APPENDIX f

teacher survey

**TITLE I EARLY CHILDHOOD LANGUAGE DEVELOPMENT STUDY**

***Teacher Survey***

***August 2, 2011***

**Notice of Confidentiality**

Information collected for this study come under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Information that could identify an individual or institution will be separated from the survey responses submitted, kept in secured locations, and be destroyed as soon as they are no longer required. Survey responses will be used only for research purposes. The reports prepared for the study will summarize findings across individuals and institutions and will not associate responses with a specific district, school, or person.

Conducted by: Mathematica Policy Research

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**A1. Which curriculum, if any, do you use most often for teaching Reading and Language Arts?**

|  |  |
| --- | --- |
|  | MARK (X) ONE RESPONSE FOR PRIMARY AND ANY SUPPLEMENTARY.MARK (X) IN ROW “n” IF YOU DO NOT USE A SPECIFIC LANGUAGE ARTS OR READING SERIES OR PROGRAM |
|  | **PRIMARY** | **Supplementary** |
| a. Treasures (Macmillan/McGraw-Hill)  | 1 □ | 2 □ |
| b. Reading Mastery Signature (Macmillan/McGraw-Hill) A. CURRICULUM, PLANNING, AND PROFESSIONAL DEVELOPMENT | 1 □ | 2 □ |
| c. Open Court Reading (Macmillan/McGraw-Hill)  | 1 □ | 2 □ |
| d. Journeys (Houghton Mifflin Harcourt)  | 1 □ | 2 □ |
| e. StoryTown (Houghton Mifflin Harcourt)  | 1 □ | 2 □ |
| f. Trophies (Houghton Mifflin Harcourt)  | 1 □ | 2 □ |
| g. Reading (Houghton Mifflin Harcourt)  | 1 □ | 2 □ |
| h. Reading Street (Scott Foresman)  | 1 □ | 2 □ |
| i. Renaissance Learning Accelerated Reader  | 1 □ | 2 □ |
| j. Scholastic Reading Counts  | 1 □ | 2 □ |
| k. Locally designed curriculum  | 1 □ | 2 □ |
| l. State-specific curriculum  | 1 □ | 2 □ |
| m. Other *(Please print curriculum name and publisher)*  | 1 □ | 2 □ |
|   |  |  |
|   |  |  |
| n. None  | 1 □ | 2 □ |

**A2. Teachers sometimes meet to discuss curriculum and lesson planning, student progress, and coordination. During this school year (2011-2012), how frequently did you meet with other teachers in this school?**

|  |  |
| --- | --- |
|  | **MARK (X) ONE PER ROW** |
|  | **Never** | **Less Than Once a Month** | **1-3 Times Per Month** | **1-2 Times Per Week** | **3-4 Times Per Week** | **Every Day** |
| a. Teachers in the same grade for grade-level planning  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| b. Teachers in other grades for cross-grade planning  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |

**IF A2a=0 AND A2b=0, THEN SKIP TO B1**

**A3. What topics are discussed when you meet with other teachers for planning?**

|  |  |
| --- | --- |
|  | **MARK (X) YES OR NO IN EACH ROW** |
|  | **Yes** | **No** |
| a. Plan lessons using the same core or basal curriculum  | 1 □ | 0 □ |
| b. Plan lessons using the same supplementary curriculum  | 1 □ | 0 □ |
| c. Align the schedule for introducing topics in the curriculum  | 1 □ | 0 □ |
| d. Share lesson plans  | 1 □ | 0 □ |
| e. Prepare for team teaching  | 1 □ | 0 □ |
| f. Discuss how effective particular lessons were and how to improve them  | 1 □ | 0 □ |
| g. Examine and modify the scope or sequence of coverage of specific curricular topics  | 1 □ | 0 □ |
| h. Develop thematic units or other approaches to integrating instruction across curricular areas within grades  | 1 □ | 0 □ |
| i. Develop school-wide themes to integrate instruction across grade levels  | 1 □ | 0 □ |
| j. In-depth discussion and analysis of students’ classroom work to clarify standards for student learning  | 1 □ | 0 □ |
| k. Examine the alignment of curricular materials and student assessments  | 1 □ | 0 □ |

