	13%	8%
	Both Academic and Art/Music (n=29)	17%	28%	7%	17%	31%
	Total High School (n=169)	24%	25%	14%	15%	22%

Table 162: How frequently would you say your child's needs in the following areas are being addressed? In other words, how frequently does your child get what he/she needs for the following areas?: Social needs (Parents)

Level	Gifted Identification Area	Always	Sometimes	Rarely	Never	I don't know
Elementary	Academic (n=472)	39%	34%	8%	3%	16%
	Visual Art and/or Music (n=19)	42%	37%	11%	11%	0%
	Both Academic and Art/Music (n=48)	27%	40%	10%	4%	19%
	Total Elementary (n=539)	38%	35%	9%	3%	16%
Middle School	Academic (n=275)	22%	25%	13%	11%	28%
	Visual Art and/or Music (n=45)	20%	38%	13%	9%	20%
	Both Academic and Art/Music (n=73)	29%	32%	11%	8%	21%
	Total Middle School (n=393)	23%	28%	13%	10%	26%
High School	Academic (n=172)	22%	30%	12%	11%	26%
	Visual Art and/or Music (n=34)	24%	32%	15%	12%	18%
	Both Academic and Art/Music (n=62)	24%	47%	5%	8%	16%
	Total High School (n=268)	22%	34%	11%	10%	22%

*Table 163: How frequently would you say your needs in the following areas are being addressed? In other words, how frequently do you get what you need for the following areas?: Emotional needs (Students)*

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>I don't know</i>
<i>Elementary</i>	Academic (n=68)	35%	22%	10%	24%	9%
	Visual Art and/or Music (n=6)	50%	0%	17%	17%	17%
	Both Academic and Art/Music (n=21)	52%	33%	0%	5%	10%
	Total Elementary (n=95)	40%	23%	8%	19%	9%
<i>Middle School</i>	Academic (n=177)	25%	17%	15%	24%	19%
	Visual Art and/or Music (n=27)	22%	22%	19%	33%	4%
	Both Academic and Art/Music (n=47)	34%	21%	9%	6%	30%
	Total Middle School (n=251)	26%	18%	14%	22%	20%
<i>High School</i>	Academic (n=116)	21%	28%	15%	15%	22%
	Visual Art and/or Music (n=25)	20%	16%	20%	36%	8%
	Both Academic and Art/Music (n=29)	24%	14%	14%	17%	31%
	Total High School (n=170)	21%	24%	15%	18%	21%

*Table 164: How frequently would you say your child's needs in the following areas are being addressed? In other words, how frequently does your child get what he/she needs for the following areas?: Emotional needs (Parents)*

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>I don't know</i>
<i>Elementary</i>	Academic (n=472)	35%	33%	9%	4%	19%
	Visual Art and/or Music (n=18)	39%	44%	0%	17%	0%
	Both Academic and Art/Music (n=47)	30%	34%	9%	9%	19%
	Total Elementary (n=537)	34%	34%	9%	5%	18%
<i>Middle School</i>	Academic (n=276)	20%	25%	14%	15%	26%
	Visual Art and/or Music (n=45)	11%	38%	20%	9%	22%
	Both Academic and Art/Music (n=73)	27%	32%	8%	11%	22%
	Total Middle School (n=394)	20%	28%	14%	13%	25%
<i>High School</i>	Academic (n=172)	19%	30%	11%	14%	26%
	Visual Art and/or Music (n=34)	18%	35%	12%	15%	21%
	Both Academic and Art/Music (n=61)	15%	46%	8%	11%	20%
	Total High School (n=267)	18%	34%	10%	13%	24%

## Communication with Parents

*Table 165: Parents of elementary students who are identified as gifted should receive a Differentiation Form with every report card. This form should explain how instruction was adjusted during the semester to challenge and engage your child. How many times have you received the Differentiation Form this school year so far?/Each quarter, parents of middle school students who are identified as gifted should*

Appendix D1

*receive communication about how instruction was adjusted during the semester to challenge and engage your child. How many times have you received such communication this school year so far?  
(Parents)*

<i>Level</i>	<i>Gifted Identification Area</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3 or more</i>	<i>I don't know</i>
<i>Elementary</i>	Academic (n=481)	20%	6%	11%	49%	13%
	Visual Art and/or Music (n=20)	60%	10%	0%	5%	25%
	Both Academic and Art/Music (n=47)	15%	6%	13%	57%	9%
	Total Elementary (n=548)	21%	7%	11%	48%	13%
<i>Middle School</i>	Academic (n=285)	55%	8%	8%	18%	11%
	Visual Art and/or Music (n=45)	53%	9%	7%	13%	18%
	Both Academic and Art/Music (n=77)	56%	8%	9%	16%	12%
	Total Middle School (n=407)	55%	8%	8%	17%	12%

*Table 166: How helpful was the information included in the Differentiation Form?/How helpful was the information that you received? (Parents)*

<i>Level</i>	<i>Gifted Identification Area</i>	<i>Very helpful</i>	<i>Somewhat helpful</i>	<i>A little helpful</i>	<i>Not at all helpful</i>
<i>Elementary</i>	Academic (n=314)	11%	34%	23%	32%
	Visual Art and/or Music*	*	*	*	*
	Both Academic and Art/Music (n=36)	11%	44%	25%	19%
	Total Elementary (n=352)	11%	35%	23%	31%
<i>Middle School</i>	Academic (n=96)	14%	29%	30%	27%
	Visual Art and/or Music (n=13)	38%	31%	8%	23%
	Both Academic and Art/Music (n=25)	24%	28%	16%	32%
	Total Middle School (n=134)	18%	29%	25%	28%

\*fewer than 5; responses omitted

## Support for Meeting the Needs of Gifted Students

### Support from Staff and APS Offices

The following tables address the question, “How would you rate the level of support you receive from the following entities in meeting the needs of your gifted students?” These questions were asked only if a teacher indicated that he/she teaches students identified as gifted.

Table 167: The Resource Teacher for the Gifted (RTG) at your school (Teachers, Counselors, Administrators)

Level	Staff Type	Very Supportive	Somewhat Supportive	Not at All Supportive	N/A - I don't need support	I don't know
Elementary	Core Content (n=109)	51%	35%	9%	1%	4%
	Art/Music (n=30)	40%	43%	3%	3%	10%
	ESOL/HILT (n=12)	33%	33%	0%	17%	17%
	SPED (n=12)	50%	33%	0%	8%	8%
	Administrator (n=34)	88%	9%	0%	0%	3%
	Counselor (n=13)	46%	8%	0%	8%	38%
Middle School	Core Content (n=38)	45%	37%	11%	3%	5%
	Art/Music (n=9)	56%	33%	0%	0%	11%
	ESOL/HILT*	*	*	*	*	*
	SPED (n=6)	17%	33%	17%	0%	33%
	World Languages (n=9)	22%	11%	0%	11%	56%
	Administrator (n=7)	29%	57%	14%	0%	0%
High School	Counselor (n=13)	62%	31%	0%	0%	8%
	Core Content (n=60)	37%	25%	12%	2%	25%
	Art/Music (n=13)	77%	8%	0%	15%	0%
	ESOL/HILT (n=5)	20%	20%	0%	20%	40%
	SPED (n=11)	55%	18%	0%	0%	27%
	World Languages (n=12)	17%	33%	0%	8%	42%
	Administrator (n=10)	70%	0%	10%	10%	10%
Counselor (n=15)	40%	13%	13%	0%	33%	

Table 168: Your principal (Teachers, Counselors, Administrators\*)

Level	Staff Type	Very Supportive	Somewhat Supportive	Not at All Supportive	N/A - I don't need support	I don't know
Elementary	Core Content (n=108)	33%	44%	9%	2%	12%
	Art/Music (n=30)	47%	33%	3%	10%	7%
	ESOL/HILT (n=12)	25%	50%	0%	17%	8%
	SPED (n=12)	33%	25%	17%	17%	8%
	Administrator (n=18)	83%	6%	0%	6%	6%
	Counselor (n=13)	46%	15%	0%	15%	23%
Middle School	Core Content (n=38)	32%	45%	11%	3%	11%
	Art/Music (n=9)	67%	22%	11%	0%	0%
	ESOL/HILT*	*	*	*	*	*
	SPED (n=6)	17%	50%	0%	0%	33%
	World Languages (n=9)	44%	0%	0%	0%	56%

Appendix D1

<i>Level</i>	<i>Staff Type</i>	<i>Very Supportive</i>	<i>Somewhat Supportive</i>	<i>Not at All Supportive</i>	<i>N/A - I don't need support</i>	<i>I don't know</i>
<i>High School</i>	Administrator (n=5)	80%	20%	0%	0%	0%
	Counselor (n=13)	54%	23%	0%	0%	23%
	Core Content (n=60)	42%	25%	10%	5%	18%
	Art/Music (n=13)	69%	8%	0%	15%	8%
	ESOL/HILT (n=5)	20%	0%	0%	20%	60%
	SPED (n=11)	55%	27%	0%	0%	18%
	World Languages (n=12)	33%	8%	0%	17%	42%
	Administrator (n=5)	80%	20%	0%	0%	0%
Counselor (n=16)	44%	25%	6%	0%	25%	

\*Principals were omitted from this question; only assistant principals responded to this question on the administrator survey.

