



PARTICIPATING TEACHER ONLINE LOG

This log provides you an opportunity to give researchers data on your classroom practices, activities, and ELL accommodations or ELL-specific strategies that you have used during your classes. When you respond to the items, please respond based on a **typical week** over this past quarter (this might be the previous week or two weeks ago – we just want to be sure that the data we collect reflect what a typical week might involve, rather capturing an unusual week – such as one filled with student testing). Also, please note that data collected from the log will be reported in the aggregate – that is, individual teacher names will not be associated with responses to items.

Completion of this log should take no more than 20 minutes.

Background Information

- a. Your name (required) _____
- b. Your school’s name _____
- c. What classroom materials did you use this quarter for teaching ELLs?

Organization of Curriculum and Pedagogy

Meeting Individual Student Needs	Never	Rarely	Some of the time	Most of the time	Always
I scaffold my lessons for students so they receive adequate amounts of support to move from one level of understanding to a higher level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I facilitate student understanding of both English language and content during lessons by providing comprehensible input (e.g., gestures, real-life objects, visuals (photos, pictures, and drawings), etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I adjust my speaking (e.g., clear expression and articulation; short, simple sentences; eye contact with students; high	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

frequency vocabulary; reduction of idiomatic expressions; nouns more than pronouns) to match students' English proficiency level.					
I "level" assignments and homework to align with the students' levels of English language acquisition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know the level of English language proficiency in understanding, speaking, reading, and writing for each ELL.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can separate how I know if I am assessing what content the student knows versus how they can respond (orally, reading, writing) in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How frequently would you estimate you do each of the following in a **typical** week?

Language Instruction (Receptive and Expressive - Listening and Speaking)	0 times	1-2 times	3-4 times	5+ times
...deliberately provide opportunities for children to speak (e.g., conversation, recitation, oral storytelling, songs, chants, answer questions aligned with their level of language acquisition)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...deliberately provide opportunities for students to show what they heard by pointing; answering yes/no or either/or questions, one- or two-word answers, listing, labeling; answering why or how questions, explaining with phrase or short-sentence answers; answering what would happen if? Or what do you think ...?; Decide if ...; Retell...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...deliberately provide opportunities for children to listen given comprehensible input (e.g., oral storytelling, songs, chants)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...deliberately provide time for students to learn about the process of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

writing provided comprehensible input (e.g., visual and context clues in graphic organizers, picture cards, etc.)?				
...compose and write with your students by using techniques aligned with students' stage of English language acquisition (e.g., shared drawing or writing, think aloud while modeling writing, scribing student brainstormed labels for picture cards, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...deliberately provide time for students to write or draw what they understand on their own?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

...read with your students and check for their comprehension by asking ELA appropriate questions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...have students read independently at levels aligned with students' stage of English language acquisition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reading Instruction	0 times	1-2 times	3-4 times	5+ times
...deliberately provide ample time for reading to students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...deliberately make connections between text and students' background knowledge by asking questions aligned with their stage of English language acquisition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...use open-ended questions based on students' stages of English language acquisition related to what they are reading or what is being read to them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...deliberately tailor instruction based on identified stage of English language acquisition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Small Group Instruction			Yes	No		
Do you typically use small group instruction?			<input type="checkbox"/>	<input type="checkbox"/>		
On average, how many days per week did you use small groups to teach reading this week? (Recall that we are thinking of a typical week).	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Thinking about a typical week, how many times do students in each ability group participate in small-group instruction?	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Do not have students in this group</u>
Emergent Readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early Readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early Fluency Readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluent Readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thinking about a typical week, how much time <i>each day</i> do students in each ability group spend in small-group instruction?	less than 25 minutes	25 - 50 minutes	51 - 75 minutes	76 - 100 minutes	more than 100 minutes	<u>Do not have students in this group</u>
Emergent Readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early Readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early Fluency Readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluent Readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which of the following ELL teaching strategies did you use during small group instruction in your typical week? (check all that apply)	
Modeling how to read a text using the words and pictures (think aloud)	<input type="checkbox"/>
Summarizing think aloud with fewer words	<input type="checkbox"/>
Explicitly stating the strategy clearly for students	<input type="checkbox"/>
Prompting students for strategies (e.g., use the pictures to help you, what does the picture tell you, look at the pictures to see if they help you figure out what the word could be, etc.)	<input type="checkbox"/>
Extending students' use of both social and academic language	<input type="checkbox"/>

Whole Group Instruction	less than 75 minutes total (or, less than 15 minutes a day)	76-150 minutes total (or about 15 - 30 minutes a day)	151-200 minutes total (or about 30-40 minutes a day)	more than 200 minutes total
Thinking about this past week, on average how much <i>total time</i> did you spend in whole group instruction for all of your English language learners per week?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Authentic & Meaningful Experiences

How frequently would you estimate you do each of the following in a typical week?