**B1. During the last FULL DAY of instruction, how long did students spend on the following reading/language arts activities?**

# B. READING AND LANGUAGE INSTRUCTION

|  |  |
| --- | --- |
|  | **MARK (X) ONE PER ROW** |
|  | **None** | **20 Minutes or Less** | **21-40 Minutes** | **41-60 Minutes** | **More Than 60 Minutes** |
| a. Word-level reading skills such as phonics skills and practicing sight vocabulary  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ |
| b. Oral reading fluency practice (choral reading, partner reading, re-reading text, reading aloud)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ |
| c. Independent silent reading  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ |
| d. Vocabulary activities to learn the meaning of new words  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ |
| e. Listening comprehension (listening to a book or story being read aloud)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ |
| f. Reading comprehension  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ |
| g. Writing  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ |

**B2. Teachers use a variety of instructional activities to help students understand books that are read to them or their own reading. During this school year (2011-2012), how frequently have the students in your classroom done the following?**

|  |  |
| --- | --- |
|  | **MARK (X) ONE PER ROW** |
|  | **Never** | **Less Than Once a Month** | **1-3 Times Per Month** | **1-2 Times Per Week** | **3-4 Times Per Week** | **Every Day** |
| a. Listen to you read stories  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| b. Stop to discuss text while students read aloud or you read aloud to them  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| c. Discuss conventions of print (left to right orientation, book holding)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| d. Answer questions about what’s explicitly stated in a text  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| e. Answer questions that require them to make inferences about what’s stated in a text  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| f. Pose their own questions about a text  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| g. Use an art form (picture, skit, or music) to demonstrate their understanding of a text  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| h. Create a graphic representation of a text  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| i. Watch a video based on text  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| j. Talk with a partner about a text while under supervision  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| k. Choose which reading comprehension strategies to use in their work  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| l. Do a think-aloud or explain how they apply a skill or strategy  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| m. Complete practice exercises or worksheets to demonstrate comprehension  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| n. Take notes on what they are reading (e.g., highlight information in the text, prepare “sticky notes” regarding ideas in the text)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| o. Other *(Specify)*  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
|   |  |  |  |  |  |  |

**B3. During this school year (2011-2012), how often have you used the following approaches to group students for reading or language arts instruction?**

|  | **MARK (X) ONE PER ROW** |
| --- | --- |
|  | **Never** | **Less Than Once a Month** | **1-3 Times Per Month** | **1-2 Times Per Week** | **3-4 Times Per Week** | **Every Day** |
| a. Whole class grouping (e.g., all students are taught the same thing at the same time)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| b. Ability or achievement grouping (e.g., the most proficient readers are in one group, the next most proficient are in a second group, and the rest are in a third group)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| c. Mixed ability grouping (e.g., students are grouped according to interest/genre, cooperative-learning groups, etc.)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| d. Individualized instruction (e.g., students work individually on learning assignments specifically tailored to their achievement or interest)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| e. Grouping or pairing of students with Limited English Proficiency  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| f. Grouping based on students needing specific help  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |

**B4. During this school year (2011-2012), how often were students in your class expected to read books at home or have someone work with them on reading at home?**

|  | **MARK (X) ONE PER ROW** |
| --- | --- |
|  | **Never** | **Less Than Once a Month** | **1-3 Times Per Month** | **1-2 Times Per Week** | **3-4 Times Per Week** | **Every Day** |
| a. Someone at home is expected to read to the child or to work with the child on reading  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| b. Child is expected to read independently at home  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |

**B5. During this school year (2011-2012), how often did your students work on LISTENING COMPREHENSION (doing things like answering questions about a reading or trying to understand what an author has stated or implied) using the following types of texts that are read to the student?**

|  | **MARK (X) ONE PER ROW** |
| --- | --- |
|  | **Never** | **Less Than Once a Month** | **1-3 Times Per Month** | **1-2 Times Per Week** | **3-4 Times Per Week** | **Every Day** |
| a. Informational text (e.g., on social studies or science topics)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| b. Narrative text (e.g., stories)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| c. Texts with strong phonetic patterns (e.g., cat/hat/fat) or predictable language (e.g., brown bear, brown bear)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| d. Texts with controlled vocabulary (e.g., sight words and/or easily sounded out)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| e. Texts without controlled vocabulary  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| f. Chapter books  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| g. Books students chose for themselves  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |

