

GENERAL EDUCATION (SECONDARY) TEACHER RESPONSE FORM

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.

Please check the appropriate box for each strategy.

Grade Levels I Teach _____

How often do attempt to integrate the following strategies and resources into your classroom?	2-3X a week	Once a week	2-3X a month	Once a month	Not at all	N/A	If you are interested in receiving professional development in any of these strategies, please prioritize them with one being the most important. (No more than 5.)
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 (ex. analysis, synthesis, evaluation) 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 I have received concerning the above strategies has been.....				
The amount of help (consultative services) I 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 they required to make up missed class work?	Yes ___ No ___			
If tests are administered during pull-out classes, the students and I have determined an alternate date and/or time.	Yes ___ No ___			
If new material is introduced while the students are in pull-out classes, the students meet with a peer or me in small groups or one-on-one settings.	Yes ___ No ___			

DEFINITION OF TERMS: Differentiation Strategies

- **Tiered Assignments** – Assignments are given to students based on their ability/readiness level. All work assignments lead to the same learning, students take different paths to reach the same destination.
- **Literature Circles** – Students read and discuss literature based on books of their choosing (within the choices provided by the teacher). Discussion centers on concepts and open-ended questions. Literature circles, once taught, can be student led.
- **Socratic Seminars/Circles** – This is a strong questioning tool for exploring ideas or statements. Students think more about what exactly they are asking or thinking about.
- **Compacting** – Students reach mastery level of unit, chapters, etc., through the pre-test and “compact out” of those lessons to study an area of interest, more depth and/or breadth to other lessons, etc.
- **Learning Contract** – When a student has “extra” time, a contract for learning and behavior can be signed. This contract explains what the student will learn, how s/he will learn and the final product. The contract includes behaviors of the student while working independently.
- **Concept-Based Learning** – Learning activities include the major concepts and essential understandings of the disciplines involved in the unit of study. Guiding questions are provided for students to help them “uncover” the curriculum.
- **Problem-Based Learning** – Units of study are centered around a “messy situation” which requires students to utilize the creative problem solving model. Students learn the essential facts, skills, and concepts in the unit as they work through the problem and develop a real world solution.

If you would like to add any additional comments please use the back of this form. Thank you for your time and for the professional manner in which you have approached completing this survey of instructional practices as related to differentiated instruction for gifted/enrichment program learners. We sincerely appreciate your willingness to respond candidly.