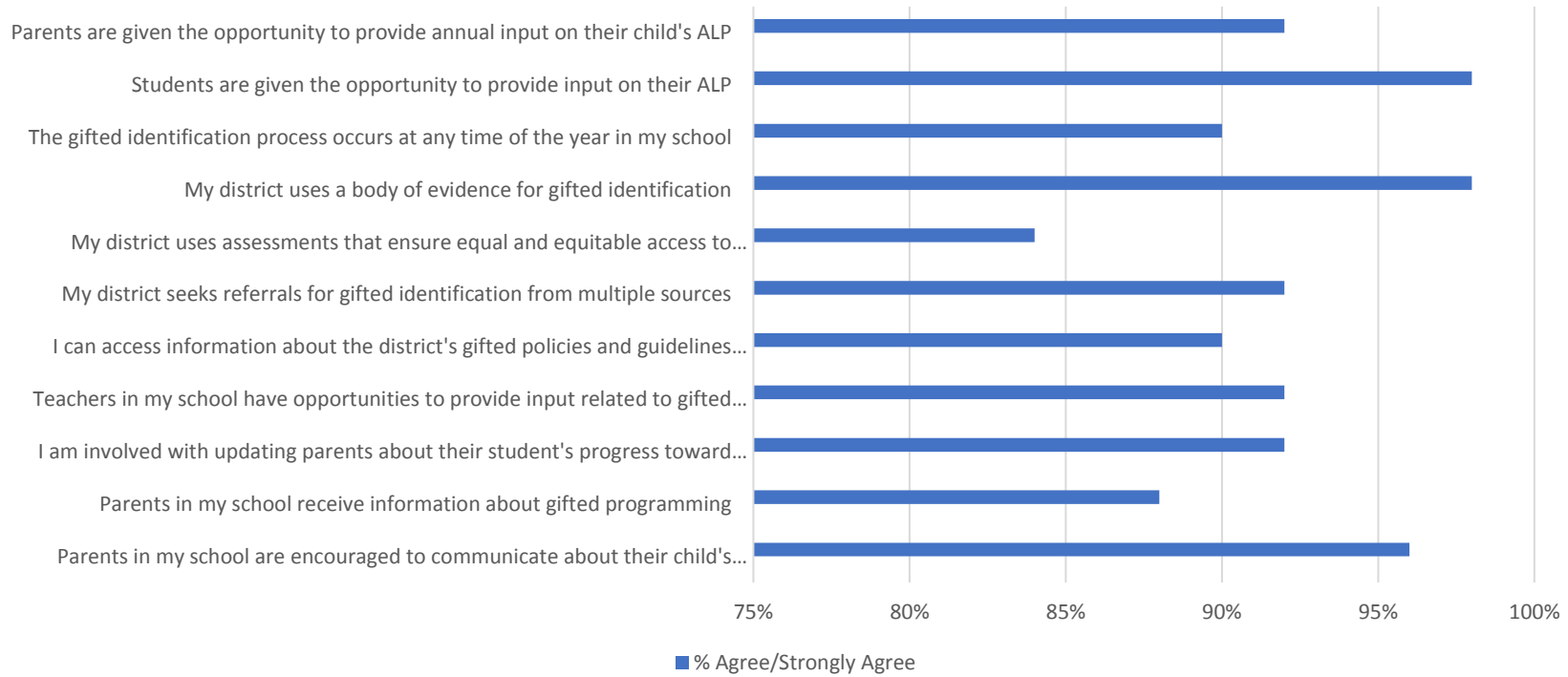


D11 GT Teacher Survey

Question	Strongly Disagree	Disagree	Agree	Strongly Agree	% Agree/Strongly Agree	Don't Know
Parents in my school are encouraged to communicate about their child's gifted needs	0%	2%	58%	38%	96%	2%
Parents in my school receive information about gifted programming	2%	8%	42%	46%	88%	2%
I am involved with updating parents about their student's progress toward Advanced Learning Plan (ALP) goals	0%	8%	60%	32%	92%	0%
Teachers in my school have opportunities to provide input related to gifted education	0%	4%	58%	34%	92%	4%
I can access information about the district's gifted policies and guidelines (e.g., handbooks, website)	0%	6%	40%	50%	90%	4%
My district seeks referrals for gifted identification from multiple sources	0%	0%	53%	39%	92%	8%
My district uses assessments that ensure equal and equitable access to identification	0%	10%	52%	32%	84%	6%
My district uses a body of evidence for gifted identification	0%	2%	51%	47%	98%	0%
The gifted identification process occurs at any time of the year in my school	0%	2%	47%	43%	90%	8%
Students are given the opportunity to provide input on their ALP	0%	0%	29%	69%	98%	2%
Parents are given the opportunity to provide annual input on their child's ALP	0%	2%	45%	47%	92%	6%

