COLLABORATIVE STRATEGIC READING FOR FIFTH GRADERS

SPRING 2008

TEACHER SURVEY, VERSION A

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 information about the classrooms of 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!

Classroom Context

Class Structure

1. **Which category best describes the class(es) for which you provide reading and social studies instruction?**

    ☐ I have a self-contained classroom. I am the main reading and social studies teacher for students enrolled in the classroom. (A few students may get extra help from a reading specialist or other teacher.)

    ☐ I team teach with another teacher. We share joint responsibility for reading and social studies instruction for *all* our students.

    ☐ I team teach with another teacher. I have responsibility for reading and social studies instruction for *some* of the students, and my team teacher has responsibility for reading and social studies instruction for *other* students. (That is, we are regularly responsible for *different groups* of students within the class.)

    ☐ I do not teach reading.

    ☐ I do not teach social studies.

    ☐ Other. *Please specify* _____

2. **A student teacher is defined as someone who is not yet licensed or certified to teach, who is completing a degree program that will lead to a degree in teaching and licensure or certification, and who will take over the teaching of your class for a period of time. Please check the statement/s that best describe your experience with student teachers this school year and fill in the number of weeks a student teacher taught in your classroom.**

    ☐ I had a student teacher in my classroom in the fall. S/he took over all teaching for ____ weeks.

    ☐ I have or will have a student teacher in my classroom this spring. S/he will take over all teaching for ____ weeks.

    ☐ I did not have a student teacher in my classroom during the fall and I will not have a student teacher in my classroom this school year.

3. **Think about the students for whom you currently provide reading instruction. Do you expect to provide reading instruction for most of these students for the full school year, or does your school periodically re-assign students to classes for reading over the school year?**

    ☐ I expect to continue to provide reading instruction for most of the students in my current class all year.

    ☐ My school periodically re-assigns students in my current class for reading.

4. **In answering 2a-2g, include ALL of the students to whom you teach reading, whether you teach reading on your own in a self-contained classroom, to a group that includes students from other classes, or to more than one group of students.**

	Enter # below
a. What is the <u>total number</u> of students to whom you currently teach reading?	
b. How many of your reading students receive <u>intervention services</u> in reading from you or another teacher or tutor? **Reading Intervention** is a program designed for **struggling readers** to be used only with struggling readers in addition to the core reading program.	
c. How many of your students are reading <u>at or above</u> grade level?	
d. How many of your students are reading one year below grade level?	
e. How many of your students are reading two or more years below grade level?	
f. How many of your students are <u>English Language Learners</u> (ELL), also referred to as Limited English Proficient (LEP), English for Speakers of Other Languages (ESOL), or English as a Second Language (ESL) students? (e.g., Spanish, Russian, Chinese)	
g. How many of your students are <u>special education students</u> with Individualized Education Plans (IEP's) who receive special education services in reading?	

Class behavior

5. **At this point in the school year, how would you rate the behavior in your class?** *Please mark (x) one box.*

☐ Group misbehaves very frequently and is almost always difficult to handle

☐ Group misbehaves frequently and is often difficult to handle

☐ Group misbehaves occasionally

☐ Group behaves well

☐ Group behaves exceptionally well

Instructional Resources

6. **In a typical week, do you have paid and/or volunteer aides or specialists assist in your class in the following ways?** *Please indicate separately whether paid and/or volunteer aides assist you in your classroom. If you do not have aides or specialists in a particular category, you only need to check the relevant box ❏ in the right column.*

	Paid aide/ specialist	**Volunteer** aide/ specialist	Do *not* have this type of aide or specialist assistance
Regular Aides			
Working directly with children on instructional tasks	❏	❏	❏
Doing non-instructional work (e.g., photocopying, preparing materials, etc.)	❏	❏	❏
Pulling children out of class to work on instructional tasks	❏	❏	❏
Special Education Aides or Specialists			
Working directly with children on instructional tasks	❏	❏	❏
Doing non-instructional work (e.g., photocopying, preparing materials, etc.)	❏	❏	❏
Pulling children out of class to work on instructional tasks	❏	❏	❏
ESL or Bilingual Education Aides or Specialists			
Working directly with children on instructional tasks	❏	❏	❏
Doing non-instructional work (e.g., photocopying, preparing materials, etc.)	❏	❏	❏
Pulling children out of class to work on instructional tasks	❏	❏	❏
Reading Specialists Who Work Primarily with Students			
Working directly with children on instructional tasks	❏	❏	❏
Doing non-instructional work (e.g., photocopying, preparing materials, etc.)	❏	❏	❏
Pulling children out of class to work on instructional tasks	❏	❏	❏

Reading Program

7. What reading program (such as Open Court Reading) or curriculum do you use in your classroom? Please check all that apply.

☐ Basal reader, such as *Open Court* or *Houghton Mifflin*

☐ School-wide literacy model, such as Success for All or Balanced Literacy

☐ Teacher (i.e., self) developed reading curriculum

☐ District or school developed literature-based (i.e., trade books) curriculum

☐ Other (please specify)
_____

8. What kind of professional development have you received regarding the reading program or curriculum that you are currently using?

☐ None

☐ Start-up training only

☐ Ongoing support only (e.g., mentoring, coaching, consultation)

☐ Start-up training plus ongoing support

9. What social studies program or curriculum do you use in your classroom? Please check all that apply.

☐ Social studies textbook

Title of the text book:_____

If a social studies textbook is used, is it supplemented with trade books?
☐ Yes
☐ No

☐ Teacher (i.e., self) developed social studies curriculum

☐ District developed social studies curriculum

☐ Social studies curriculum consisting primarily of trade books

☐ Other (please specify) _____

10. How many weeks are spent on student/class projects?

_____ **weeks**

Use of Collaborative Strategic Reading (CSR) Program

11. How many times per week do you use Collaborative Strategic Reading (CSR) approach and instructional practices that you learned about in the beginning of 2007 school year?

☐	I did not use CSR approach in my classroom
☐	1 time a week
☐	2 times a week
☐	3 times a week
☐	4 times a week
☐	5 times a week
☐	6+ times a week

12. Did you meet with your CSR coach during the fall of 2007?

☐ Yes

☐ No. Please skip to question 14.

13. How many times and approximately for how long did you meet with the CSR coach?

_____times for approximately _____minutes.

14. In your opinion, is CSR having a positive effect on the reading skill growth, particularly reading comprehension skills, of your students?

☐ Yes

☐ No