Authentic and Meaningful Experiences	0 times	1-2 times	3-4 times	5+ times
...select and incorporate student responses, ideas, examples and experiences into the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...strategically use students' native language to help students understand content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...use direct instruction with visual representations (gestures and facial expressions)when teaching vocabulary and clarifying meaning of content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...use different genres of text (fiction and non-fiction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...read with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...read for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...provide activities that advance academic proficiency and develop English language skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not important	Partially important	Moderately important	Very important
How important is consideration of student background knowledge and interests in your teaching practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How important is the purpose that context serves for learners in your teaching practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessment

For what purpose did you conduct assessment(s) this past week? [check all that apply]	
To place children for instruction (diagnostic assessment)	<input type="checkbox"/>
To note learning as I taught (on-the-run assessment)	<input type="checkbox"/>
To identify student work as evidence of learning (assessment for learning)	<input type="checkbox"/>
To collect information for planning instruction (assessment for teaching)	<input type="checkbox"/>
To collect information for reporting on student progress (assessment for accountability)	<input type="checkbox"/>
To examine the effectiveness of my teaching in relationship to the assessment of student learning (self-assessment)	<input type="checkbox"/>
Please indicate if you do any of the following during a typical week based on your assessment of students: (check all that apply)	
Group students by their varying levels of English language proficiency	<input type="checkbox"/>
Group students by their varying levels of English reading and writing abilities	<input type="checkbox"/>
Work with students individually to reinforce/re-teach target skills and/or strategies	<input type="checkbox"/>
Provide immediate, on-demand instruction to address areas of need	<input type="checkbox"/>

Teacher Beliefs / About My Students...	Not at all important				Extremely important
Thinking about their success in school, how important is it that your ELL students acquire proficiency in English?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Thinking about their success in school, how important is it that your ELL students are motivated to learn?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Thinking about their success in school, how important is it that you maintain high expectations for your ELL students?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

	Completely Disagree	Partially Disagree	Partially Agree	Completely Agree
To what extent do you agree that your ELL students can achieve at the same levels as their non-ELL peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Materials

Did you need to supplement your curriculum with material outside of your typical ELL curriculum this quarter? Yes No

If yes, what materials did you use and why?

Did the pace of your instruction allow you adequate time to address the needs of your ELLs?

Yes Somewhat No

Based on your experience this quarter, how adequate were your classroom materials in meeting the needs of each of the following groups of students?

	Very Inadequate	Inadequate	Somewhat Adequate	Adequate	Very Adequate	N/A
Emergent Readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early Readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early Fluency Readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluent Readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on your observations of students using the classroom materials over this past quarter, what percentage of students would you place in each of the following categories related to **level of student engagement**? (Percentages should add up to 100%.)

_____ % **High engagement** - Students stayed on task during instruction and enjoyed participating in the activities. Students showed interest in the materials. Students made positive comments about the materials, including the illustrations and graphics. Students often talked to each other about the materials and regularly asked questions about the reading content. They requested to see/read more and wanted to access the materials independently during the school day and at home.

_____ % **Average engagement** - Students stayed on task and participated in the required activities. They showed some interest in the materials. Students made some positive comments about the materials. They sometimes discussed the content with each other. They didn't ask to see/read more nor did they show much interest in accessing the materials outside of the language arts instructional period.

_____ % **Low engagement** - Students had difficulty staying on task and participating in the required activities. They showed very little interest in the materials. Students made few or no positive comments about the materials.

<If CONTROL teacher, jump to end>

• **[TREATMENT TEACHERS ONLY]**

The purpose of this section is to get a better understanding of your **implementation** of the On Our Way to English and Responsive Instruction for Success in English programs. We are interested in knowing which of the components and materials you implement, the extent to which you implement them, and the nature of your use. Some of the questions will ask you to reflect on a recent, typical week. Other questions will ask that you consider your implementation of OWE and RISE over the past quarter, from <insert date> to <insert date>.

How many days are the *On Our Way to English* materials used with your ELL students in a typical week?

- 0 1 2 3 4 5

Are reading/ELL instructional periods missed or disrupted in a typical week? Yes
 No

If yes, why?