*Table 169: The Gifted Services Office (Teachers, Counselors, Administrators\*)*

<i>Level</i>	<i>Staff Type</i>	<i>Very Supportive</i>	<i>Somewhat Supportive</i>	<i>Not at All Supportive</i>	<i>N/A - I don't need support</i>	<i>I don't know</i>
<i>Elementary</i>	Core Content (n=108)	5%	21%	19%	4%	51%
	Art/Music (n=30)	30%	23%	3%	3%	40%
	ESOL/HILT (n=12)	0%	25%	17%	17%	42%
	SPED (n=12)	8%	17%	0%	25%	50%
	Administrator (n=34)	76%	18%	0%	0%	6%
	Counselor (n=13)	0%	0%	0%	23%	77%
<i>Middle School</i>	Core Content (n=39)	13%	33%	21%	8%	26%
	Art/Music (n=9)	11%	22%	11%	0%	56%
	ESOL/HILT*	*	*	*	*	*
	SPED (n=6)	0%	33%	17%	0%	50%
	World Languages (n=9)	0%	11%	0%	22%	67%
	Administrator (n=7)	0%	71%	0%	0%	29%
<i>High School</i>	Counselor (n=13)	8%	23%	0%	0%	69%
	Core Content (n=59)	15%	25%	19%	2%	39%
	Art/Music (n=13)	31%	15%	8%	15%	31%
	ESOL/HILT (n=5)	0%	0%	0%	20%	80%
	SPED (n=11)	18%	36%	9%	0%	36%
	World Languages (n=12)	8%	8%	17%	8%	58%
	Administrator (n=10)	10%	30%	10%	10%	40%
Counselor (n=15)	7%	20%	13%	7%	53%	

Appendix D1

Table 170: Central offices specific to your content area(s)/Other Central Offices (Teachers, Counselors, Administrators)

Level	Staff Type	Very Supportive	Somewhat Supportive	Not at All Supportive	N/A - I don't need support	I don't know
Elementary	Core Content (n=108)	8%	26%	21%	3%	42%
	Art/Music (n=30)	43%	37%	0%	7%	13%
	ESOL/HILT (n=12)	8%	17%	25%	17%	33%
	SPED (n=12)	17%	17%	8%	25%	33%
	Administrator (n=33)	36%	39%	6%	0%	18%
	Counselor (n=13)	15%	8%	0%	23%	54%
Middle School	Core Content (n=39)	28%	51%	5%	3%	13%
	Art/Music (n=9)	22%	44%	11%	0%	22%
	ESOL/HILT*	0%	33%	0%	0%	67%
	SPED (n=6)	33%	0%	17%	0%	50%
	World Languages (n=9)	11%	22%	11%	11%	44%
	Administrator (n=7)	0%	86%	0%	14%	0%
High School	Counselor (n=13)	8%	23%	0%	0%	69%
	Core Content (n=60)	30%	30%	17%	2%	22%
	Art/Music (n=13)	62%	15%	8%	8%	8%
	ESOL/HILT (n=5)	0%	0%	0%	40%	60%
	SPED (n=11)	27%	27%	9%	0%	36%
	World Languages (n=12)	17%	17%	17%	8%	42%
Administrator (n=10)	20%	30%	10%	10%	30%	
Counselor (n=16)	13%	6%	19%	0%	63%	

## Professional Development

Table 171: Have you completed three semester hours or 40 hours of professional development in the area of gifted education? (Teachers by Type)

Level	Teacher Type	Yes	No, I am working on it.	No, I am not planning on completing this.
Elementary	Core Content (n=156)	47%	37%	16%
	Art/Music (n=31)	48%	45%	6%
	ESOL/HILT (n=15)	40%	33%	27%
	SPED (n=25)	4%	24%	72%
Middle School	Core Content (n=40)	58%	30%	13%
	Art/Music (n=9)	78%	22%	0%
	ESOL/HILT (n=8)	25%	25%	50%
	SPED (n=7)	29%	29%	43%

Appendix D1

<i>Level</i>	<i>Teacher Type</i>	<i>Yes</i>	<i>No, I am working on it.</i>	<i>No, I am not planning on completing this.</i>
<i>High School</i>	World Languages (n=9)	33%	11%	56%
	Core Content (n=62)	53%	16%	31%
	Art/Music (n=13)	69%	15%	15%
	ESOL/HILT (n=7)	0%	57%	43%
	SPED (n=14)	7%	29%	64%
	World Languages (n=13)	8%	38%	54%

*Table 172: Have you completed three semester hours or 40 hours of professional development in the area of gifted education? (Classroom Teachers by Cluster/Advanced)*

<i>Level</i>	<i>Cluster or Advanced Teacher*</i>	<i>Yes</i>	<i>No, I am working on it.</i>	<i>No, I am not planning on completing this.</i>
<i>Elementary</i>	Non-Cluster/Non-Advanced Teacher (n=75)	43%	39%	19%
	Cluster/Advanced Teacher (n=87)	48%	40%	11%
<i>Middle School</i>	Non-Cluster/Non-Advanced Teacher (n=24)	54%	33%	13%
	Cluster/Advanced Teacher (n=35)	57%	23%	20%
<i>High School</i>	Non-Cluster/Non-Advanced Teacher (n=33)	33%	12%	55%
	Cluster/Advanced Teacher (n=55)	58%	24%	18%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

*Table 173: Have you continued to attend professional development sessions after earning your 40 hours? (Teachers who Indicated They Have Completed 40 Hours, by Type)*

<i>Level</i>	<i>Teacher Type</i>	<i>Yes</i>
<i>Elementary</i>	Core Content (n=74)	59%
	Art/Music (n=15)	80%
	ESOL/HILT (n=6)	67%
	SPED*	*
<i>Middle School</i>	Core Content (n=23)	52%
	Art/Music (n=7)	57%
	ESOL/HILT*	*
	SPED*	*
<i>High School</i>	World Languages*	*
	Core Content (n=33)	67%
	Art/Music (n=9)	78%
	SPED*	*
	World Languages*	*



Appendix D1

Table 174: Have you continued to attend professional development sessions after earning your 40 hours?  
(Classroom Teachers who Indicated They Have Completed 40 Hours, by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Yes
Elementary	Non-Cluster/Non-Advanced Teacher (n=32)	56%
	Cluster/Advanced Teacher (n=42)	79%
Middle School	Non-Cluster/Non-Advanced Teacher (n=13)	69%
	Cluster/Advanced Teacher (n=20)	45%
High School	Non-Cluster/Non-Advanced Teacher (n=11)	36%
	Cluster/Advanced Teacher (n=32)	78%

\*These categories include classroom teachers of all content areas and not non-classroom, ESOL/HILT, or special education teachers.

Table 175: How much of an impact has the gifted education professional development you have participated in had on your ability to serve your gifted students? (Teachers who Participated in Any PD Related to Gifted Services, by Type)

Level	Teacher Type	Strong positive impact	Moderate positive impact	Slight positive impact	No impact	I don't know
Elementary	Core Content (n=118)	16%	32%	30%	9%	13%
	Art/Music (n=27)	33%	44%	22%	0%	0%
	ESOL/HILT (n=11)	45%	18%	0%	18%	18%
	SPED (n=8)	25%	13%	0%	25%	38%
Middle School	Core Content (n=33)	24%	42%	18%	9%	6%
	Art/Music (n=8)	25%	50%	25%	0%	0%
	ESOL/HILT (n=5)	20%	20%	20%	20%	20%
	SPED*	*	*	*	*	*
High School	World Languages (n=5)	40%	20%	0%	0%	40%
	Core Content (n=49)	14%	27%	33%	18%	8%
	Art/Music (n=13)	38%	46%	15%	0%	0%
	ESOL/HILT*	*	*	*	*	*
	SPED (n=7)	0%	14%	29%	29%	29%
	World Languages (n=7)	43%	0%	14%	29%	14%

Appendix D1

Table 176: How much of an impact has the gifted education professional development you have participated in had on your ability to serve your gifted students? (Teachers who Participated in Any PD Related to Gifted Services, by Cluster/Advanced)

Level	Cluster or Advanced Teacher*	Strong positive impact	Moderate positive impact	Slight positive impact	No impact	I don't know
Elementary	Non-Cluster/Non-Advanced Teacher (n=53)	23%	40%	25%	4%	9%
	Cluster/Advanced Teacher (n=70)	21%	30%	31%	10%	7%
Middle School	Non-Cluster/Non-Advanced Teacher (n=18)	33%	39%	11%	11%	6%
	Cluster/Advanced Teacher (n=29)	21%	45%	21%	3%	10%
High School	Non-Cluster/Non-Advanced Teacher (n=21)	10%	33%	33%	14%	10%
	Cluster/Advanced Teacher (n=48)	27%	25%	25%	17%	6%

Table 177: How many of your teachers who are required to complete three semester hours or 40 hours of professional development in the area of gifted education have done so? (Principals)

Level	None	1-25%	26-50%	51-75%	76-99%	100%	I don't know
Elementary (n=15)	0%	20%	20%	27%	27%	0%	7%
Middle and High School (n=7)	14%	0%	0%	29%	29%	14%	14%

Table 178: How many of your cluster teachers have completed three semester hours or 40 hours of professional development in the area of gifted education? (A cluster teacher has 5-8 students identified as gifted in their classroom.) (Principals)

Level	None	1-25%	26-50%	51-75%	76-99%	100%	I don't know
Elementary (n=15)	0%	20%	0%	27%	47%	0%	7%
Middle and High School (n=6)	17%	0%	17%	0%	33%	17%	17%

