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| **Gifted Survey for Teachers** |

Gifted/High Achieving Model Survey (Teachers)

Dear parents, students and teachers,
In an effort to constantly improve our practice regarding our gifted high achieving students, we are soliciting input from you based on our current curriculum design. As you know, for the last 3 years, we have chosen to expand our time allotted to Math, Language Arts, Science and Social Studies in our 6th grade curriculum in lieu of offering a dedicated Reading class. This change has allowed us to facilitate deeper understanding in each of these areas. We would like to know your opinion of this program by answering this short survey.

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**1. Do you believe the gifted/high achieving students who have not had a dedicated reading class are at a disadvantage academically?**

 Yes

 No

 Why or why not



**2.  Do the longer class periods allow you, the teacher, to enhance the curriculum for the students?**

 Yes

 No

If yes, please explain how.

**3. Since students have more time in class, how has this model impacted the parent concerns of homework that the students have on a nightly basis?**

 Is it less?

 Is it more?

 Is it the same?

**4. Do you feel comfortable with teaching comprehension/reading strategies in your content area?**

 Yes

 No

 If no, why?

**5. Do you have any evidence of poor academic performance tied to not offering a reading class for your gifted/high-achieving students?**

 Yes

 No

If yes, please explain.

**6. Based on the results of annual assessments, such as FCAT, have you seen students' scores drop due to the lack of a dedicated reading class in 6th grade?**

 Yes

 No

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