**B6. During this school year (2011-2012), how often did your students work on READING COMPREHENSION (doing things like answering questions about a reading or trying to understand what an author has stated or implied) using the following types of texts that the student reads independently or with help?**

|  | **MARK (X) ONE PER ROW** |
| --- | --- |
|  | **Never** | **Less Than Once a Month** | **1-3 Times Per Month** | **1-2 Times Per Week** | **3-4 Times Per Week** | **Every Day** |
| a. Informational text (e.g., on social studies or science topics)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| b. Narrative text (e.g., stories)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| c. Texts with strong phonetic patterns (e.g., cat/hat/fat) or predictable language (e.g., brown bear, brown bear)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| d. Texts with controlled vocabulary (e.g., sight words and/or easily sounded out)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| e. Texts without controlled vocabulary  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| f. Chapter books  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| g. Books students chose for themselves  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |

**B7. During this school year (2011-2012), how often were the following comprehension topics a PRIMARY FOCUS of your instruction in any subjects (e.g., reading, social studies, science)?**

|  | **MARK (X) ONE PER ROW** |
| --- | --- |
|  | **Never** | **Less Than Once a Month** | **1-3 Times Per Month** | **1-2 Times Per Week** | **3-4 Times Per Week** | **Every Day** |
| a. Activating prior knowledge or making personal connections to text  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| b. Students generating their own questions about text  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| c. Summarizing important or critical details  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| d. Identifying the main idea and parts of a story  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| e. Analyzing or evaluating text  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| f. Making predictions based on text  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| g. Examining literary techniques  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| h. Identifying the author’s purpose  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| i. Using concept maps, story maps, text structure frames, or other graphic organizers  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| j. Answering questions that have answers directly stated in the text  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| k. Remembering and following directions that include a series of actions  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| l. Answering questions that require inferences based on what is stated  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| m. Answering questions that require drawing on information outside the text  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |

**B8. During this school year (2011-2012), how often did you ask students to work on the following types of writing activities?**

|  | **MARK (X) ONE PER ROW** |
| --- | --- |
|  | **Never** | **Less Than Once a Month** | **1-3 Times Per Month** | **1-2 Times Per Week** | **3-4 Times Per Week** | **Every Day** |
| a. Dictate stories to a teacher, aide, or volunteer  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| b. Compose and write using only letter strings or words (with or without illustrations)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| c. Compose and write a single complete sentence or separate complete sentences (with or without illustrations)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| d. Compose and write a single paragraph or separate paragraphs  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| e. Compose and write two or more connected paragraphs  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| f. Compose and write an open response to a text (without a specific prompt)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| g. Write about a text in response to a prompt  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| h. Compose and write a story with an understandable beginning, middle, and end  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| i. Write a report based on reading one or more texts  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| j. Write journal entries  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |

**B9. During this school year (2011-2012), how often have children in this class done each of the following VOCABULARY activities in reading, social studies, or science lessons?**

 **(NOTE: Vocabulary refers to instruction that emphasizes word meanings rather than word recognition, decoding, or spelling.)**

|  | MARK (X) ONE PER ROW |
| --- | --- |
| **For each strategy, mark only if it was used to practice or learn the meaning of words rather than for decoding or spelling.** | **Never** | **Less Than Once a Month** | **1-3 Times Per Month** | **1-2 Times Per Week** | **3-4 Times Per Week** | **Every Day** |
| a. Students discussed common prepositions such as over and under, up and down  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| b. Students restated the definition in their own words  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| c. Students added words with definitions to a personal “word store” (e.g., word bank, index cards, word wall, journal) to learn the meaning of words.  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| d. Students read a text with target vocabulary word(s) or explored the meaning of words encountered in text based on context  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| e. Students identified words/terms in the text they did not understand  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| f. Students wrote definitions of the target vocabulary word(s) using a glossary or dictionary  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| g. Students completed a vocabulary web or map to learn word relations or word origins  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| h. Students used target word(s) in a sentence to clarify meaning  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| i. Students wrote a paragraph or more using the target word(s) for meaning  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| j. Students learned a specific strategy to understand word meanings  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| k. Students engaged in word-play activities (e.g., word games, puzzles, riddles) with a focus on the meaning of words  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| l. Other *(Specify)*  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
|   |  |  |  |  |  |  |