How much weekly planning and preparation time was required for one complete *On Our Way to English* lesson? ____ minutes

Thinking about your current place in the On Our Way to English materials, what Unit was your most recent focus? (check all that apply)

- 1 School Days
- 2 Welcome to My World
- 3 Neighborhood News
- 4 Weather Wonders
- 5 Animals and Their Homes
- 6 Away We Grow
- 7 Taking Care
- 8 Big Beautiful Earth

Which **Thematic Unit** lessons components/materials did you implement & complete **this quarter?** (response set for Grade 1 provided below)

Thematic Unit Lesson Components/Materials	
Week 1	
<input type="checkbox"/>	Thematic Unit Teacher's Guide
<input type="checkbox"/>	Manipulative Chart
<input type="checkbox"/>	Chant Poster 1
<input type="checkbox"/>	Total Physical Response (TPR) Cards
<input type="checkbox"/>	Newcomer Book
<input type="checkbox"/>	Oral Language Audio CD
<input type="checkbox"/>	Picture Cards
<input type="checkbox"/>	Language Practice Game
<input type="checkbox"/>	Options for STAGES
Other Components	
<input type="checkbox"/>	Shared Writing Card
<input type="checkbox"/>	Writing Resource Guide
<input type="checkbox"/>	Language Learning Masters
<input type="checkbox"/>	Home-School Connection Masters
<input type="checkbox"/>	Standardized Test Practice Masters
<input type="checkbox"/>	Concept Poster
<input type="checkbox"/>	Big Book/Small Book

<input type="checkbox"/>	Big Book Audio CD

Thematic Unit Lesson Components/Materials	
Week 2	
<input type="checkbox"/>	Thematic Unit Teacher's Guide
<input type="checkbox"/>	Concept Poster
<input type="checkbox"/>	Language Learning Masters
<input type="checkbox"/>	Big Book/Small Book
<input type="checkbox"/>	Big Book Audio CD
<input type="checkbox"/>	Shared Writing Card
<input type="checkbox"/>	Theme Project
<input type="checkbox"/>	Picture Cards
<input type="checkbox"/>	Language Practice Game
<input type="checkbox"/>	Options for STAGES
Other Components	
<input type="checkbox"/>	Writing Resource Guide
<input type="checkbox"/>	Home-School Connection Masters
<input type="checkbox"/>	Standardized Test Practice Masters
<input type="checkbox"/>	Manipulative Chart
<input type="checkbox"/>	Chant Poster 1
<input type="checkbox"/>	Total Physical Response (TPR) Cards
<input type="checkbox"/>	Newcomer Book
<input type="checkbox"/>	Oral Language Audio CD

Thematic Unit Lesson Components/Materials	
Week 3	
<input type="checkbox"/>	Thematic Unit Teacher's Guide
<input type="checkbox"/>	Shared Writing Card
<input type="checkbox"/>	Active Social Studies
<input type="checkbox"/>	Active Science
<input type="checkbox"/>	Manipulative Chart
<input type="checkbox"/>	Big Book/Small Book
<input type="checkbox"/>	Writing Resource Guide
<input type="checkbox"/>	Picture Cards
<input type="checkbox"/>	Options for STAGES
Other Components	
<input type="checkbox"/>	Language Learning Masters
<input type="checkbox"/>	Home-School Connection Masters
<input type="checkbox"/>	Standardized Test Practice Masters
<input type="checkbox"/>	Concept Poster
<input type="checkbox"/>	Big Book Audio CD
<input type="checkbox"/>	Chant Poster 1
<input type="checkbox"/>	Total Physical Response (TPR) Cards
<input type="checkbox"/>	Newcomer Book
<input type="checkbox"/>	Oral Language Audio CD

Thematic Unit Lesson Components/Materials	
Week 4	
<input type="checkbox"/>	Thematic Unit Teacher's Guide
<input type="checkbox"/>	Big Book/Small Book
<input type="checkbox"/>	Active Math

<input type="checkbox"/>	Writing Resource Guide
<input type="checkbox"/>	Theme Project
<input type="checkbox"/>	Language Practice Game
<input type="checkbox"/>	Options for STAGES
Other Components	
<input type="checkbox"/>	Shared Writing Card
<input type="checkbox"/>	Language Learning Masters
<input type="checkbox"/>	Home-School Connection Masters
<input type="checkbox"/>	Standardized Test Practice Masters
<input type="checkbox"/>	Picture Cards
<input type="checkbox"/>	Concept Poster
<input type="checkbox"/>	Big Book Audio CD
<input type="checkbox"/>	Manipulative Chart
<input type="checkbox"/>	Chant Poster 1
<input type="checkbox"/>	Total Physical Response (TPR) Cards
<input type="checkbox"/>	Newcomer Book
<input type="checkbox"/>	Oral Language Audio CD

Which of the following **Guided Reading** components/materials did you use **this quarter** (response set for Grade 1 provided below)?