## Student Demographics

Table 179: Race/Ethnicity of Student Respondents (n=521)

Race/Ethnicity	%
Asian	9%
Black	8%
Hispanic	15%
White	60%
Other	8%

Table 180: Gender of Student Respondents (n=521)

Gender	%
Female	51%
Male	49%

Table 181: Language Spoken at Home for Student Respondents (n=523)

Language Spoken at Home	%
English Only	66%
Language other than English	34%

Table 182: Grade Level of Student Respondents (n=526)

Level	%
Elementary	19%
Middle School	49%
High School	33%

Table 183: Have you ever been in the ESOL/HILT or HILT/HILTEX program? The ESOL/HILT and HILT/HILTEX programs are for students who speak English as a second language. (n=522)

ESOL/HILT Program Participation	%
Yes – I am currently in the ESOL/HILT or HILT/HILTEX program.	1%
Yes – I was in the ESOL/HILT or HILT/HILTEX program in the past.	9%
No	91%

Table 184: Have you ever had an Individualized Education Plan/IEP (special education) or Section 504 Plan? An IEP or Section 504 Plan is for students who have a disability. (n=520)

IEP/504 Status	%
Yes – I currently have an IEP or 504 plan.	4%
Yes – I had an IEP or 504 plan in the past, but don't anymore..	1%
No	95%

## Parent Demographics

Table 185: Race/Ethnicity of Parent Respondents (n=1,206)

Race/Ethnicity	%
Asian	9%
Black	5%
Hispanic	8%
White	68%
Other	10%

Table 186: Highest Education Level in Household (n=1,229)

Education	%
Less than associate's or bachelor's degree	5%
Bachelor's/associate's degree	15%
Advanced degree	80%

Table 187: Household Income (n=1,076)

Income	%
\$0 to \$51,000	8%
\$51,001 to \$86,000	6%
\$86,001 to \$150,000	21%
\$150,001 or higher	64%

Table 188: Language Spoken at Home for Parent Respondents (n= 1,224)

Language	%
English Only	73%
Language other than English	27%

Table 189: Has your child ever been in the ESOL/HILT or HILT/HILTEX program? The ESOL/HILT and HILT/HILTEX programs are for students who speak English as a second language. (n=1,152)

ESOL/HILT Program Participation	%
Yes – My child is currently in the ESOL/HILT or HILT/HILTEX program.	1%
Yes – My child was in the ESOL/HILT or HILT/HILTEX program in the past.	0%
No	99%

Appendix D1

*Table 190: Has your child ever had an Individualized Education Plan/IEP (special education) or Section 504 Plan? An IEP or Section 504 Plan is for students who have a disability. (n= 1,223)*

	<i>IEP/504 Status</i>	<i>%</i>
<i>Yes – My child currently has an IEP or 504 plan.</i>		8%
<i>Yes – My child had an IEP or 504 plan in the past, but doesn't anymore.</i>		2%
	<i>No</i>	89%

**Arlington Public Schools  
Focus Group Research with Staff Members on  
Gifted Services**

December 14, 2016

**TABLE OF CONTENTS**

**Background..... 103**  
    Research Purpose ..... 103  
    Research Method..... 104  
**Detailed Findings ..... 105**  
    Counselors’ Role ..... 105  
        Gifted Students’ Emotional Needs..... 105  
    Identification of Gifted Students ..... 107  
        How Counselors Come to Know Which Students Have Been Identified as Gifted..... 107  
        Familiarity with the Process..... 108  
        Ensuring Students are Not Overlooked ..... 109  
    Providing Service to Gifted Students ..... 111  
        Gifted Services in the Classroom ..... 111  
        Counseling Gifted Students ..... 114  
        Role of the RTG ..... 115  
        Evaluating Success ..... 118  
**Conclusions..... 119**

## **Background**

Arlington Public Schools (APS) is dedicated to maximizing the strengths and potential of all students so they may become self-confident, well-rounded, responsible and productive citizens. This research project focuses on APS program and service offerings that serve students who have been identified as gifted.

As described on the Gifted Services program web page:

APS recognizes that certain learners within the school population have unique abilities, interests, needs and potential for accomplishment. These characteristics necessitate systematic, continuous services to present unique and appropriately differentiated curricula responsive to individual student's learning readiness and interest.

Gifted students need opportunities to think abstractly, work at various rates and levels of complexity, and pursue tasks independently. In addition, gifted students need opportunities to learn with intellectual peers guided by a teacher who understands the socio-emotional needs of gifted learners and who has been trained in curriculum written for advanced learners.

The Gifted Services Identification Process identifies students in the following areas:

- Specific Academic Aptitude: students with specific aptitudes in the selected academic areas of mathematics, science, English, social studies, grades K – 12
- Visual/Performing Arts Aptitude: students with specific aptitudes in selected visual art and/or music areas, grades 3 – 12

Identification and placement of gifted students is a process requiring screening, referral, identification, and delivery of services. A student may be considered for Gifted Services in academic areas at any time during his/her school career in one or more of the above academic areas. A student may be considered for Gifted Services in the arts at any time in grades three through twelve.

This report summarizes qualitative research findings from a set of four focus groups—one each with elementary, middle, and high school counselors and one with middle and high school Directors of Counseling (DOCs). This qualitative research was conducted in summer 2016. Importantly, all of the evaluation's data should be considered as a whole. In other words, focus group and interview findings will be most meaningful when considered together with findings from other facets of the overall Gifted Services evaluation.

## **Research Purpose**

This qualitative research helps to answer several of the questions being asked by the entire Gifted Services evaluation, specifically:

- To what extent are gifted students receiving appropriate academic and social counseling?
- To what extent do counselors understand social/emotional needs of gifted students?



## Appendix D2

- To what extent do English language learners and students with disabilities identified as gifted receive specialized support and have their needs met?
- To what extent do teachers understand the identification process?
- What is the impact of middle school scheduling on gifted students' access to services?
- To what extent are students identified as gifted engaged?

### Research Method

Four 90-minute focus group discussions were convened with APS counselors—one each with elementary, middle, and high school counselors and one with middle and high school directors of counseling (DOCs). For efficiency's sake, during the high school counselors' and DOCs' groups, part of the discussion was devoted another ongoing evaluation project, Career, Technical, and Adult Education (CTAE) at APS.

The discussion guides are attached as Appendices A (elementary, middle school counselors), B (high school counselors), and C (DOCs). The questions were developed in collaboration with the APS Offices of Planning and Evaluation (OPE) and Gifted Services. The discussions covered the following topics:

- **The counselors' role**—how they come to know who the gifted students are.
- **Gifted students' social and emotional needs.**
- **Identification of gifted students**—familiarity with the process, ensuring that students are not overlooked as potentially gifted including populations such as ESOL/HILT (English language learners), and those who come from poverty.
- **Providing gifted services in the classroom**—whether clustering is used, scheduling challenges.
- **Role of the Resource Teacher for the Gifted (RTG)** at school.

In interpreting the findings presented in this report, it is important to note that focus group discussions are a qualitative research method. While the discussions produce rich, detailed information about the perspectives of those interviewed and opportunities to further explore relevant new perspectives, focus group findings are descriptive in nature and cannot be generalized due to sampling approaches and small sample sizes.

## Detailed Findings

### Counselors' Role

#### *Gifted Students' Emotional Needs*

On the topic of gifted students' emotional needs, there were two strong themes among all participants in counselors' discussion groups. Specifically, that:

- 1) Gifted students who experience emotional difficulty at school tend to feel anxiety around expectations (their own or others') that they must perform well. These students may also experience the negatives of being a perfectionist. Such anxiety was said to be the most pronounced at the high school level, although it occurs in younger grades as well. One counselor noted that middle school is an ideal opportunity to help students set strategies to deal effectively with this anxiety when they reach high school. Others agreed noting that pressure climbs in 8<sup>th</sup> grade in particular, as students take courses for high school credit and some prepare for private school admissions and placement testing.

*I'd say gifted students have a higher level of perfectionism than the general population. We have a lot of kids with anxiety, but these kids tend to have true perfectionism on top of it.—ES Counselor*

- 2) Some gifted students experience social difficulty, especially those who are gifted in all areas (rather than just one or two), who have characteristics such as an Asperger Profile, or who are otherwise twice exceptional (with gifted and special education needs).

*I think connecting with others [is a social difficulty for gifted students]. Since they're so high-level [intellectually], making those relationships can be difficult. And they get frustrated.—ES Counselor*

*[Gifted students] definitely [feel] anxiety, pressure, familial pressure, and the social piece... a lot of my [gifted] students, especially this year, [also struggle with] being able to tolerate others' ideas or to navigate others' ideas...Discourse with others is a real challenge for some of those kids.—MS Counselor*

Counselors and DOCs said that many APS students are identified as gifted in some way. They spontaneously raised the idea that there is a subset of exceptionally gifted students among the much larger population of gifted students. This exceptional subset, many said, is more likely to have difficulties of anxiety and social issues associated with their giftedness. To explain this subset, they used terms like “gifted across the board” or “off the chart,” mentioned the character “Doogie Howser,” and gestured with a raised hand to show a student who is “at this highest level” and contrast that student from one who is simply bright, hardworking, skilled at school tasks, or gifted with a knack for a particular subject. Picturing these very gifted students, DOCs described a student so smart and able that he or she feels bored or even has disdain for the schoolwork presented. Despite these students'

## Appendix D2

vast capability, negative feelings like these can hinder achievement at school. It was these “truly” gifted students—believed to be a minority within the gifted population—who the DOCs said APS struggles most to serve.

