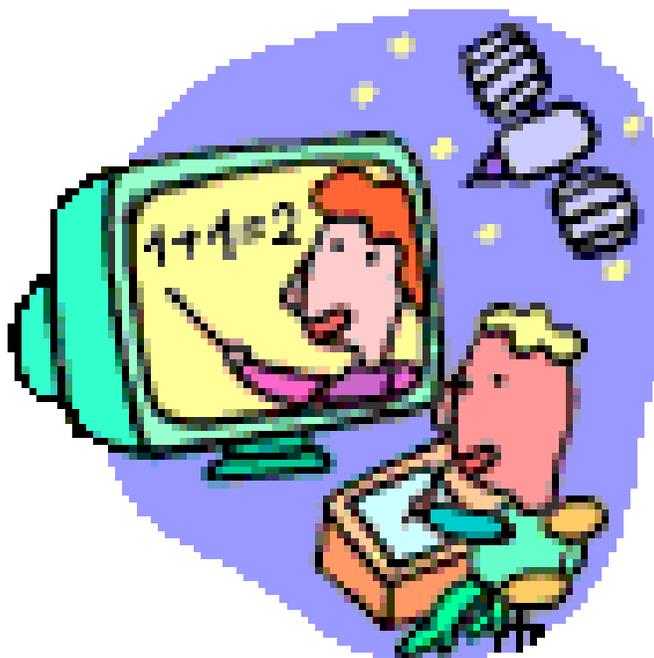


HIGHLY CAPABLE PROGRAM SURVEYS

ALIGNED TO THE
NAGC PRE-K-12 GIFTED PROGRAMMING STANDARDS



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1/28/2015*

Table of Contents

Overview & Guidelines for Using Surveys	3
Alignment of Survey Items to NAGC Program Standards.....	5
Standard 1: Learning and Development.....	6
Standard 2: Assessment	7
Standard 3: Curriculum Planning and Instruction.....	8
Standard 4: Learning Environments.....	10
Standard 5: Programming.....	12
Standard 6: Professional Development.....	13
Survey Instruments	
Teacher Survey Forms.....	15
Student Survey Forms.....	19
Parent Survey Forms.....	21
References.....	24

OVERVIEW AND GUIDELINES FOR USING SURVEYS

Surveys serve a very useful purpose when the items are designed purposefully and are research-based. In selecting to use surveys as part of a program review process, one always must be ever mindful of not only their value, but also their limitations. Therefore, please carefully read the following guidelines which reflect the basis for development and the rationale for the design of the three survey forms.

SURVEY ITEMS AND NAGC PRE-K-GR. 12 PROGRAMMING STANDARDS

The items developed for each targeted population: Teacher/Staff, Students and Parents are aligned to the NAGC Pre-K – gr. 12 Programming Standards. The Standards address the following programming areas:

- Standard 1: Learning and Development
- Standard 2: Assessment
- Standard 3: Curriculum Planning and Instruction
- Standard 4: Learning Environments
- Standard 5: Programming
- Standard 6: Professional Development

To assure that the survey results obtained are valid and reliable it is critical that the entire survey is administered to each group: Teachers/Staff, Students and Parents. In addition, the wording of each item has been crafted to reflect the integrity of the respective NAGC Standard. These surveys have been field tested with five school districts in Washington State and clarification of items was done during that process.

THE SURVEY

The surveys are designed to provide a snapshot of the perceptions held by teachers/staff, students and parents of a district's highly capable program services. Thus, for each Standard, you are able to triangulate the responses from the three different points of view. As a result, it is possible to note where there is agreement and where disagreements are most pronounced.

To achieve the level of meaningfulness desired, careful thought reflecting research on how useful surveys are developed has been applied. Therefore, the survey items use a five point Likert scale which allows for the calculation of results in the form of percentages for each item.

By the nature of the design of the survey items and the alignment to each gifted or highly capable program component, the hope is for you to be able to engage all constituents in rich and meaningful dialogue which contributes to quality program services for each of the highly capable students in your district.

Regarding teacher/staff surveys, notation should be made that when reference is made to “teachers” in a survey item that is referring to “teachers” in your school and not specifically only to teachers having highly capable students in their classrooms. The reason for this language reflects the changes made in RCW Chapter 28A and WAC Chapter 392-170 which places Highly Capable services in Basic Education.

Administration of these surveys can best be achieved through the use of a we-based program, such as Survey Monkey. Such a program does allow for easy computation and analysis of the responses, including written comments.

In summary, if you have questions, please do not hesitate to contact me:

Gail Hanninen, Ed. D

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Thank yo for your interest in collecting meaningful data relating to the scope and quality of services being provided to your highly capable students.