Guided Reading Lesson Components/Materials	
<input type="checkbox"/>	Guided Reading books
<input type="checkbox"/>	Benchmark books
<input type="checkbox"/>	Reading Strategy Cards
<input type="checkbox"/>	Setting the Scene
<input type="checkbox"/>	Reading the Text: Book Talk
<input type="checkbox"/>	Reading the Text: Individual Reading
<input type="checkbox"/>	Returning to the Text
<input type="checkbox"/>	Options for STAGES
<input type="checkbox"/>	Center Activities

Approximately how much *time* do you spend in a typical week implementing the **Phonics** lessons?

- less than 50 minutes total
- 51-75 minutes total
- 76-100 minutes total
- more than 100 minutes total

Which of the following Phonics components/materials did you use this **quarter** (response set for Grade 1 provided below)?

Phonics Lesson Components/Materials	
<input type="checkbox"/>	Phonics Song Charts
<input type="checkbox"/>	Take-Home Books
<input type="checkbox"/>	Word Wall Starters
<input type="checkbox"/>	Audio CD
<input type="checkbox"/>	Enhanced Phonics Song Charts
<input type="checkbox"/>	Enhanced Phonics Take-Home Books
<input type="checkbox"/>	Enhanced Phonics Audio CD

Did you conduct OWE **assessments** this quarter? Yes <JUMP to #__> No <JUMP to #__>

Which of the following OWE Assessment tools did you use this quarter (*response set for Grade 1 provided below*)?

OWE Assessment Tools	
Program	
<input type="checkbox"/>	Embedded, ongoing assessment prompts
<input type="checkbox"/>	Retelling Pre- and Post-Test
<input type="checkbox"/>	Oral Language Rubric
<input type="checkbox"/>	Writing Rubric
<input type="checkbox"/>	Reading Checklists
<input type="checkbox"/>	Comprehension Checklist
<input type="checkbox"/>	Standardized Test Practice
Thematic Units	
<input type="checkbox"/>	Open-Ended Oral Language Assessment
<input type="checkbox"/>	Unit Assessment
<input type="checkbox"/>	Language Learning Masters
Guided Reading	
<input type="checkbox"/>	Benchmark Books
<input type="checkbox"/>	Oral Reading Record
<input type="checkbox"/>	Strategy Assessment
Phonics	
<input type="checkbox"/>	Phonics Performance Assessment
<input type="checkbox"/>	Letter Recognition Checklist
<input type="checkbox"/>	Letter Formation Checklist
RISE Data Collection Booklet Tools	
<input type="checkbox"/>	Language Acquisition Checklist
<input type="checkbox"/>	Writing Strategies Checklist

Which of the following RISE course components have you engaged in this **quarter**? (check all that apply)

- RISE course session
- Demonstration lesson
- Facilitator coaching
- Facilitator consultation
- Classroom observation
- Classroom application
- Reading of professional resources
- Interactive CD-ROM
- Case-study assessment

Thinking about this quarter, has the support you received from your RISE facilitator been helpful?

- Yes Somewhat No I did not receive support from the RISE facilitator

On average, how much time outside of the training workshops did you spend—**PER WEEK**—on the following RISE components:

	<u>Less than 1 hour</u>	<u>1-2 hours</u>	<u>2-3 hours</u>	<u>2-4 hours</u>	<u>Over 4 hours</u>
a. Completing RISE homework assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Referring to additional resources and readings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Planning for classroom applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Dialoging with colleagues about the RISE or OWE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Reflecting on your application of the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What else should we know about your use of the *On Our Way to English* materials or RISE strategies during this **quarter**?

<If *TREATMENT* teacher jump to end >

<END>

“Thank you for completing your quarterly log”

The U.S. Department of Education wants to protect the privacy of individuals who participate in surveys. Your answers will be combined with other surveys, and no one will know how you answered the questions. This survey is authorized by law (1) Sections 171(b) and 173 of the Education Sciences Reform Act of 2002, Pub. L. 107-279 (2002); and (2) Section 9601 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001 (Pub. L. 107-110). Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is **xxxx-xxxx**. The time required to complete this information collection is estimated to average 5 minutes per respondent, including the time to review instructions, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Institute of Education Sciences, 555 New Jersey Avenue, NW, Washington, DC 20208.

