**District Academically and/or Intellectually Gifted (AIG) Program- Classroom Teacher Survey**

School Name: **DROP DOWN MENU (for easy analysis of data)**

Grade Level: **DROP DOWN MENU (for easy analysis of data) - K-2, 3-5, 6-8, 9-12**

Top of Form

1. I am aware of the procedures for AIG student identification, including the screening, referral, and identification processes for my grade span. (S1)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

2. The district utilizesmultiple criteria for AIG student identification, including both qualitative and quantitative measures such as assessment data, portfolios, and other artifacts. (S1)

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| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

3. The district employs screening, referral, and identification procedures to respond to under-represented populations (including culturally/ethnically diverse, economically disadvantaged, English learners, highly gifted, and twice-exceptional). (S1) (S1)

YES

NO

I am unsure

4. The documentation (i.e. Differentiated Education Plan) regarding the identification process and service options for individual AIG students is reviewed annually with parents/families. (S1)

YES

NO

I am unsure

5. The district takes steps to ensure equitable representation of various student groups through the screening, referral, and identification processes.

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|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

6. What suggestions or ideas do you have to improve the AIG screening, referral, and/or identification process? (S1)

7. The district provides a range of services to meet the academic, intellectual, social, and emotional needs of AIG students.

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|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

8. The district informs all instructional personnel about the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan. (S2)

YES

NO

I am unsure

9. There iseffective communication among and between teachers and schools to promote continuity of gifted services from K through 12. (S2)

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|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

10. The district supports collaboration among stakeholders (including school counseling personnel, regular education teachers, AIG specialists, and families) to address the social and emotional needs of AIG students. (S2)

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| --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree |  |  |  |  | Strongly Agree |

11. The district provides appropriate gifted support and services for under-represented populations (including culturally/ethnically diverse, economically disadvantaged, English learners, highly gifted, and twice-exceptional). (S2)

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|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

12. The district enhances and further develops the talents and interests of AIG students through extra curricular programming. (S2)

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| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

13. What extra-curricular programs and events are you familiar with or would you like to see offered for nurturing and developing the needs and interests of AIG students?

14. The district uses challenging, rigorous, and relevant curriculum and instruction to accommodate the differing academic, intellectual, social, and emotional needs of gifted learners in language arts and mathematics, as well as other content areas when appropriate. (S3)

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|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

15. The district supports teachers in adapting the NCSCOS to accommodate advanced ability levels in all content areas. (S3)

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|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

16. The district encourages teachers to use diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at my grade level(s). (S3)

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| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

17. The district supports teachers in selecting and using a variety of evidence-based supplemental resources. (S3)

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|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

18. What evidence-based supplemental resources are available for your use, and what additional resources would you like to see used in the district? (S3)

19. The district fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership. (S3)

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| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

20. How often are you encouraged to use ongoing assessment in your classroom to drive curriculum differentiation and instruction and to inform grouping practices? (S3)

· Never

· Rarely

· Occasionally

· Frequently

· Always

21. The district addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

|  |  |  |  |  |  |  |
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|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

22. The district promotes nurturing and developing the potential of young (K-3) students. (S3)

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| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

23. The district provides collaboration opportunities for regular education teachers, AIG personnel, and other related instructional staff to develop and implement differentiated curriculum. (S3)

|  |  |  |  |  |  |  |
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|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

24. In what ways does the district support you to meet the needs of AIG learners? (S3)

25. AIG licensed specialists are engaged in tasks which directly address the academic, intellectual, social, and emotional needs of learners. (S4)

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|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

26. Professional development requirements for all personnel involved in the AIG program and services are specific and appropriate. (S4)

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|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

27. The district aligns professional development with local AIG program goals, other district initiatives, state and/or national teaching standards, and with best practices in gifted education. (S4)

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|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

28. The district (and my school) provides opportunities for AIG specialists and other teachers to work together to apply what they learned from professional development. (S4)

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|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

29. What professional development opportunities would you like the district to offer to better support gifted learners? (S4)

30. The district intentionally forms partnerships with parents/guardians and the communityto meet the needs of AIG students and to enhance and support the AIG program and services. (S5)

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| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

31. The district shares information regarding the local AIG program, plan, and policies related to gifted education, and informs stakeholders in their native language of opportunities available to AIG students on an ongoing basis. (S5)

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|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

32. What are other ways the district can share information with you about the Local AIG program, plan, and policies related to gifted education? (S5)

33. The district has established an advisory group that is reflective of the district’s diverse population; comprised of community members, AIG parents/families, AIG teachers, and other instructional/support staff, which meets regularly to review all aspects of the local AIG program and make recommendations for improvement. (S5)

· Yes

· No

· I am unsure

34. The district regularly elicits feedback from students, parents/guardians, teachers, and other stakeholders regarding the quality and effectiveness of the local AIG program. (S6)

· Yes

· No

· I am unsure

35. The district gathers and analyzes data around student (referral, representation, identification, and retention) access and opportunity, achievement and growth when evaluating the local AIG program every three years.

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|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

36. The district disseminates all relevant data from comprehensive evaluation of the local AIG program to the public. (S6)

· Yes

· No

· I am unsure

37. The district protects the rights of all AIG students through policies, procedures, and practices? (S6)

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| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |  |
| Strongly Disagree |  |  |  |  |  | Strongly Agree |

38. What do you believe to be the overall strengths of the Local AIG program and plan?

39. What suggestions and/or ideas do you have for program improvement?

Optional: Contact Information (Name, Email, Phone)