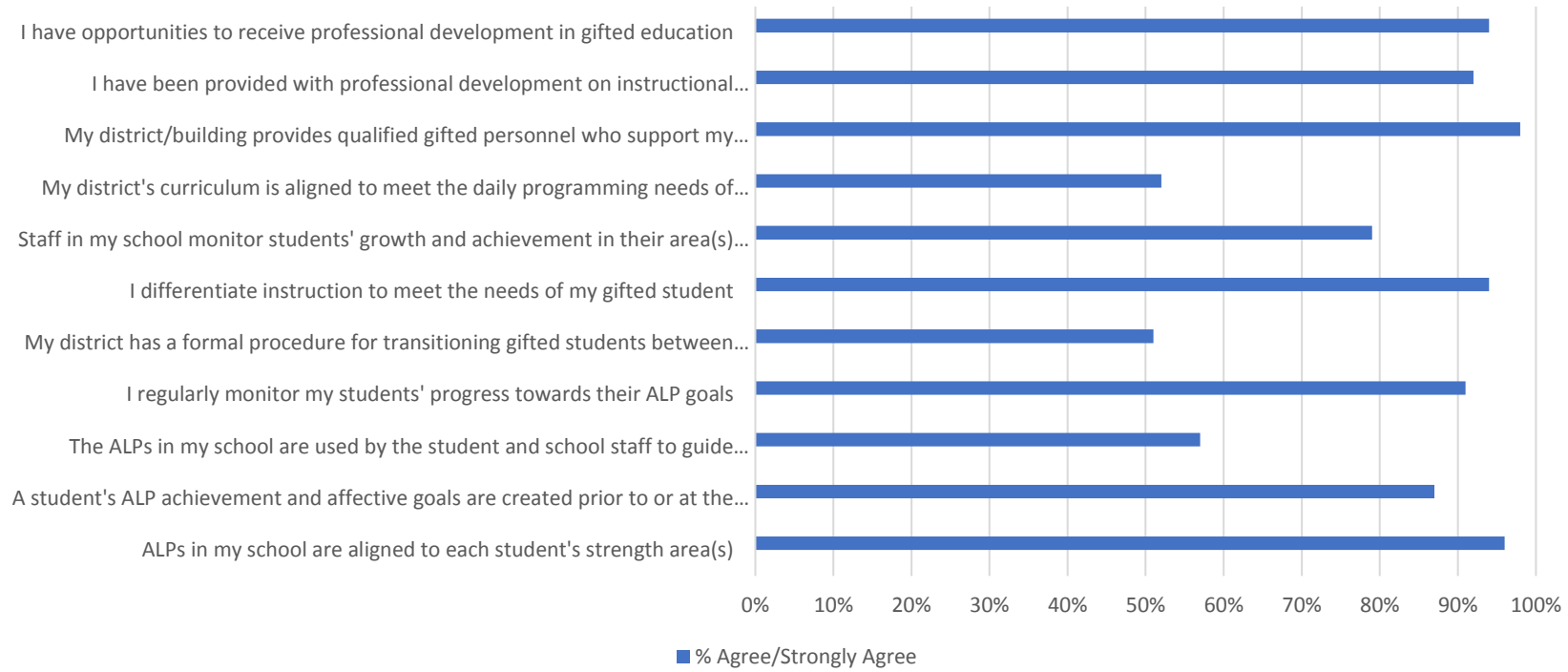
Percent of GT teachers responding agree or strongly agree



D11 GT Teacher Survey

Question	Strongly Disagree	Disagree	Agree	Strongly Agree	% Agree/Strongly Agree	Don't Know
ALPs in my school are aligned to each student's strength area(s)	0%	2%	45%	51%	96%	2%
A student's ALP achievement and affective goals are created prior to or at the beginning of each school year	0%	10%	59%	28%	87%	4%
The ALPs in my school are used by the student and school staff to guide instruction throughout the year	6%	28%	51%	6%	57%	10%
I regularly monitor my students' progress towards their ALP goals	2%	8%	77%	14%	91%	0%
My district has a formal procedure for transitioning gifted students between grades and schools to ensure continuity in programming	0%	10%	43%	8%	51%	39%
I differentiate instruction to meet the needs of my gifted student	0%	2%	39%	55%	94%	4%
Staff in my school monitor students' growth and achievement in their area(s) of strength	0%	16%	53%	26%	79%	6%
My district's curriculum is aligned to meet the daily programming needs of gifted students	4%	28%	38%	14%	52%	16%
My district/building provides qualified gifted personnel who support my instruction	0%	0%	47%	51%	98%	2%
I have been provided with professional development on instructional strategies for gifted students	0%	6%	53%	39%	92%	2%
I have opportunities to receive professional development in gifted education	2%	2%	45%	49%	94%	2%

Percent of GT teachers responding agree or strongly agree



D11 GT Teacher Survey

I know if ALP goals are reached through: (check all that apply)

Answer Options	Response Percent	Response Count
Formative assessments and benchmarks	68.0%	34
Summative assessments	58.0%	29
End of year report	36.0%	18
Final ALP conference	72.0%	36
I don't know	2.0%	1
Other (please specify)		10
<i>answered question</i>		50
<i>skipped question</i>		1