*I feel at my school the kids who are identified as Gifted right now, their needs are being met and then some because I don't have any Doogie Howsers right now.—MS DOC*

*For the most part, I do think [APS] provides [well] for the students who are identified....The place I've seen where I've had difficulty is those kids that are truly gifted. Bright, bright, right off the chart. Can make 100 percent on the test but don't do any of the homework because they are so bright. That's where I don't think we have a safety net or something to do with them. Because no matter how many times the counselor or the RTG goes to the teacher and says, “Hey, this kid is identified gifted, they have this IQ at this level. Can we modify and not make them do all this day-to-day work and do something more?” The answer is typically, “No, they have to learn how to do all this work.” Then once these kids claw through high school with Cs and Ds, they end up doing amazing work in college and being in a think tank somewhere... That's the place I feel like we don't succeed.—HS DOC*

*There is one [exceptionally gifted student who comes to mind]. The only reason I know about it is because teachers were pushing back. The student thought things were going too slowly so wanted to teach himself the first level of calculus over the summer so he could just move on to the next. They said, “You can't do that.” We finally agreed, “Let him give it a try. Give him some kind of assessment at the end and see. Because of state standards, we can't say we'll give you a credit for it.” He didn't care. He came back and totally blew the exam out of the water and went on to the next thing and he was off teaching himself other stuff.—HS DOC*

Raising this distinction brought forth minor speculation about whether too many students are designated gifted.

*I think [some students are identified as gifted but also struggle] partly because the gifted designation often has been applied to students who are actually just smart and good at school—not necessarily what I think of as gifted.—HS DOC*

*It would be interesting to see the definition of gifted. Is it supposed to be a real small percentage or not? Sometimes we joke and we say this is like Lake Woebegone, where everybody is above average.—HS DOC*

Several counselors pointed out that giftedness can be a double-edged sword in that gifted students may find schoolwork easy in general, but then feel unprepared—having fewer strategies and less resilience—when tougher school challenges come up.

*I'd say the expectations are very high, so when a kid who's been very gifted and kind of sailed through suddenly runs into a challenge, I think it's even more difficult because they haven't had*

*the practice. And then they're like, "But I'm supposed to be gifted, why is anything difficult?" It's hard when that doesn't match up with their expectations.—MS Counselor*

*And one thing I've noticed over the years is that for those students who have been identified gifted, things typically came naturally easy to them all along. Then, when they get to these upper level classes, they find they don't know notetaking and study skills. When it comes to doing flashcards, they're like, "Well that takes too much time. I've never had to do that before." And, they don't have the resiliency to push forward.—HS Counselor*

*So my first year, when we got that list [of gifted students], I did work really hard to [convince them to take advanced classes in their gifted area]. What I found out was a good number of them struggled in those higher level classes. The testing wasn't effective in determining their work ethic. It's really interesting to see that about half of them were successful in those higher courses... and then about half were not. Either because they were perfectionists and dealt with some mental health stuff as a result of overstressing, or because they didn't have the work ethic to manage those classes.—HS Counselor*

## **Identification of Gifted Students**

### ***How Counselors Come to Know Which Students Have Been Identified as Gifted***

Virtually all focus group participants said that the APS Synergy database and the RTG are the two keys to their knowledge of which students are gifted. Gifted students' names are marked with a small star in Synergy. And, many counselors mentioned that the RTG provides a list of gifted students at the start of the school year.

*My gifted teacher actually came up and gave me a folder with all our students that receive gifted services. It's also in Synergy, the system that we use.—ES Counselor*

*The RTG gives us a spreadsheet with everybody and the areas to which they're designated as gifted...in addition to being able to search Synergy.—MS Counselor*

*When I was a counselor and had been for years, the RTG and I spoke an awful lot. I'm not completely certain [what occurs in at other schools], but I would imagine that like us most surely have a Gifted Specialist and she handles much of the workload, meeting with parents, meeting with counselors.—MS DOC*

In Synergy, names are marked with a small star. The star signifies only that the student is gifted, but offers no particulars about which areas, whether mathematics, arts, English language arts, etc. Although they can access that detail elsewhere, several counselors and DOCs said that it would be handy if clicking the star provided such details.

*[Adding detail to the star signifier] would be good for me. I'm not at the home school. At [alternative school] we've had one gifted kid come across in the past few years and we had no idea what they were gifted for.—HS Counselor*

*You can see that detail under the Gifted tab...They do tell you. But, if you are going to put the star up there, it would be easier if you could click on it and have it just pull the information from the tab.—HS Counselor*

### **Familiarity with the Process**

At the elementary school level, all but one brand-new counselor knew the two paths that lead to identification—mass screening (by the Naglieri Nonverbal Ability Test in 2<sup>nd</sup> grade and the cognitive abilities test, CoGAT, in 4<sup>th</sup> grade) or referral (by teacher, parent, community or self). And, they were familiar with the process of collecting work samples and teacher input. Several had even participated in identification meetings. At the middle school level, two counselors who had been in their roles a few years were familiar and a new counselor was not yet familiar. At the high school level, focus group participants were more familiar with the Naglieri test and less familiar with the CoGAT. And, generally, few students commence the identification process at the high school level, they said. Even though most participants were familiar with the process, they preferred to refer parents' questions to the RTG, as the expert.

*I'm new. But, so far, the identification process has not been brought up to me....I'm close to another teacher and I saw her filling out a gifted referral form. That's been my only exposure to it. I've never been invited to a meeting or discussion about it. I think it goes back to what our role is in the school as a counselor. Those are meetings that we technically don't have to be a part of. So, unless it's a student that we feel strongly that we need to be there to advocate for... [we will likely not attend].—ES Counselor*

*[I would say that I am] somewhat, a little bit [familiar with the process]. I think most of my knowledge comes from when parents come to me when they feel like their student is gifted. [I explain]...how they can refer their own student. I share with them, "Here's the website. This is the paperwork. This is our gifted person at the school. That's who you can connect with." I'm giving them the tools to advocate for their child.—ES Counselor*

*[Name] and I have been here a long time. They've changed the identification process probably 5 times since we've been employed. You have to keep reminding yourself, "Oh no, now we do it this way. This year we're doing it this way, or that way," because it hasn't been a stable thing.—ES Counselor*

*Our RTG did come to all our meetings and explain [the new identification process], because there was a change...[She shared], "This is the form you fill out. This is where you find it. Make sure you fill it out and then submit it to me because in going through the questionnaire, you might realize a kid is probably not going to meet the criteria after all. So let's not put him*

*through all these assessments if we're not sure yet"...So, I feel pretty familiar with the process. I've attended a lot of the meetings when we would go over the data after a kid had been through testing and hear from the teachers and then make the decision.—MS Counselor*

*At times, I might sit in on gifted identification meetings, particularly for students I know. All of our administrators sit in on these meetings from time to time. The resource teacher typically has an administrator and a teacher [present].—MS DOC*

*They've already been identified by the time they get to high school.—HS DOC*

*You have occasional students transferring in from some other part of the country and say "My child's identified," but then we would usually have the specialist [handle the process].—HS DOC*

*I've worked on a couple so I know the parents have to fill out this whole form and a teacher has to fill out why is this student gifted and the resource teacher meets and goes through all of that and the grades in the areas. It's not many in high school and it is that they were identified in second grade and then we are dealing with eleventh.—HS DOC*

### **Ensuring Students are Not Overlooked**

When the topic was raised that some students may be overlooked for gifted identification (e.g., ESOL/HILT students, those who come from poverty), counselors said that they had also felt this concern. In particular, immigrant students who arrive as high schoolers—and, thus are not tested in Arlington as young children—are at risk of being overlooked. A few at the high school level gave examples of students who had been overlooked and were brought to their attention by teachers. These examples tended to be students gifted with artistic ability.

*I guess because my [immigrant] students come during high school, most of them, the majority of them, they are never identified, they're never tested.—HS Counselor*

*So for some time I was working in middle school. And, I remember they were asking HILT teachers for recommendations...Obviously, in middle school there was a process of getting new students into the Gifted Program. So why couldn't we have that in the high school, and maybe identify students who are new to Arlington who should be in the program or could benefit from it? I think it's sad. We have a lot of students who bring academics from other countries and a lot students who are new to our school district in high school.—HS Counselor*

*There is one case that I remember that came up involving a student with limited English skills who had come from another country. One of the art teachers said this child even came and asked, "Can you make a special section for me?" of the art class [the teacher] was teaching. The teacher said, "I want this child to be going to AP Art. This kid is incredible." And, he ended up having the student compete nationally with some stuff. It was very affirming for the child who is taking these HILT classes but was incredibly talented in this one area. I don't know if that child*

## Appendix D2

*had been identified gifted but I guess it's a story to say you basically rely somewhat on the teachers too to be able to say, "Hey, I've got a student who's extraordinary here."—HS DOC*

*I tried to get a student who was identified as special education...to be evaluated for gifted services in art. Because her stuff was really beautiful. She kept winning awards, and awards.... And I talked to the gifted person instead of the art teacher. And, it didn't go anywhere. I don't know why.—HS Counselor*

In terms of what could overcome this challenge, the focus group participants pointed to: 1) Teachers' observations as key, and 2) Blanket testing approaches that might help catch students who were previously not identified. Several schools have taken one or both of these proactive steps. For example, one DOC mentioned an RTG who strives to ensure that students in populations at risk of being overlooked are not—doing so by reminding teachers and other staff to look twice and not to forget these students. One elementary counselor said her school had begun a practice of putting every student above a certain score on the testing pathway through the gifted identification process, as opposed to choosing among students above that score based on other information. The latter approach at times had resulted in some students not going through the formal process. At one middle school, the RTG had recently worked to test students who had not been tested in elementary school. The process yielded fewer new identifications than expected, just two. Another indicated that her middle school once tested all HILT students and identified one student with this method. A couple HS DOCs and counselors pointed to the Naglieri and CoGAT, saying these tests are used as measures today specifically for the reason that they are not “verbal dependent,” but score on spatial reasoning and other abilities. In other words, the tests were selected to also help minimize the possibility that a gifted student would be overlooked for reasons like a language barrier. Still, the DOC with experience testing all HILT students at one school said the scores “skewed low” and thought perhaps the limited test-taking experience among students with disrupted educational backgrounds contributed to the low scores.

