

COLLABORATIVE STRATEGIC READING FOR FIFTH GRADERS

FALL 2007

TEACHER SURVEY

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection 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 40 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **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, D.C. 20202-4700. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** Rafael (Ray) Valdivieso, U.S. Department of Education, 555 New Jersey Avenue, N.W., Room 506E, Washington, D.C. 20208.

Dear Teacher:

The Collaborative Reading Strategies Study (CSR Study) is a groundbreaking study designed to test an innovative method for teaching reading comprehension in the fifth grade. Your participation is important and appreciated, but you do have the right to skip any question that you do not wish to answer. Below are answers to some general questions concerning this survey.

What is the purpose of this survey?

The purpose of this survey is to collect background information, such as years of teaching experience, about the teachers participating in the study.

Who is conducting this survey?

The CSR Study was commissioned by the Department of Education's Institute of Education Sciences, and is administered by Regional Educational Laboratory - Southwest, American Institutes for Research, Caliber Associates and RG Research Group.

Why should you participate in this survey?

Policymakers and educational leaders rely on findings from studies like the CSR Study to inform their decisions. The current study will fill a critical gap in the reading research literature as to what is effective for improving reading achievement, especially for children who are English language learners. Your participation in the study will help us to find out whether CSR is an effective solution.

Will your responses be kept confidential?

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.

How will your information be reported?

The information you provide will be combined with the information provided by other teachers in statistical reports. No information that links your name, address, or telephone number with your responses will be included in any reports related to the study.

Where should you return your completed survey?

Please return the completed survey to the person who gave you the survey.

Who can you contact about the survey?

If you have any questions about the survey, you can ask them from the person who gave you the survey, or you can contact the coordinator of data collection, Anja Kurki, either by phone (202) 403-5153 or by email akurki@air.org.

Thank you for your cooperation in this very important effort!

Background Information

Education and Preservice Training

1. Have you earned any of the following degrees, certificates or credentials? (Check no or yes in each row, and write in the major code from Table 1 and year if applicable.)

Degree	Earned	Major Code/s (from Table 1)	Year/s
a. Bachelor's degree	1] No 2] Yes→	<input type="text"/>	<input type="text"/>
b. Master's degree	1] No 2] Yes→	<input type="text"/>	<input type="text"/>
c. Educational specialist or professional diploma (at least one year beyond master's level)	1] No 2] Yes→	<input type="text"/>	<input type="text"/>
d. Certificate of advanced graduate studies	1] No 2] Yes→	<input type="text"/>	<input type="text"/>
e. Doctorate or professional degree (Ph.D., Ed.D., M.D, L.L.B, J.D, D.D.S)	1] No 2] Yes→	<input type="text"/>	<input type="text"/>

Table 1. Major Field of Study Codes

Major Code	Major Field
01	Elementary Education
02	Secondary Education
03	Special Education
04	Arts/Music
05	English/Language Arts
06	English as a Second Language
07	Foreign Languages
08	Mathematics
09	Computer Science
10	Natural Sciences
11	Social Sciences
12	Education Administration
13	Reading Specialist
14	Other

Certification

2. Which of the following describes the teaching certificate you currently hold in this state?

- Regular or standard state certificate or advanced professional certificate
- Probationary certificate (issued after satisfying all requirements except the completion of a probationary period)
- Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program”
- Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained)
- Waiver or emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)
- I do not have any of the above certifications in this state

Full-Time/Part-Time

3. How do you classify your position at THIS school, that is, the activity at which you spend most of your time during this school year? *Mark (X) only one box.*

- Regular full-time teacher
- Regular part-time teacher
- Itinerant teacher (i.e., you provide instruction at more than one school)
- Long-term substitute (i.e., you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)

Experience

4. How many years of teaching experience do you have: (Write in number of years. Count the current year as one full year.)

	Number of Years	
a. Teaching in total	<input type="text"/>	Years
b. Teaching fifth grade	<input type="text"/>	Years
c. Teaching social studies	<input type="text"/>	Years

d. Teaching at <u>this</u> school		Years

5. What grade/s have you taught in the past? Please circle all that apply.

K	1	2	3	4	5	6	7	8
___	Secondary/High School							
___	None: This is my first year teaching.							

