

- **Appendix A: Teacher Survey on Writing Instruction**

NOTE FOR REVIEWERS:

This survey is designed to measure the degree to which teachers implement the approach to writing instruction that is the focus of the study. Each item is included intentionally to measure an aspect of one of the ten instructional practices that are key elements in the 6+1 Trait Writing intervention.

The survey modules as presented here are organized and labeled (according to the ten instructional strategies) for ease of review. When the survey is administered to teachers, the module headings will be removed, the item order scrambled, and the rating scale will appear at the top of each page.

Subject Area:
Purpose of Lesson:

In the following space record any actions, activities or other influences on learning writing in the classroom during the observation session. Include the actions of both the teacher and students.

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Teacher Survey on Writing Instruction

The Northwest Regional Educational Laboratory (NWREL) and the Anchorage School District are collaborating on a study of classroom writing strategies in the district. The goal of this survey is to better understand how teachers currently teach writing and what classroom activities students engage in that pertain to writing. There are no right answers – except honest and accurate ones! Regardless of your teaching style or your attitude toward different approaches to writing, we want to know about what you really do in the classroom.

Confidentiality: This survey is conducted by the Northwest Regional Educational Laboratory (NWREL). The purpose is NOT to evaluate you as a teacher, but to better understand what teachers really do in their classrooms. Please answer all items completely and honestly. Your answers will be tabulated by the Northwest Regional Educational Laboratory, and summarized across all staff members. Identifiable individual data will not be reported. Your individual answers will be handled by NWREL only and WILL NOT be provided to your school or district. Reports will include only the overall, average responses of teachers across the district.

The next sections ask you to rate the level of emphasis on a large number of potential instructional strategies. Please circle one number for each question, using the rating scale below:

0	1	2	3	4	5	6
Not emphasized at all		Emphasized somewhat		Emphasized often or strongly		Emphasized very often and strongly – very descriptive of my daily classroom

	Teach language of rubrics	Rating						
A1	In my classroom, students talk about the traits of writing.	0	1	2	3	4	5	6
A2	In my classroom, students use “trait vocabulary” appropriately across the curriculum.	0	1	2	3	4	5	6
A3	In my classroom, students talk about their own writing or that of others using trait concepts and language.	0	1	2	3	4	5	6
A4	I use trait language in lessons.	0	1	2	3	4	5	6
A5	I use trait language in giving students feedback about their writing.	0	1	2	3	4	5	6
A6	Trait definitions and age-appropriate rubrics are readily available and/or posted in my classroom.	0	1	2	3	4	5	6
A7	I communicate the trait model of writing to parents and community members.	0	1	2	3	4	5	6

	Read, score & justify scores on papers	Rating						
B1	Students in my classroom get actively involved in self assessment, scoring their own papers to understand their own strengths and weaknesses as writers.	0	1	2	3	4	5	6
B2	I demonstrate scoring with students, using example papers to highlight and explain the scoring criteria.	0	1	2	3	4	5	6
B3	Examples of student writing are displayed around my classroom and used as part of classroom instruction.	0	1	2	3	4	5	6
B4	Students in my classroom score the papers of fellow students as part of learning how to think about and discuss writing.	0	1	2	3	4	5	6
B5	In my classroom, students spend time discussing and justifying the scores given to particular writing passages.	0	1	2	3	4	5	6
B6	Students in my classroom evaluate writing passages from literature as part of learning how to think about and discuss writing.	0	1	2	3	4	5	6
B7	Students in my classroom evaluate a variety of writing forms (e.g., posters, leaflets, letters, essays).	0	1	2	3	4	5	6

	Teach focused revision strategies	Rating						
C1	In my classroom, students spend time revising their writing, as a separate, conscious step in the writing process after reflecting on their initial draft writing.	0	1	2	3	4	5	6
C2	In my classroom, students use the concepts and language of the traits of writing while revising their writing.	0	1	2	3	4	5	6
C3	In my classroom, students talk about their strategies for revising their writing.	0	1	2	3	4	5	6
C4	As part of my writing instruction, I teach specific strategies for how to revise initial drafts into more polished final versions.	0	1	2	3	4	5	6

C5	Revision strategies for writing are posted in my classroom.	0	1	2	3	4	5	6
C6	Printed materials that show how to revise writing are readily available in my classroom.	0	1	2	3	4	5	6

Participate personally in writing process & ask for feedback		Rating						
D1	I talk with students about my own writing experiences, using trait concepts and language.	0	1	2	3	4	5	6
D2	In my classroom, I use examples of my own writing when teaching students about writing.	0	1	2	3	4	5	6
D3	As part of helping students learn about writing, I ask them to give me feedback on my own writing.	0	1	2	3	4	5	6
D4	To demonstrate how to think about writing, I reflect aloud on strengths and weaknesses of my own writing.	0	1	2	3	4	5	6
D5	To demonstrate how to think about writing, I reflect aloud on the thinking that went into my own writing choices about specific ideas and words.	0	1	2	3	4	5	6
D6	I talk with students about the importance of receiving and considering feedback on our writing.	0	1	2	3	4	5	6
D7	I model for students how to receive and reflect on feedback about my own writing.	0	1	2	3	4	5	6

