

Standards Response Form for Secondary 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.
Accelerated pacing for students who are capable								
Assessments to determine what students already know and differentiate curriculum and instruction accordingly								
Concept-Based Learning								
Contracts								
Critical & creative thinking learning experiences								
Debates								
Diversified materials (utilize more materials than the standard text)								
Higher-order thinking or real world competitions (Future Problem Solving, Odyssey of the Mind, National History Day, etc.)								
Independent study (with choices of products)								
Learning experiences that focus on developing research skills								
Literature/Socratic Circles								
Open-ended assignments/questions								
Problem-Based Learning								
Real-world connections so that students understand the "so what" of the lessons or units								
Tiered Assignments								
Other								

Please check the appropriate response.	More than adequate	On-going	Inadequate	Non-existent
The professional development regarding differentiation for gifted learners that my faculty has received has 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 ___			
For schools with pull-out gifted programs: 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	
Academics and Electives Appropriate educational opportunities should be provided to meet the unique needs of gifted/enrichment program learners.				My school has advanced courses at each grade level. Or My school has differentiated courses where gifted/enrichment students are clustered in core courses.	List of advanced/differentiated courses by grade level and the teachers responsible for the class.
				My school offers a variety of electives and/or higher-order or real world competitions.	List of electives/competitions.
				For Grade 6-8 only: Acceleration Procedure: I have received a copy of my system's acceleration procedure and have implemented it with fidelity.	Assurance Statement
				LEAs with Pull-out programs: Accommodations 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
General Education General education curriculum and instruction should be adapted, modified, or replaced to meet the unique needs of high ability learners. 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 language arts and/or math and instructional modifications are made based on these assessments. LA/Reading ___ Math ___ Science ___ Social Studies ___ Other ___	Work samples, products, contracts, lesson plans, etc., that reflect differentiated or above grade-level curriculum (Ex., concept-based units, Socratic Circles, tiered assignments, open ended assignments, independent study, higher-order questions or assignments).
			Teachers in my school use the differentiation strategies listed above on a regular basis.		