*This year, I think the new piece was that any kid that got a certain score had to be looked at. Before, it was kind of like, “Oh well we'll look at the scores and then we'll decide whether we're going to look at that kid.” That was the way I understood that they cleaned up this year.—ES Counselor*

*Our GT teacher will send something out to all the faculty soliciting who should we be looking at, whether or not they should be identified. She really does target our HILT students so we look twice at that population and be sure we're not missing people.—MS DOC*

*... at [School], we did a year of assessing all of the HILT kids with a Naglieri just to see what would happen and no one qualified from it. But the scores, I think, skewed low. I think a piece of that is a lot of kids are coming with very disrupted educational backgrounds, they haven't been in school and done tests to the same extent as other students. I get that it's nonverbal and is as good as you're going to get. But, I still don't think it's a necessarily true assessment. I think I've seen all the approaches where we try and do everyone just to see or we wait for teachers to say*

*something. Neither have really churned out a volume of kids. I don't know that either is better.—MS DOC*

*Teachers too, I think they play a role in [identifying potentially overlooked students].—HS DOC*

*[On the topic of] the HILT students who don't get identified as GT at the high school, I know this year, our RTG is going to start testing all the students. Because I think that's something that's missing. Just because they don't speak English doesn't mean they can't be gifted in their own language. I think that's something they're doing. I don't know if it's a county thing, or if it's just our [RTG]. And, not only the HILT kids, the international kids [need this attention].—HS Counselor*

Because of their front-line role in helping to identify gifted students, participants in all four focus groups noted that teachers need their own education about giftedness so that they can recognize it in children like ESOL/HILT and those who live in poverty and so that they can differentiate between children who are skillful at being students and those who are truly gifted.

*One of the things that Arlington does is it mandate that all T-Scale<sup>1</sup> employees take classes in gifted. I think it would be really helpful for everybody to take [a class that helps them understand] signs to look for, and then to have teachers advocate for students that may not score well in testing. I hear, if you talk to some of the people, they say, “No, no, no, [the process] catches all gifted.”... I think we miss some. [Also] I think that some students are gifted [but their behavior conceals it]. In fact one of the qualities of a gifted student is that they're not always compliant....I think, they are looking at [how to not overlook students]. I think there have been some changes. I know that I talked to my gifted person this year she had said they were changing some things. I still think [the issue of potentially overlooked students] needs to be one of the things that everybody is aware of. As I say, the RTG at the school that I work at does a really good job of that.—ES Counselor*

*... sometimes [a gifted student] is somebody who is an incredibly good student who does all their work [but some students may be overlooked because of] the negative aspects of what a gifted kid could present like. It requires some teacher education.—HS DOC*

## **Providing Service to Gifted Students**

### ***Gifted Services in the Classroom***

The elementary school counselors who participated in this qualitative research said that their role in gifted services in the classroom is limited. The school's RTG leads that work, collaborating with

---

<sup>1</sup> To clarify, the professional development requirement mentioned in this quotation is not for all T-Scale employees, but for all core teachers as well as art, music, and reading specialists.



## Appendix D2

teachers. Gifted students do come for counseling when the need arises. And, the form that counseling takes resembles the counseling provided to all students.

*If there are concerns, [the RTG] might come to me. I've had it happen twice, the first was on social skills. But, other than that, I don't really have any major role.—ES Counselor*

*I would say [that what counselors provide gifted students] is very similar to what we provide for the other students. Unless, as [another counselor] said, my gifted person comes to me with a specific problem. She came to me last year because we had a group [of gifted students] that really struggled in certain ways. We created a group and worked with them together. The other area where I find [the RTG] frequently seeks me out is the twice-exceptionals, so they're gifted and special ed. I think this year we were more proactive with working with those students. Before an issue even came up, we just worked on things that the teachers had said that they needed, or that the gifted person had said that they needed. We pretty much provide a comprehensive level of service to all students.—ES Counselor*

At the elementary- and middle-school level, schools clearly strive to cluster gifted students to help simplify differentiation and to provide social connections for the group of gifted students.

*It used to be that you got pull-out services and now the model is push-in. [Gifted status] also impacts grouping. There are grouping meetings. Now when we're going to be picking kids for next year, kids are grouped in GT clusters so that theoretically, the GT teacher is just going to push into the class that has that cluster. I assume that's how all the schools work.—ES Counselor*

*Our resource teacher for the gifted provides me lists at the end of year of students who are identified gifted for English Language Arts because we cluster students on all the teams in English. She will give me those lists and so make sure the master schedule will incorporate those clusters.—MS DOC*

Clustering has both benefits and challenges. The elementary school counselors talked at length about the plusses (i.e., making differentiation more feasible, making push-in RTG services more efficient) and the minuses (i.e., teachers striving for testing goals without any gifted students, students' perceptions about classes composed of “smart/good kids” and “bad kids.”). The middle school counselors had their doubts about how much differentiation is feasible given the many demands on classroom teachers.

ES Counselor 1: *Yes, [we use the cluster approach]. It makes grouping very hard. It unequally distributes the kids. Think about that. If you're having to put all your gifted students in two of your classrooms.*

ES Counselor 2: *[Made it difficult] when we went to SMART Goals. Imagine you're the teacher that gets the class with no GT kids, and then your colleagues are sitting there with the high-level kids. They don't even have a gap group.*

ES Counselor 3: *I honestly think that there's an elitist thing too. Now they push in, but they don't push in and work with all the students. They work with some*

*and it's so obvious, and they're doing something super fun, while the other kids are working on a basic skill. When I talk to the other kids it's like, "I don't get to do the fun science that the other kids get to do." And I'm like, "What do you mean?" I think it will be a little better next year. My understanding is the GT services next year will be delivered during intervention block.*

*I feel like the kids also are very aware...They'll know, "Oh, that class is the well-behaved class because smart kids are in there" versus the other classes, or the "bad kids." It's very obvious which classes have the gifted students versus not gifted.—ES Counselor*

*[If students are not clustered] I think there'd be problems for the RTG who's responsible because, if you have to push in, that's a lot of pushing. I don't know how they would manage their time, considering all the levels and classes [to serve].—ES Counselor*

ES Counselor 1: *I also think spreading them out would be harder for the classroom teacher to differentiate, because there is a wide span of abilities and that's tough. I think especially, if you put the kids with the low IEP and the GT kids in the same class, the range is just huge.*

ES Counselor 2: *I would have to say, the flip of that, you're not getting certain students exposed to the higher level thinking, like in classroom discussions.*

ES Counselor 3: *Honestly, we have kids that are just as smart as our identified GT kids, they just don't have the pushy parents. Parents who couldn't care less about the label so they don't go that route, and those kids need to be in class with challenging peers too.*

*I don't really know a lot. I know that our teachers are so bogged down already with making sure they're meeting SPED accommodations, [language?] accommodations, and differentiating within the general population, that I can't imagine that it's easy to take time to differentiate for gifted students. But I don't know that for a fact.—MS Counselor*

Maintaining clusters of gifted students in middle school is more difficult than in elementary school. In general, the difficulty occurs when a gifted student has a scheduling need like a particular class or other special need that is somewhat unusual.

*This kid needs Arabic or advanced band, when there's a singleton it makes it difficult to cluster all of the GT- identified students even though that's part of our strategy.—MS DOC*

At the high school level, DOCs and counselors explained that they rely upon students to self-select into challenging classes such as intensified and AP-level courses. Within classrooms at the high school level, counselors tended to feel that differentiation is the classroom teacher's responsibility as opposed to the counselor's responsibility.

*Based on my understanding of a few years ago, I think we have some expectations that teachers who are going to teach that level of course [intensified] take a GT course or complete PD (professional development) or something to prepare. Our GT teacher then will be going in and doing Socratic seminars in those classes and collaborating with the teachers. So, for delivery of gifted services, I really just rely on that to be happening.—HS DOC*

*[Differentiation] is the teacher's responsibility. Because, as counselors, I think we would motivate kids to challenge themselves in their course selections and activities, whether they're gifted or not.—HS Counselor*

### **Counseling Gifted Students**

Although counselors and DOCs clearly view anxiety and difficulty with peer social connections as problems that can occur related to giftedness, they tended to talk about counseling the gifted students just as they would counsel any other student. Non-gifted students also experience anxiety, said one counselor. And, counselors go about helping students manage anxiety case by case, whether gifted or not. In discussing the relevance of giftedness in counseling, some also again distinguished between students who are in an exceptional subpopulation of giftedness and those who are gifted in perhaps one area such as science or art. For the former group, counselors are more likely to have giftedness in mind as a factor in the student's problem.