# C. ACTIVITIES FOR STRUGGLING READERS

**C1. During this school year (2011-2012), have any of your students who are at-risk or struggling readers received any of the following supports?**

|  |  |
| --- | --- |
|  | **MARK (X) ONCE IN EACH ROW** |
|  | **Received** | **No students received** |
| a. Materials that supplement the core reading program  | 1 □ | 0 □ |
| b. Placement in a different level of the core reading program  | 1 □ | 0 □ |
| c. Placement in a separate core reading program  | 1 □ | 0 □ |
| d. Placement in English as a Second Language instruction  | 1 □ | 0 □ |
| e. Placement in a special intervention program  | 1 □ | 0 □ |

**C2. During this school year (2011-2012), how often have you used any of the following types of assessments and extra instruction to support the needs of at-risk or struggling readers?**

|  | **MARK (X) ONE PER ROW** |
| --- | --- |
|  | **Never** | **Less Than Once a Month** | **1-3 Times Per Month** | **1-2 Times Per Week** | **3-4 Times Per Week** | **Every Day** |
| a. Diagnostic assessment to determine weaknesses or deficits in phonemic awareness, phonics/decoding, and fluency  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| b. Diagnostic assessment to determine weaknesses in reading or listening comprehension  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| c. Extra instruction or practice in the classroom with phonemic awareness or decoding  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| d. Extra instruction or practice in the classroom with fluency  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| e. Extra instruction or practice in the classroom with vocabulary (e.g., meanings of unfamiliar words)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| f. Extra instruction or practice in the classroom with oral language  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| g. Extra instruction or practice in the classroom with comprehension strategies  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| h. Extra time devoted to building up student background information about the texts they will read or listen to  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| i. Extra instruction or practice in the classroom with social studies or science content  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| j. Extra time spent discussing content of reading material  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |

**C3. During this school year (2011-2012), how often did you provide at risk or struggling readers with any of the following types of supports?**

|  | **MARK (X) ONE PER ROW** |
| --- | --- |
|  | **Never** | **Less Than Once a Month** | **1-3 Times Per Month** | **1-2 Times Per Week** | **3-4 Times Per Week** | **Every Day** |
| a. Work with a tutor or reading specialist on one-to-one basis  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| b. Work with a speech and language teacher, pathologist, or specialist  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| c. Work with reading specialist in a small group  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| d. Children work on early reading skills using a computer-based intervention (*NAME of software*:\_\_\_\_\_\_\_\_\_\_\_\_\_)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| e. Children work on early reading skills with a commercial print-based intervention program (*NAME of program*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| f. Work with an ELL teacher on reading  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| g. Provide reading instruction in home language  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| h. Work with a more advanced peer  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |
| i. Special materials are sent home for parents to provide practice  | 0 □ | 1 □ | 2 □ | 3 □ | 4 □ | 5 □ |

**D1. Are you male or female?**

# D. TEACHER CHARACTERISTICS, EDUCATION, AND EXPERIENCE

 1 □ Male

 2 □ Female

**D2. Are you of Hispanic or Latino origin?**

 1 □ Yes

 0 □ No

**D3. What is your race?**

 **MARK (X) ONE OR MORE RACES TO INDICATE WHAT YOU CONSIDER YOURSELF TO BE**

 1 □ White

 2 □ Black or African American

 3 □ Asian

 4 □ Native Hawaiian or Other Pacific Islander

 5 □ American Indian or Alaska Native

**D4. What is the highest level of education you have completed?**

 **MARK (X) ONE ONLY**

 1 □ High school diploma or GED

**GO TO D5**

 2 □ Associate’s degree

 3 □ Bachelor’s degree

 4 □ At least one year of course work beyond a Bachelor’s degree but not a graduate degree