6. What grade did you teach last year?

K	1	2	3	4	5	6	7	8
___	I did not teach elementary school last year.							

Preparation Time

7. How many hours per week do you have designated as paid preparation periods?

--

Demographics

8. What is your gender?

- Male
- Female

9. Are you of Hispanic origin?

- Yes
- No

10. What is your race? Mark (X) one or more races to indicate what you consider yourself to be.

- White
- Black or African American
- Asian or Pacific Islander
- American Indian or Alaska Native

11. Which of the following describes your oral Spanish language fluency?

- I do not speak any Spanish
- I speak a little Spanish
- Fluent: Spanish is my second language
- Fluent: Spanish is my home or first language

Professional Development Experiences

Types of Professional Development

In answering the following items, consider all the professional development activities related to *reading instruction* in which you have participated during the 2006-2007 school year and the summer 2007. **Professional development** refers to a variety of activities intended to enhance your professional knowledge and skills, including teacher networks, course work, institutes, workshops, committee work, coaching, and mentoring. Workshops are short term learning opportunities that can be located in your school or elsewhere. Institutes are longer term professional learning opportunities, for example, of a week or longer in duration.

12. Did you participate in any professional development related to *reading instruction* during the summer of 2007 (including Collaborative Strategic Reading training)?

- Yes
- No → Skip to question 14

13. During the summer of 2007, what is the total number of hours you spent in the following professional development activities?

Write the total number of hours you spent in these activities. Mark '0' if you participated in none.

	Summer of 2007
	Number of hours
a. Attended short, stand-alone training or workshop in reading (half-day or less).	<input type="text"/>
b. Attended longer institute or workshop in reading (more than half-day).	<input type="text"/>
c. Attended a college course in reading (include any courses you are currently attending).	<input type="text"/>
d. Received coaching or mentoring related to reading instruction.	<input type="text"/>
e. Acted as a coach or mentor related to reading instruction	<input type="text"/>
f. Other informal professional development (e.g., participate in teacher study group, network or collaboration supporting professional development in reading, participated in committee or task force related to reading, visited or observed reading instruction in other schools)	<input type="text"/>

14. Did you participate in any professional development related to *reading instruction* during the 2006-2007 school year?

Yes

No → *Skip to question 16*

15. During the 2006-2007 school year, what is the total number of hours you spent in the following professional development activities?

Write the total number of hours you spent in these activities. Mark '0' if you participated in none.

	2006-2007 School Year
	Number of hours
a. Attended short, stand-alone training or workshop in reading (half-day or less).	<input type="text"/>
b. Attended longer institute or workshop in reading (more than half-day).	<input type="text"/>
c. Attended a college course in reading (include any courses you are currently attending).	<input type="text"/>
d. Received coaching or mentoring related to reading instruction.	<input type="text"/>
e. Acted as a coach or mentor related to reading instruction	<input type="text"/>
f. Other informal professional development (e.g., participate in teacher study group, network or collaboration supporting professional development in reading, participated in committee or task force related to reading, visited or observed reading instruction in other schools)	<input type="text"/>

16. During the 2006—2007 school year and summer of 2007, how much did the professional development in which you participated emphasize the following reading/language arts/English topics? (Circle one number in each row.)

Topic in Reading/Language Arts/English	Not an emphasis	Minor emphasis	Moderate emphasis	Major emphasis
a. Alphabetic code (e.g., letter sounds, spelling patterns)	1	2	3	4
b. Vocabulary (e.g., definitions, synonyms, suffixes, etc.)	1	2	3	4
c. Fluent reading of text (e.g., awareness of text, pace, accuracy, etc.)	1	2	3	4
d. Comprehension of text (e.g., text elements, strategies, main idea, etc.)	1	2	3	4
e. How to use a reading program or curriculum	1	2	3	4
f. How to organize small group instruction	1	2	3	4
g. How to diagnose reading problems	1	2	3	4
h. Analyzing and interpreting student achievement data	1	2	3	4
i. How to interpret and use assessment data to guide instruction	1	2	3	4
j. How to teach reading to ELL students	1	2	3	4

You are done with the survey. Thank you.