*Off the top of my head, if I meet with a student, I generally don't know if they're identified GT or not. There are some that I know are GT, because the teacher brought it up to me. Like, "This is a group of students [with a need the teacher sees as linked to their gifted status]." So, in that case that is how I would form a group [to meet together as a gifted group]. But apart from that, if I have a 2nd grader that comes to my door, I would not be thinking, "Oh my gosh, this person's GT." I don't remember all the kids that are GT or not because we have such a long list of kids who are. I honestly don't know which students are versus are not, without looking at my folder or on the computer.—ES Counselor*

*In cases that make me automatically think, "This kid's gifted," it's related to the reasons they've been sent to me over and over again—for example, if they're not interacting with their peers or if they're so anxious. If [the trouble is] a generic friend issue, or "my dog died and I'm upset," or "my parents are getting divorced soon," then I'm not going to think about that as a gifted issue. But, if [the teacher says the trouble is], "She's super anxious in class and asks me ten times if this is for a grade even though she has a 99 percent in the class," and it's sixth-grade science, which is pretty low-key, has no SOL [then, I'm going to start to think about giftedness]. When teachers say, "This kid is way anxious when they don't need to be about these grades."—MS Counselor*

*I think we know the students who have the social and emotional needs, some are gifted and some aren't. I think we're just trying to reach them.—HS DOC*

## Appendix D2

*I would say, when you look at the population as a whole, we're obviously supposed to serve all kids. I would probably say, I see about 80% of our IEP kids are in counseling—whether it's group or individual or something else. Of the identified GT, I would probably see almost 50% of them. The ones in the middle are the ones that I don't see. I might see 30% of them. I would say next to SPED, the GT kids are the kids I see the most.—ES Counselor*

As an aside, one ES counselor noted her opinion that teachers may be less likely to refer GT students to the counselor because the students are so capable in so many ways that doing so may not occur to the teacher. Moreover, the ES counselors agreed among themselves that anxious students tend to be more reserved or private about their emotional needs than other students. Similarly, a few counselors mentioned that gifted students or their parents are sometimes reluctant to seek counselors' support because they worry about negative perceptions of doing so.

*I think that teachers are somewhat reluctant to refer them because they are so capable in so many other areas that...I find that I'm finding out about issues from the student or from other students or from the parents...because, the other thing is too that I find that the kids that are anxious tend to be quieter about it. Not drawing attention... I think sometimes there's more of an education on our part to let these students know that, yes they may be capable, but they still could use help.—ES Counselor*

*In my building, a lot of the gifted students tend to be highly perfectionistic. So sometimes they get themselves so stressed out and freaked out that I'll end up seeing some of those gifted kids, especially our 5th graders before school in the morning. They come in the morning because they don't want the other kids to know, or think, there's something wrong. They're much more private than some of the other kids.—ES Counselor*

*For the social piece, they get referred to me, definitely. The anxiety piece, I feel like doesn't always get referred because the parents maybe don't want to be up front about it...Perception is key.—MS Counselor*

### **Role of the RTG**

At all grade levels, the RTG plays a key role. This theme was strong and DOCs and counselors in all groups made it abundantly clear. The RTG is important both to identification and delivery of services to gifted students. In addition, when families approach counselors with questions about gifted identification or services, it is common for counselors to direct them to the RTG as the expert.

*[The RTG talks with me about] individual students more than anything else. Sometimes about rearranging the schedule, sometimes about trying to put more of a grouping of gifted kids into an English class, like four maybe, so they aren't isolated in that class and the RTG can do group projects with them. Sometimes about a parent who is concerned about something, in order to keep me in the loop. Sometimes we'll meet with the parent together.—MS DOC*

## Appendix D2

*I actually think that some people have their own biases. You'll hear a teacher say "Oh everybody is gifted." Or, "Oh, no one is gifted." Our RTG works through that. She gives a presentation on gifted every year.—ES Counselor*

*I'm thinking of the time this year, I got a phone call from a parent about a group of gifted boys who were not making the best choices, so I talked to the RTG about what we can do for that. Another time I was in a class doing an observation and I noticed some kids not being challenged as much as I thought they should have been. So, I had that conversation with her, asking if I was on target with my observation. I was thinking the teacher could use some help with the extensions. The RTG and I have talked in the past about doing a group together, addressing some of the kids who need help with social skills and some of the perfectionists but we've never actually done that. I think that would be cool to be able to do.—ES Counselor*

*I field a lot of questions from families about Gifted Services. They want to meet with me and talk about it, and I usually pass that to the RTG. Parents often ask me what this means, what the services will look like, and I don't always feel like I have very good answers. So I usually pass that on to her.—MS Counselor*

High school counselors in particular said that the expectations of what they as counselors would do proactively with the gifted population are very limited. They said that their work in the high school had little direct intersection with the RTG regarding the gifted population.

*Sometimes they ask us to meet with a kid, to see if they want to take a class, for example if it's in the elective category, like music or arts or something, to try that....That was the first thing [name] tried. It was the first year [name] was there. That's the only time I've been asked to do anything with that population.—HS Counselor*

*The only thing I can think of is, sometimes our students who are identified as gifted might be recommended for certain programs, and that's when we would provide information to help them apply for a program or something like that...Or write a recommendation for them.—HS Counselor*

*And the only time I really have interaction [with the RTG] is if the student is applying for Governor's School and I need to fill out something out.—HS Counselor*

*I'd like to say that maybe the role of this person works more closely with the teachers, but I don't know that. I don't even know that. I could assume that the RTG's goal is to help these kids who are identified, continue to be challenged and continue to be recognized in high achieving programs. They're probably the liaison of all these programs in the summer. Maybe doing scholarship programs, things like that.—HS Counselor*

As with any position, there are some RTGs whose excellent work and involvement shine and some who make less of a difference at their schools. The RTG role is seen as one that the person in it has latitude to define.

*[RTGs] struggle with their roles, similar to how school counselors struggle. Anybody that's worked in a role like that understands that when you're a support person in the building, it's kind of nebulous....I think RTGs suffer more from identity issues than we [counselors] do as a group. At least we can hang our hats on an actual national model and we can say that's what we're supposed to be doing. Establishing your role also depends in part on your predecessor.*  
—ES Counselor

ES Counselor 1: *[In meetings] some people would be like "What's this person's role." And we have to explain to them what they do. Our special ed coordinator would ask, "Who is this person, what is her role?"*

ES Counselor 2: *Everyone in my building knows, but that's because she also goes to all the meetings. She's at all those meetings, so she's pretty connected with all the teachers and staff.*

*It depends, I think, on the counselors and the Resource Teachers for the Gifted. There have been times where we've had counselors that have worked with the Resource Teachers for the Gifted and run groups for kids. But it really depends on your work ethic and what you are interested in doing. There have been years where that's been really strong and other years where it doesn't exist.*—MS DOC

*Sometimes, I've heard the Gifted teacher at our school say that she wants the teacher to invite her in rather than her push herself into the classroom....She finds [pushing] a struggle and even has asked the administration to grease the wheels a little bit for her. Last year, for example, I remember having to tell one of the teachers, "You have four gifted students in your classroom, she would like to come in and do some kind of seminars or cluster work." But, [the RTG] felt that the teacher was not welcoming her. So I said, "Why don't we...set up a time with the middle school team, and meet with all of them, each team, and say, 'These are the children you have, this is what I offer, this is what I can do, this is how I can work with you together in partnership.'" I think that helped.*—MS DOC

*I think at the high school the Gifted program is very independent and very **dependent** on the resource teacher for the gifted. Ours [at high school] does totally different things than the resource teacher that I worked with at [high school].*—HS DOC

*I've seen many, many resource teachers over the years, and it's really what they make of that job. There is not an expectation where you know to go, "[Making checkmarks] yes, they've done that, and they've done that, and they've done that." I've had some that I've not seen for an entire year. I've seen some that are in classrooms all the time and doing staff development and running book clubs after school. It really, really just depends on the person who is in the position.*—HS DOC

And, the biggest struggle by far, particularly at the middle- and high school levels was the large number of students served by a single RTG. The counselors recognized that the model for the RTG's work would be primarily to build capacity and help classroom teachers implement their own differentiation and enrichment.

*Maybe there's two types of work too, there's RTG that would be working with staff directly doing all sorts of professional development and book clubs and that outreach. And, there'd be the person who was doing the on the ground, student service. But that's two different jobs. If you are going to build capacity and instructors, do that, but that's got to be your job. Trying to walk both worlds is hard.—MS DOC*

### **Evaluating Success**

Participants in the DOC focus group were asked how well they would say their school was doing in terms of providing gifted services. They generally felt that all is well. They conceded, however, that this question is not one they typically ask or examine with data. This question did prompt middle school DOCs to describe parents' complaints. In the elementary setting, the RTG may have a prominent role with students and parents can observe or are told about special services and activities occurring for gifted students. In middle school, gifted services are harder for parents to "see." The RTG may have a much larger student population and rely more heavily on classroom teachers' training in gifted services to enable them to serve the gifted students. Middle school counselors agreed with the DOCs' assessment.

