

# Standards Response Form for Elementary Principals

School \_\_\_\_\_ Grade Levels Represented \_\_\_\_\_ Principal's Signature \_\_\_\_\_  
 (I have personally tallied my faculty's responses and recorded the results below.)

Listed below are a variety of differentiation strategies. Not all of the strategies are appropriate for every subject area. Differentiation is part of the Response to Instruction (RTI) which must include gifted/enrichment program learners. Differentiation may not happen all day every day, but is implemented when appropriate.

Using classroom observations and walkthroughs and your faculty's responses, indicate below how often your general education teachers attempt to integrate the following strategies and resources into their classrooms for gifted/enrichment program learners?	2-3X a week	Once a week	2-3X a month	Once a month	Not at all	N/A	Observed during walk-throughs	Record the 5 most requested strategies in rank order, with number 1 being the most requested.
Assessments to determine what students already know and differentiate curriculum and instruction accordingly								
Contracts								
Critical & creative thinking (ex. analysis, synthesis, evaluation) learning experiences								
Diversified materials (utilize more materials than the standard text)								
Elimination of content that students have previously mastered (Curriculum Compacting)								
Higher-order thinking or real world competitions (Future Problem Solving, Odyssey of the Mind, National History Day, etc.)								
Independent study (with choices of products)								
Differentiated Learning Stations (open-ended/tiered)								
Literature Circles								
Open-ended assignments and/or questions								
Tasks and/or products that vary according to student interests and/or abilities/talents								
Tiered Assignments								
Other								

Please check the appropriate response.	More than adequate	On-going	Inadequate	Non-existent
The professional development my faculty has received concerning the above strategies have been.....				
The amount of help (consultative services) my teachers have received from the gifted specialist has been.....				
I have requested assistance with the differentiation strategies listed above.	Yes ___ No ___			
When gifted/enrichment program students receive pull-out services, are teachers requiring students to make up missed class work?.	Yes ___ No ___			
If tests are administered during pull-out classes, the students and teachers have determined alternate dates and/or times.	Yes ___ No ___			
If new material is introduced while the students are in pull-out classes, the students meet with peers or teachers in small groups or one-on-one settings.	Yes ___ No ___			

## Documentation of Standards for Gifted Services

Please use the information tallied above to place an X in the blank that corresponds to the response most appropriate for your school as they relate to gifted/enrichment program learners in the general education classroom. Be sure to provide documentation of all items marked "YES." Artifacts/documentation should be collected by administrators and NOT gifted specialists. *TA=Technical Assistance*

STANDARD	Yes	No	Need TA		Documentation to Attach
<b>Procedures</b> Procedures should exist that address flexible grouping strategies implemented to facilitate differentiated curriculum and instruction.				<b>Acceleration Procedure:</b> I have received a copy of my system's acceleration procedure and have implemented it with fidelity.	Assurance Statement
				<b>Cluster Grouping:</b> I cluster group identified gifted students to promote differentiated instruction.	List the total number of teachers and identified gifted/enrichment students you have per grade level. Identify cluster teachers by grade level and the number of gifted/enrichment students in each cluster classroom.
				<b>Accommodations:</b> During the times that gifted/enrichment students are in pull-out classes, they are <u>not required</u> to make-up missed classwork, tests are administered during a mutually agreed upon time, and if new material is introduced students are instructed by peers or teacher.	Assurance Statement
<b>General Education</b> General education curriculum and instruction should be adapted, modified, or replaced to meet the unique needs of high ability students. Students should be regularly assessed, and curriculum and instruction should be based on results.				Teachers in my school regularly assess high ability learners in at least reading and/or math and instructional modifications are made based on these assessments. L/A/Reading ___ Math ___ Science _____ Social Studies _____ Other _____	Work samples, products, contracts, lesson plans, etc. that reflect differentiated or above grade-level curriculum (Ex. Literature Circle book lists, tiered assignments, open ended assignments, independent study, differentiated homework assignments, higher-order questions or assignments).
			Teachers in my school use the differentiation strategies listed above on a regular basis.		