**ALIGNMENT OF
SURVEY ITEMS TO THE
NAGC PRE-K-12
GIFTED PROGRAMMING
STANDARDS**

STANDARD 1: Learning and Development: STAFF

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
1	Teachers engage highly capable or G/T students in identifying interests, strengths and gifts.						
2	Teachers develop activities that match each highly capable or G/T student's developmental level and culture-based learning needs.						
3	Teachers and support staff collaborate with families in accessing resources to develop their child's talents.						
4	Teachers design interventions for students to develop cognitive and affective growth that are research based practices.						
5	The HIGHLY CAPABLE Program collaborates with the regular classroom teachers to plan for enrichment activities.						

STUDENTS

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
1	The HIGHLY CAPABLE Program gives me activities which challenge my areas of interests, e.g. computers, astronomy, story writing, etc.						
2	In the HIGHLY CAPABLE Program I feel accepted by my classmates.						
3	In my home school class, I am challenged in reading and math.						

PARENTS

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
1	The HIGHLY CAPABLE Program contributes to my child's development of a positive self-esteem.						
2	The HIGHLY CAPABLE Program provides me with appropriate information concerning my child's gifts and talents.						
3	In my child's regular school program, he/she is challenged in reading and mathematics.						

STANDARD 2: Assessment: STAFF

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
1	Teachers use both formative and summative assessment data to make instructional decisions.						
2	The HIGHLY CAPABLE program uses assessments aligned to the district's standards.						
3	When necessary instruction is personalized to meet the unique learning needs of each student.						
4	The school informs parents about the identification process for the HIGHLY CAPABLE Program						

STUDENTS

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
1	The HIGHLY CAPABLE Program has activities that are challenging to me.						
2	In the HIGHLY CAPABLE Program I know when I have met the expectations for an assignment.						

PARENTS

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
1	The HIGHLY CAPABLE Program informed me regarding the criteria my child must meet in order to participate in the program.						
2	The HIGHLY CAPABLE Program regularly provides me with a progress report on how my child is doing in the program.						
3	I am provided with opportunities to meet with the HIGHLY CAPABLE Program staff regularly.						

STANDARD 3: Curriculum Planning and Instruction: STAFF

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
1	Teachers use local, state and national standards to align and expand curriculum and instructional plans.						
2	The HIGHLY CAPABLE program designs and uses a comprehensive and continuous scope and sequence to develop differentiated plans for students served by HIGHLY CAPABLE Program.						
3	The HIGHLY CAPABLE Program uses pre-assessments and pace instruction based on the learning rates of highly capable students.						
4	Teachers use information and technologies to individualize and challenge students.						
5	Teachers use critical thinking strategies to meet and challenge the needs of highly capable students in their classes.						
6	Teachers use creative thinking strategies to meet and challenge the needs of highly capable students in their classes.						
7.	Teachers use problem-solving model strategies to meet and challenge the needs of highly capable students in their classes.						

STUDENTS

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
1	The HIGHLY CAPABLE Program has activities which require me to use critical thinking skills.						
2	The HIGHLY CAPABLE Program involves you in activities which require me to use creative thinking skills.						
3	The HIGHLY CAPABLE Program provides you with activities the engage me in problem-solving.						

PARENTS

		Almost Always True	Often True	Some- times true	Seldom True	Almost Never True	No Re- sponse
1	The HIGHLY CAPABLE Program provides me with community resources and opportunities that are designed to meet the unique needs and interests of your child.						
2	I have had a chance to observe some of the various activities the HIGHLY CAPABLE Program provides for my child.						
3	From your perspective, the Highly capable Program provides challenging and culturally relevant curriculum which engages all highly capable students.						
4	Teachers and administrators demonstrate familiarity with sources for high quality resources and materials that are appropriate for highly capable students.						

STANDARD 4: Learning Environments: STAFF

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
1	Teachers maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.						
2	To provide more in-depth and challenge, the HIGHLY CAPABLE program enhances some of the activities introduced in the regular classroom.						
3	Teachers and support staff understand the unique learning and social needs of highly capable/gifted and talented students and provide supporting and safe learning environments for such students.						
4	Teachers and support staff model appreciation for and sensitivity to students' diverse backgrounds.						
5	Teachers provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.						
6	The learning environment provided by the HIGHLY CAPABLE program is unique and provides a safe learning environment for highly capable/gifted and talented students.						

STUDENTS

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
1	The HIGHLY CAPABLE Program provides learning opportunities so I can work with other students who have similar interests and abilities.						
2	The HIGHLY CAPABLE Program gives me a chance to explore ideas in which I am interested and I feel respected for wanting to study those interests.						

PARENTS

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
1	My child benefits from being grouped with students of similar academic interests and abilities.						
2	The HIGHLY CAPABLE Program provides my child with a learning environment where he/she can feel safe to have his/her abilities appropriately challenge.						