*The first thing I thought [when asked an opinion of how well gifted students are served] is, "There's no one complaining." There's no one saying, "Hey, I think you are doing a great job," either...I know that our Gifted resource person is doing things with the students, that they've been involved in some competitive stuff outside of the county. I know that the person has been involved in classrooms, goes into different classrooms, but beyond that, for us, it's not until we hear something that then we know somebody wants more.—HS DOC*

*I will say at things like parent nights and [6<sup>th</sup> grade orientation], I always have to preempt some of the complaints I expect. It's a huge thing I stress. Gifted services is a very different model at middle school. I have one GT resource person I have almost twelve hundred kids in my building and probably 82 percent of them are identified in some area of GT.<sup>2</sup> So the reality is not that she's going to be pulling out and meeting with all of these kids. But, that's the mentality that parents are coming from in elementary. There the GT resource person is doing groups and pushing into the classroom. [In middle school], I have twenty-five sections per grade. There's no way she can. So that's where we go back to explain that each teacher has had professional development, they differentiate within the classroom. There are the challenging things [for students] in trying to do some of that enrichment. But, we're using our classroom teachers*

---

<sup>2</sup> This comment may include hyperbole, not meant to be taken literally. The average percentage of gifted students in Arlington Public Schools' elementary schools in the 2015-16 academic year was 12.5% (range 4.8%-28.2%), in middle schools was 30.7% (range 26.8% - 33.4%), and in high schools was 29.7% (19.6% - 44.7%).

*because [the RTG] is the one that differentiates with the teachers, essentially, to make sure that all the kids are being challenged. I think that's hard for parents because they are wondering, "Why is my son not seeing [the RTG]?"—MS DOC*

## **Conclusions**

### **Counselor's Role**

- Counselors and DOCs readily and clearly said that the emotional needs they see related to giftedness are typically anxiety about performing well and perfectionism. They also see some social challenges, in which exceptionally gifted students struggle to relate to or work well with peers.
- Focus group participants said that they see more needs among exceptionally gifted students. In other words, the gifted population includes students who may have one giftedness designation (e.g., in art or English Language Arts) and can be a very large set of students. Within this group, only a subset faces challenges as a result of giftedness such as school anxiety and social difficulty. In trying to define the characteristics of those who face such issues, the counselors and DOCs described them in various ways like “gifted across the board” or “off the charts” and differentiated these students from those who are bright or simply good at school-type tasks.

### **Identification of Gifted Students**

- All of the counselors and DOCs use the Synergy system to help them when they need to know if a student is gifted or which group of students are gifted (for purposes of establishing elementary and middle school clusters). In elementary and middle schools, the RTG commonly also provides a list. And, in middle school, the RTG also helps make sure scheduling is set up to cluster gifted students.
- At the elementary and middle school levels, counselors (except two brand new ones) were familiar with the identification process. High school counselors were less so, saying that few students are identified in high school. In general, counselors turn to their RTG as the expert and refer parents to the RTG for help with identification processes.
- These focus group participants agreed that the potential to overlook the giftedness of some students—such as ESOL/HILT students or those living in poverty—is a concern. They saw two ways to address the issue: 1) Teachers’ observations, and 2) Blanket testing that might help catch students who were previously not identified. Several schools have taken one or both of these proactive steps.



### **Serving Gifted Students**

- Elementary and middle schools strive to cluster gifted students in order to help with differentiation and give the students similar peers with whom to build friendships and work with in class. In middle school, especially, doing so becomes difficult for some individual students—e.g., those with special education needs, those with special classes that also need to fit in such as a language, advanced band, or an elective the student is passionate about. In high school counselors encourage more advanced courses for gifted students. But, doing so is consistent with what they do for all students—encouraging them to take the highest level courses in which they can succeed.
- All of the focus groups made clear that the RTG plays a vital role in identifying and delivering services to gifted students. Many mentioned that for roles like RTG—and any non-classroom-teacher roles—the role often must be defined by the person in it.
- In general, these counselors and DOCs see their schools as serving gifted students well. They conceded, however, that this question is not one they typically ask or examine with data. In terms of parents' comfort with gifted services, they did not hear many complaints except in the transition to middle school. Gifted service delivery is more obvious to parents in elementary school as the RTG pushes into the classroom.

**Appendix A – Gifted Services Evaluation Discussion Guide  
ES and MS Counselors**

**DISCUSSION GUIDE ARLINGTON PUBLIC SCHOOLS (APS)  
Focus Group Research on Gifted Services  
Discussion Guide  
ES and MS Counselors  
May 2016**

**INTRODUCTIONS/WARM UP (10 minutes)**

Welcome everyone. My name is \_\_\_\_\_. First, thank you for taking the time to join us. A word on our purpose today... Everyone here is [an elementary or middle] school counselor in Arlington Schools.<sup>3</sup> Our purpose is to talk about your experiences in that role and learn from you in order to strengthen APS’s Gifted Services program. Our discussion is part of a larger evaluation underway for that program.

**A. Disclosures**

- Audio taping. With your permission, I would like to audiotape. The tape will only be available to me to help me write my report. Once my report is accepted in final, I will delete the tape. I will not share it with anyone else.
- Confidentiality.
  - This focus group is unusual in that you may know one another or know people in common. I hope that you will feel comfortable sharing your opinions. And, I ask that you keep what is said here in confidence. That said, obviously I cannot bind anyone here to keep what they hear confidential. Therefore, you may choose *not* to say some things. If that happens and you wish to share information with me later, please feel free to contact me by phone or e-mail.
  - When I write my report, it will not identify anyone by name. Rather, I will use phrases like, “Several counselors expressed the opinion that \_\_\_\_\_.”
- I am a professional moderator, and not an expert on teaching, school administration, or business community partnerships. My job is to listen to you and convey your input to the Offices of Planning and Evaluation and Gifted Services.

**B. Participant introduction**

- Your first name
- Which school is “yours”?

**COUNSELORS’ ROLE (15 minutes)**

1. How do you come to know who gifted students are, if you indeed come to know?

---

<sup>3</sup>ES and MS counselors and Directors of Counseling will be convened in different groups, not combined into one. Any topics on which questions will differ between the two are flagged in the guide.

2. Describe your role when it comes to students who have been identified as gifted.
3. What social and emotional needs are gifted students experiencing, that you see as linked to their gifted status, when they come to you?
  - a. How common is it for you to find that these kinds of needs or other related issues in the classroom arise for gifted students?

### **IDENTIFICATION (20 minutes)**

1. How familiar are you with the gifted identification process?
  - a. Is it something you're normally involved in at your school (e.g., attend screening meetings)?
  - b. I understand that the identification process has been revised. It includes two pathways: mass screening (Naglieri Nonverbal Ability Test 2<sup>nd</sup> grade; CoGAT (cognitive abilities test in 4<sup>th</sup> grade) as well as referral (teacher, parent, community or self). Afterward, data are collected—work samples, Gifted Behavior Commentary (GBC) survey from teachers, testing. Are these familiar to you?
    - i. How so?
    - ii. How have you been involved? How often/to what degree?
2. I understand that one challenge in identification is ensuring that students in some populations such as ESOL/HILT or those who come from poverty are not overlooked as potentially gifted. What are your experiences with efforts to include these students?
  - a. What are your thoughts on overcoming this particular challenge?

### **PROVIDING SERVICE (20 minutes)**

1. And, if I was a new teacher at your school, what would you tell me to expect when it comes to providing gifted services in my classroom?
  - a. I understand that, ideally, students are clustered in groups of reasonable size, perhaps 5 students or so—which makes it easier to serve them as a group and provides them with peers in class. Has that been your experience?
  - b. Does that sound familiar?
  - c. [MIDDLE SCHOOL ONLY] What particular challenges around clustering exist when it comes to scheduling?
    - i. What, if any, solutions or even partial solutions do you see?

2. How much and in what ways do you work with the Resource Teacher for Gifted (RTG)?
  - a. Do you see that as too much, too little, just right? (And why?)
  - b. For what reasons is it that much/little?
  - c. How could that in-school partnership be strengthened?
  
3. I know that the goal is to be sure that daily instruction meets the needs of gifted students. To what degree would you say that happens?
  - a. How does this goal fit into the rest of your work?
  - b. What kinds of support would help you to increase (or make it easier for you to continue) differentiating for gifted students in your classroom?

**CLOSING (5 minutes)**

As we wrap up, do you have any concluding thoughts or advice to share with APS on the topic of identifying and serving gifted students effectively?

Total time: 70 minutes (90-minute session, time for more questions if needed)

**Appendix B – Gifted Services Evaluation Discussion Guide  
HS Counselors (includes CTAE topics)**

**DISCUSSION GUIDE ARLINGTON PUBLIC SCHOOLS (APS)  
Focus Group Research on Career, Technical, and Adult Education (CTAE)  
and Gifted Services  
Discussion Guide – HS Counselors  
May 2016**

**INTRODUCTIONS/WARM UP (10 minutes)**

Welcome everyone. My name is \_\_\_\_\_. First, thank you for taking the time to join us. A word on our purpose today... Everyone here is a high school counselor in Arlington Schools. Our purpose is to talk about your experiences in that role and learn from you in order to strengthen two APS programs-- Career, Technical, and Adult Education (CTAE) and Gifted Services. Our discussion is part of larger evaluations underway for each program. We know how busy you are, so we'll cover both today so we can have just one meeting instead of two.