Read a lot of materials to demonstrate writing quality		Rating						
E1	I make a point of reading to students examples of effective writing within various subject areas (e.g., science, math, social studies).	0	1	2	3	4	5	6
E2	Students in my class actively engage in critiquing the materials we read in class.	0	1	2	3	4	5	6
E3	I take time with my class to discuss and analyze the quality of writing they encounter in their reading assignments for various subject areas (e.g., science, math, social studies).	0	1	2	3	4	5	6
E4	In my classroom, we read and discuss the quality of many kinds of printed materials (e.g., posters, leaflets, letters, articles, essays, books)	0	1	2	3	4	5	6
E5	In my classroom, we read and discuss the quality of many kinds of writing (e.g., explanation, persuasion, storytelling)	0	1	2	3	4	5	6
E6	I give my students reading assignments that vary in quality, so that we can more clearly identify how effective writing differs from ineffective writing.	0	1	2	3	4	5	6

Create effective writing prompts		Rating						
F1	When I give writing assignments to students, I create and provide specific prompts for them to write toward, including identification of the audience and purpose for the writing.	0	1	2	3	4	5	6
F2	In my classroom, students are asked to write for a wide variety of different audiences (e.g., other students, newspaper readers, people from other cultures).	0	1	2	3	4	5	6
F3	I give my students opportunities to select what forms of writing they wish to work on (e.g. essays, posters, presentations, brochures).	0	1	2	3	4	5	6
F4	I ask my students for feedback and ideas about the writing	0	1	2	3	4	5	6

	assignments we use in my classroom.							
F5	My students help design the writing assignments we use in my classroom.	0	1	2	3	4	5	6
F6	I give students writing assignments that require them to write for a variety of purposes (e.g., explanation, persuasion, storytelling).	0	1	2	3	4	5	6
F7	Students in my classroom must practice writing in many different forms (e.g. essays, posters, presentations, brochures).	0	1	2	3	4	5	6

Weave writing lessons into other subjects		Rating						
G1	I make a point of integrating writing tasks with student assignments in other subject areas (e.g., science, math, social studies).	0	1	2	3	4	5	6
G2	In content areas (e.g., science, math, social studies) my students receive detailed feedback and scores on their writing, not just on their content knowledge in the other subjects.	0	1	2	3	4	5	6
G3	For each subject area (e.g., science, math, social studies) I explain to my students the specific writing criteria that are important for that subject area.	0	1	2	3	4	5	6
G4	Students in my classroom practice writing as part of their work in other subject areas.	0	1	2	3	4	5	6

Students set goals and monitor progress		Rating						
H1	As part of my class planning and instruction, I have explicit goals and learning outcomes for student writing.	0	1	2	3	4	5	6
H2	Students in my classroom participate in real publishing opportunities (e.g., writing competitions, commercial publications, school-wide newsletters).	0	1	2	3	4	5	6
H3	Students use scores on their writing to identify their own strengths, weaknesses, and needs for further practice and learning.	0	1	2	3	4	5	6
H4	In my classroom I have a systematic way for students to store and organize their writing.	0	1	2	3	4	5	6
H5	I make sure my students save samples of their writing and keep track of how their individual writing skills develop over time.	0	1	2	3	4	5	6
H6	Students in my classroom set goals for improving specific writing skills, and target their efforts on strengthening the weaker aspects of their writing.	0	1	2	3	4	5	6
H7	I plan my class so that students have time and support for the writing process.	0	1	2	3	4	5	6

Map writing into curriculum		Rating						
I1	As part of my class planning and instruction, I use explicit curriculum goals for writing.	0	1	2	3	4	5	6
I2	As part of my class planning and instruction, I target specific learning outcomes for writing.	0	1	2	3	4	5	6
I3	When planning how I will cover various subject areas (e.g., science, math, social studies) I include goals for writing skills that are relevant to each of those areas.	0	1	2	3	4	5	6
I4	I included writing activities in curriculum units and lesson	0	1	2	3	4	5	6

	plans across subject areas (e.g., science, math, social studies).	
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Teach how to construct effective paragraphs & essays		Rating							
J1	Students in my classroom actively employ a writing process to develop their essays or other writing projects.	0	1	2	3	4	5	6	
J2	Students practice writing paragraphs and essays for a variety of purposes in my classroom.	0	1	2	3	4	5	6	
J3	I demonstrate for my students how to revise non-fiction paragraphs and essays.	0	1	2	3	4	5	6	
J4	I provide my students examples of effective non-fiction paragraphs and essays.	0	1	2	3	4	5	6	
J5	As part of classroom writing activities, I require my students to learn and use terms related to the writing process.	0	1	2	3	4	5	6	

Counting this year, how many years have you been teaching? _____ (PLEASE PRINT LEGIBLY!)

Counting this year, how many years have you been teaching writing? _____

What writing program do you use in your teaching? _____

Please list any training you have received related to teaching writing in the last two years:

How many hours per week on average do your students spend in class practicing their writing? _____

How many hours per week do your students spend doing homework that includes significant writing? _____

We must ask for your name and contact information below so we can link your answers on this survey to your answers on a later survey, and to other data from your school. Please do provide this information, and print legibly, otherwise we will not be able to use your survey answers. See the reminder below about how your identity and individual answers will be protected throughout the study.

Your Name: _____ (PLEASE PRINT LEGIBLY!)

Your School: _____

Your gender: Male
 Female

Reminder on Confidentiality: Your answers will be tabulated by the Northwest Regional Educational Laboratory, and summarized across all staff members. Your individual answers will be handled by NWREL only and will not be provided to your school or district. Reports produced by NWREL will include only the overall, average responses of large groups of teachers across the district.

Thank you for completing the survey. If you have any questions or concerns, please contact Dr. Michael Coe of the Northwest Regional Educational Laboratory, at 800.547-6339.