STANDARD 5: Programming: STAFF

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
1	Teachers regularly use a variety of approaches to challenge the unique learning needs of the highly capable/gifted and talented students.						
2	The HIGHLY CAPABLE Program collaborates with the regular classroom teacher to develop a multi-year plan of study for each identified highly capable student.						

STUDENTS

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
1	The HIGHLY CAPABLE Program provides you with opportunities to explore my strengths, interests and values.						

PARENTS

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
1	The HIGHLY CAPABLE Program regularly engages the family and community members in the planning, programming, evaluating and advocating for the needs of the highly capable/gifted and talented students.						

STANDARD 6: Professional Development: STAFF

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
1	Teachers are provided with professional development that addresses the unique learning needs of highly capable/gifted and talented students involved in their classrooms, including differentiation of curriculum and instruction.						
2	The HIGHLY CAPABLE Program staff is available to present on special topics relating to the needs of highly capable/gifted and talented students attending your school.						
3	The HIGHLY CAPABLE staff shares professional development materials and resources with teachers who have highly capable/gifted and talented students in their classrooms.						
4	Professional development sessions provided to all teachers frequently includes reference to ways to address the relevant needs of highly capable/gifted and talented students as part of the special populations being served.						

STUDENTS

	No items on Student Survey for Standard 6.						

PARENTS

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
1	The HIGHLY CAPABLE Program provides me with presentations, materials and/or community resources which address the unique needs of my gifted child(ren).						

SURVEY FORMS:

- **Staff**
- **Students**
- **Parents**

HIGHLY CAPABLE PROGRAM
TEACHER/SUPPORT STAFF SURVEY

1. Indicate at the level you work: __ Elementary __ Middle School __ High School
2. Grade Level taught or served: K 1 2 3 4 5 6 7 8 9 10 11 12
3. Content area taught/served: __ All Core Content Areas __ Music/Art __ PE __
Reading/Language Arts __ Social Studies __ Sciences __ Mathematics __ Career technical
Education __ Support Staff __ Other
4. The **PURPOSE** of this survey is to gain insights about the highly capable program and the role of the program in the school district and community. Responses and comments are anonymous.
5. **DIRECTIONS: All responses should reflect your perception of the needs and services of highly capable/gifted students in your classroom and school.** There are also specific questions which ask about your perception of the highly capable program. For all survey questions, there is a scale for you to indicate your ranking and a space for you to add some brief comments. Check **ONLY ONE BOX** which best reflects your thinking.

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
1	Teachers engage highly capable or students in identifying interests, strengths and gifts.						
2	Teachers develop activities that match each highly capable student's developmental level and culture-based learning needs.						
3	Teachers/support staff members collaborate with families in accessing resources to develop their child's talents.						
4	Teachers design interventions for students to develop cognitive and affective growth that are research based practices.						
5	The highly capable program collaborates with the regular classroom teachers to plan for enrichment activities.						
COMMENTS:							

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
6	Teachers use both formative and summative assessment data to make instructional decisions.						
7	The highly capable program uses assessments aligned to the district's standards.						
8	When necessary instruction is personalized to meet the unique learning needs of each student.						
9	The school informs parents about the identification process for the Highly capable program						
COMMENTS:							

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
10	Teachers use local, state and national standards to align and expand curriculum and instructional plans.						
11	The highly capable program designs and uses a comprehensive and continuous scope and sequence to develop differentiated plans for students served by the Highly capable program.						
12	The highly capable program uses pre-assessments and pace instruction based on the learning rates of highly capable students.						
13	Teachers use information and technologies to individualize and challenge students.						
14	Teachers use critical thinking strategies to meet and challenge the needs of highly capable students in their classes.						
15	Teachers use creative thinking strategies to meet and challenge the needs of highly capable students in their classes.						
16	Teachers use problem-solving model strategies to meet and challenge the needs of highly capable students in their classes.						
COMMENTS:							

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
17	Teachers maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.						
18	To provide more in-depth and challenge, the Highly capable program enhances some of the activities introduced in the regular classroom.						
19	Teachers and support staff understand the unique learning and social needs of highly capable/gifted and talented students and provide supporting and safe learning environments for such students.						
20	Teachers and support staff model appreciation for and sensitivity to students' diverse backgrounds.						
21	Teachers provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.						
22	The learning environment provided by the highly capable program is unique and provides a safe learning environment for highly capable/gifted and talented students.						
COMMENTS:							
		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
23	Teachers regularly use a variety of approaches to challenge the unique learning needs of the highly capable/gifted and talented students.						
24	The highly capable program collaborates with the regular classroom teacher to develop a multi-year plan of study for each identified highly capable student.						