 5 □ Master’s degree

 6 □ Education specialist or professional diploma based on at least one year of course work

 past a Master’s degree level

 7 □ Doctorate

 8 □ Other *(Specify)*

**D4a. In what field is your Bachelor’s degree?**

 1 □ Early Childhood Education

 2 □ Education

 3 □ English Literature

 4 □ Mathematics

 5 □ Science or Technology

 6 □ Social Studies, including History, Psychology, Sociology, Economics, Political Science

 7 □ Business

 8 □ Other *(Specify)*

**D5. What type of teaching certification do you have?**

 **MARK (X) ONE ONLY**

 0 □ None

 1 □ Temporary, probational, provisional, or emergency certification

 2 □ Regular or standard state certificate

 3 □ Advanced professional certificate

**D6. Are you certified in these areas?**

|  | **MARK (X) YES OR NO IN EACH ROW** |
| --- | --- |
| **General Education Areas** | **Yes** | **No** |
| a. Elementary education  | 1 □ | 0 □ |
| b. Early childhood or prekindergarten education  | 1 □ | 0 □ |
| c. Secondary education (middle or secondary grades)  | 1 □ | 0 □ |
| d. Special Education  | 1 □ | 0 □ |
| **Subject- Matter Specific Areas** |  |  |
| e. English and Language Arts  | 1 □ | 0 □ |
| f. English as a Second Language (ESL)  | 1 □ | 0 □ |
| g. Natural Sciences (biology, chemistry, physics, earth sciences)  | 1 □ | 0 □ |
| h. Social Sciences (history, psychology, geography, sociology, government, etc.)  | 1 □ | 0 □ |
| i. Other *(Specify)*  | 1 □ | 0 □ |
|   |  |  |

**D7. During the past year, how many hours in total have you spent in staff development workshops or seminars in the following content areas? Include attendance at professional meetings, conferences, workshops, and college or university courses. Overall, how useful were these activities to you?**

|  | **COMPLETE HOURS AND THEN MARK BOX IN EACH ROW** |
| --- | --- |
|  | **TOTAL NUMBER OF HOURS** | **NOT AT ALL USEFUL** | **SLIGHTLY USEFUL** | **MODERATELY USEFUL** | **VERY USEFUL** |
| a. Reading/language arts or teaching of reading/language arts  | | | | | 1 □ | 2 □ | 3 □ | 4 □ |
| b. Mathematics or teaching of mathematics  | | | | | 1 □ | 2 □ | 3 □ | 4 □ |
| c. Science or teaching of science  | | | | | 1 □ | 2 □ | 3 □ | 4 □ |
| d. Social studies or teaching of social studies  | | | | | 1 □ | 2 □ | 3 □ | 4 □ |

**D8. During this school year (2011-2012), have you received professional advice or other guidance related to your teaching duties from a mentor, coach, lead teacher or other school staff person?**

 1 □ Yes

 0 🞎 No

**D9. How many years have you worked as a FULL-TIME teacher at this school? Include the current school year.**

 | | | YEARS

**D10. How many years have you worked as a FULL-TIME teacher, including all of the schools where you have worked? Include the current school year.**

 | | | YEARS

**D11. How many years have you worked as a FULL-TIME teacher in prekindergarten through third grade, including all of the schools where you have worked? Include the current school year.**

 | | | YEARS

**D12. During the past week, how often have you read books, magazines, or the newspaper for your own reading purposes (not including materials or books you have read to your class)?**

 **MARK (X) ONE ONLY**

 0 🞎 Not at all

 1 🞎 Once or twice

 2 🞎 Three or more times, but not every day

 3 🞎 Every day

# YOUR INFORMATION

**As a token of our appreciation for your participation in this survey, we would like to send you a $20 check. Please provide contact and mailing information.**

**This information will not be shared or published in any reports. We only ask for this information in the event we need to clarify the information provided in this survey.**

|  |
| --- |
| Name:  |
| Job Title:  |
| Address 1:  |
| Address 2:  |
| City, State, Zip:  |
| Telephone Number: | | | | - | | | | - | | | | | Area Code |
|  | | | / | | | / | | | | | Month Day Year |

***Thank you for completing this questionnaire.***