C. Disclosures

- Audio taping. With your permission, I would like to audiotape. The tape will only be available to me to help me write my report. Once my report is accepted in final, I will delete the tape. I will not share it with anyone else.
- Confidentiality.
  - This focus group is unusual in that you may know one another or know people in common. I hope that you will feel comfortable sharing your opinions. And, I ask that you keep what is said here in confidence. That said, obviously I cannot bind anyone here to keep what they hear confidential. Therefore, you may choose *not* to say some things. If that happens and you wish to share information with me later, please feel free to contact me by phone or e-mail.
  - When I write my report, it will not identify anyone by name. Rather, I will use phrases like, "Several counselors expressed the opinion that \_\_\_\_\_."
- I am a professional moderator, and not an expert on teaching, school administration, or business community partnerships. My job is to listen to you and convey your input to the Offices of Planning and Evaluation, CTAE, and Gifted Services.

D. Participant introduction

- Your first name
- Which school is "yours"?

**STUDENTS (10 minutes)**

Let's talk first about the students you work with who are at risk of dropping out...

1. What patterns do you observe about what brings students to the point of dropping out?

2. Our focus today will mostly be on those students who have reached a point where it is clear that they will leave the traditional path to graduation. This evaluation focuses on the layers of the safety net that come into play for them.

### **COUNSELORS' APPROACH (20 minutes)**

1. How do these students typically “get on your radar?”
2. I made it sound like it’s easy to know when it is “clear that they will leave the traditional path to graduation.” But, it may or may not be. What are your thoughts on that?
  - a. When it becomes clear, what do you do and say in those cases?
    - i. Are there some things you say to all students? [What?]
    - ii. What do you say to parents?
  - b. How do you know when to bring up options other than the traditional path?
    - i. And, what options do you bring up?
    - ii. Do you use different approaches or make different suggestions in some cases?
      1. What factors do you consider in deciding how to persuade students or what paths to suggest?
3. For students who are at this point, what staff members at school are typically involved?
  - a. How so?
4. Once students are sure they will drop out, what do you observe about what students are thinking?
  - a. Thinking of students who ask about their options for completing high school or GED, what do they ask?
  - b. How interested are students in other options?
  - c. And, what do parents ask?

### **SAFETY NET AT ARLINGTON (15 minutes)**

1. Let’s back up and sketch out the safety net as it is designed today. Describe it for me. First what is the net like at school? Then, at the county level. [Sketch together on easel.]
  - a. At each level, what are its strengths?
  - b. Likewise, what are its weaknesses, or ways it could be improved?[If ISAEP or other parts of net are not known, fill them in after discussion. Share attached description of HSC, GED, ISAEP.]
2. Looking at these options—or, the layers of the safety net—how well-educated about them do you feel like you are?

- a. If this is an area for improvement, what would be helpful to know about each layer?
3. To wrap up this part of our discussion...

Of course, Arlington Schools hopes 100% of students will graduate with a traditional high school diploma. But, indeed, there needs to be a plan for when that is not going to happen. As we see, the plan has several layers of options. My focus now is to give feedback from you that can help APS make sure that ISAEF is the best last layer of the safety net that it can possibly be.

So, thinking together, what suggestions or thoughts do you have on how well students who need that last safety net are being navigated into it?

- a. What is working well?
- b. What could be improved?

### **GIFTED SERVICES (30 minutes)**

Let's turn our thinking to Gifted Services.

4. How do you come to know who gifted students are, if you indeed come to know?
5. Describe your role when it comes to students who have been identified as gifted.
6. What social and emotional needs are gifted students experiencing, that you see as linked to their gifted status, when they come to you?
  - a. How common is it for you to find these kinds of needs or other related issues in the classroom arise for gifted students?
7. How familiar are you with the gifted identification process?
  - a. Is it something you're normally involved in at your school (e.g., attend screening meetings)?
  - b. I understand that the identification process has been revised. It includes two pathways: mass screening (Naglieri Nonverbal Ability Test 2<sup>nd</sup> grade; CoGAT (cognitive abilities test in 4<sup>th</sup> grade) as well as referral (teacher, parent, community or self). Afterward, data are collected—work samples, Gifted Behavior Commentary (GBC) survey from teachers, testing. Are these familiar to you?
8. How much and in what ways do you work with the Resource Teacher for Gifted (RTG)?
  - a. Do you see that as too much, too little, just right? (And why?)

- b. For what reasons is it that much/little?
9. I know that in high school, gifted students are expected to self-select to find their own challenges such as in AP and IB. And, I also know that the goal is to be sure that daily instruction meets the needs of gifted students. To what degree would you say that happens?
- a. How does this goal fit into the rest of your work?
  - b. What kinds of support would help you to increase (or make it easier for you to continue) differentiating for gifted students in classrooms at your school?

**CLOSING (5 minutes)**

We have talked about two disparate topics. But, they are both related to serving students in special circumstances. As we wrap up, do you have any concluding thoughts or advice to share with APS on these topics?

Total time: 90 minutes (90-minute session)



**Appendix C – Gifted Services Evaluation Discussion Guide  
Directors of Counseling**

**DISCUSSION GUIDE ARLINGTON PUBLIC SCHOOLS (APS)  
Focus Group Research on Gifted Services  
Discussion Guide  
Directors of Counseling  
May 2016**

**INTRODUCTIONS/WARM UP (10 minutes)**

Welcome everyone. My name is \_\_\_\_\_. First, thank you for taking the time to join us. A word on our purpose today... Everyone here is a Director of Counseling in Arlington Schools. Our purpose is to talk about your experiences in that role and learn from you in order to strengthen APS's Gifted Services program. Our discussion is part of a larger evaluation underway for that program.

- A. Disclosures
- Audio taping. With your permission, I would like to audiotape. The tape will only be available to me to help me write my report. Once my report is accepted in final, I will delete the tape. I will not share it with anyone else.
  - Confidentiality.
    - This focus group is unusual in that you may know one another or know people in common. I hope that you will feel comfortable sharing your opinions. And, I ask that you keep what is said here in confidence. That said, obviously I cannot bind anyone here to keep what they hear confidential. Therefore, you may choose *not* to say some things. If that happens and you wish to share information with me later, please feel free to contact me by phone or e-mail.
    - When I write my report, it will not identify anyone by name. Rather, I will use phrases like, "Several counselors expressed the opinion that \_\_\_\_\_."
  - I am a professional moderator, and not an expert on teaching, school administration, or business community partnerships. My job is to listen to you and convey your input to the Offices of Planning and Evaluation and Gifted Services.
- B. Participant introduction
- Your first name
  - Which school is/are "yours"?

**COUNSELORS' ROLE (15 minutes)**

1. How do counselors come to know who gifted students are?
  - a. How reliably do you think counselors are made aware or become aware of who these students are?
  - b. [If not reliably so] What approaches or suggestions could strengthen or correct that?
2. Describe your role when it comes to students who have been identified as gifted.

3. What social and emotional needs are gifted students experiencing, that you see as linked to their gifted status, when they seek out their counselors?
  - a. How common is it for you to find that these kinds of needs or other related issues in the classroom arise for gifted students?

### **IDENTIFICATION (20 minutes)**

1. How familiar are you with the gifted identification process?
  - a. Is it something you're normally involved in your role (e.g., attend screening meetings)?
  - b. I understand that the identification process has been revised. It includes two pathways: mass screening (Naglieri Nonverbal Ability Test 2<sup>nd</sup> grade; CoGAT (cognitive abilities test in 4<sup>th</sup> grade) as well as referral (teacher, parent, community or self). Afterward, data are collected—work samples, Gifted Behavior Commentary (GBC) survey from teachers, testing. Are these familiar to you?
    - i. How so?
    - ii. How have you been involved? How often/to what degree?
2. I understand that one challenge in identification is ensuring that students in some populations such as ESOL/HILT or those who come from poverty are not overlooked as potentially gifted. What are your experiences with efforts to include these students?
  - a. What are your thoughts on overcoming this particular challenge?

### **PROVIDING SERVICE (20 minutes)**

1. And, if I was a new teacher at your school, what would you tell me to expect when it comes to providing gifted services in my classroom?
  - a. I understand that, ideally, students are clustered in groups of reasonable size, perhaps 5 students or so—which makes it easier to serve them as a group and provides them with peers in class. Has that been your experience?
  - b. Does that sound familiar?
  - c. [MIDDLE SCHOOL ONLY] What particular challenges around clustering exist when it comes to scheduling?
    - ii. What, if any, solutions or even partial solutions do you see?

2. How much and in what ways do you see Counselors and RTGs coordinating efforts for gifted services?
  - a. Do you see that as too much, too little, just right? (And why?)
  - b. For what reasons is it that much/little?
  - c. How could that in-school partnership be strengthened?
  
3. I know that the goal is to be sure that daily instruction meets the needs of gifted students. To what degree would you say that happens?
  - a. How does this goal fit into the rest of your work?
  - b. What kinds of support would help you to increase (or make it easier for you to continue) differentiating for gifted students in APS classrooms?

**CLOSING (5 minutes)**

As we wrap up, do you have any concluding thoughts or advice to share with APS on the topic of identifying and serving gifted students effectively?

Total time: 70 minutes (90-minute session, time for more questions if needed)