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
25	Teachers and support staff are provided with professional development that addresses the unique learning needs of highly capable/gifted and talented students involved in their classrooms, including differentiation of curriculum and instruction.						
26	The highly capable program staff is available to present on special topics relating to the needs of highly capable/gifted and talented students attending your school.						
27	The highly capable program staff shares professional development materials and resources with teachers who have highly capable/gifted and talented students in their classrooms.						
28	Professional development sessions provided to all teachers and support staff frequently includes reference to ways to address the relevant needs of highly capable/gifted and talented students as part of the special populations being served.						
COMMENTS:							

HIGHLY CAPABLE PROGRAM
STUDENT SURVEY

1. Indicate the grade you are currently in: K 1 2 3 4 5 6 7 8 9 10 11 12
2. Indicate the school you attend: _____
3. Which is your primary race/ethnicity? Check **ONLY ONE**: __ American Indian/Native American
__Asian/Pacific Islander __African American/Black __ Hispanic/Latino __White/Caucasian
__Multi-racial
4. The **PURPOSE** of this survey is to learn about the HIGHLY CAPABLE Program and your experiences in it.
5. **DIRECTIONS:** All responses should reflect your perceptions. For each survey question, there is a scale for you to indicate which answer best describes your thinking. Check **THE ONE BOX** which best reflects your thinking.

Almost Always True	Often True	Some-times true	Seldom True	Almost Never True	No Response
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		Almost Always True	Often True	Some-times true	Seldom True	Almost Never True	No Response
1	The highly capable program gives me activities which challenge my areas of interests, e.g. computers, astronomy, story writing, etc.						
2	In the highly capable program I feel accepted by my classmates.						
3	In my home school class, I am challenged in reading and math.						

		Almost Always True	Often True	Some-times true	Seldom True	Almost Never True	No Response
4	The highly capable program has activities that are challenging to me.						
5	In the highly capable program I know when I have met the expectations for an assignment.						

		Almost Always True	Often True	Some-times true	Seldom True	Almost Never True	No Response
6	The highly capable program has activities which require me to use critical thinking skills.						
7	The highly capable program involves me in activities which require me to use creative						

	thinking skills.						
8	The highly capable program provides me with activities the engage me in problem-solving.						

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
9	The highly capable program provides learning opportunities so I can work with other students who have similar interests and abilities.						
10	The highly capable program gives me a chance to explore ideas in which I am interested and I feel respected for wanting to study those interests.						

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
11	The highly capable program provides me with opportunities to explore my strengths, interests and values.						

WHAT ELSE WOULD YOU LIKE US TO KNOW ABOUT THE HIGHLY CAPABLE PROGRAM?

HIGHLY CAPABLE PROGRAM
PARENT SURVEY

1. Indicate the grade level(s) of your child(ren) who are receiving or have received services from the Highly capable program: K 1 2 3 4 5 6 7 8 9 10 11 12
2. The **PURPOSE** of this survey is to gain insights about the highly capable program and the role of the program in the school district and community. Your input is part of a comprehensive program review process and will be considered when planning for program adjustments and improvements. Responses and comments are kept anonymous.
3. **DIRECTIONS:** All responses should reflect your perceptions. For all survey questions, there is a scale for you to indicate your ranking and a space for you to add some brief comments. Check **ONLY ONE BOX** which best reflects your thinking.

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
1	The highly capable program contributes to my child's development of a positive self-esteem.						
2	The highly capable program provides me with appropriate information concerning my child's gifts and talents.						
3	In my child's regular school program, he/she is challenged in reading and mathematics.						
COMMENTS:							

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
4	The highly capable program informed me regarding the criteria my child(ren) must meet in order to participate in the program.						
5	The highly capable program regularly provides me with a progress report on how my child is doing in the program.						
6	I am provided with opportunities to meet with the highly capable program staff regularly.						
COMMENTS:							

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
7	The highly capable program provides me with community resources and opportunities that are designed to meet the unique needs and interests of my child.						
8	I have had a chance to observe some of the various activities the highly capable program provides for my child.						
9	From my perspective, the highly capable program provides challenging and culturally relevant curriculum which engages all highly capable students.						
10	Teachers and administrators demonstrate familiarity with sources for high quality resources and materials that are appropriate for highly capable students.						
COMMENTS:							

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
11	My child benefits from being grouped with students of similar academic interests and abilities.						
12	The highly capable program provides my child with a learning environment where he/she can feel safe to have his/her abilities appropriately challenge.						
COMMENTS:							

		Almost Always True	Often True	Sometimes true	Seldom True	Almost Never True	No Response
13	The highly capable program regularly engages the family and community members in the planning, programming, evaluating and advocating for the needs of the highly capable/gifted and talented students.						
COMMENTS:							

		Almost Always True	Often True	Some- times true	Seldom True	Almost Never True	No Re- sponse
14	The highly capable program provides me with presentations, materials and/or community resources which address the unique needs of my gifted child(ren).						
COMMENTS:							

References

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