

Appendix 3. Intervention Provider Survey for the Evaluation of Response to Intervention Practices for Elementary School Reading

What is the purpose of this study?

This study is part of the congressionally-mandated national evaluation of the Individuals with Disabilities Education Improvement Act (IDEA, Public Law 108-446) and will address the following questions:

- What are the effects on academic achievement of providing intensive reading interventions to elementary school children who have been identified as at risk for reading difficulties compared with children just above the cut point for providing intervention?
- How do academic outcomes, including reading achievement and special education identification, vary with elementary schools' adoption of Response to Intervention practices for early grade reading?
- How do Response to Intervention practices for early grade reading vary across schools?

How is the study team defining Response to Intervention?

Response to Intervention (RtI) is a multi-step approach to providing early and more intensive intervention and monitoring within the general education setting.

In principle, RtI begins with *research-based instruction and behavioral support* provided to students in the general education classroom, followed by *screening of all students* to identify those who may need systematic progress monitoring, intervention, or support. *Students who are not responding to the general education curriculum and instruction are provided with increasingly intense interventions through a "tiered" system*, and they are frequently monitored to assess their progress and inform the choice of future interventions, including possibly *special education* for students determined to have a disability.

IDEA permits some federal special education funds to be used for "early intervening services" such as RtI, and also permit districts to use RtI to inform decisions regarding a child's eligibility for special education.

Who is administering this study?

This study is being supported by the Institute of Education Sciences (IES) at the U. S. Department of Education as authorized by the U. S. Congress under Section 664 of IDEA. MDRC, SRI International, and RG Research Group developed plans for the study under contract ED-04-CO-0111/0003 with IES, and Survey Research Management is administering the teacher survey.

What is the purpose of this survey?

This survey seeks information to describe *reading intervention services*, sometimes called Tier 2 or Level 2 interventions and Tier 3 or Level 3 interventions.

1. Reading intervention can be in one or more areas of reading (that is, phonemic awareness, phonics, fluency, vocabulary, reading

comprehension) and refers to targeted or intensive reading intervention for students.

2. Reading interventions are provided to students *somewhat below grade level benchmarks* (sometimes called Tier 2 or Level 2 students) or *far below grade level benchmarks* (sometimes called Tier 3 or Level 3 students), including *students with disabilities*.
3. Reading interventions *may* occur in addition to core reading instruction and employ print materials used by an instructor and student, or electronic computer based materials used primarily by the student.

Who should complete this survey?

Answer the three questions below to help you determine if you should complete this survey.

1. Do you teach small groups of students in grades 1, 2, or 3?
 Yes No
2. Are some of these groups of students somewhat below or far below grade level reading benchmarks?
 Yes No
3. Do you provide reading intervention services to these small groups?
 Yes No

If you answered yes to all three questions above, please proceed. If you answered no to any question, then you do not need to continue this survey.

Will the information provided through this survey be kept confidential?

All information gathered for this study will be kept confidential and will only be used for research purposes. The information collected about schools and students for this study will be used only for statistical purposes and may not be disclosed or used, in identifiable form, for any other purpose except as required by law (Public Law 107-279, Section 183).

What are the instructions for this survey?

Please answer the questions based on your experiences. There are no expected answers, so please be thoughtful and honest as you respond. Your participation is important and appreciated, and confidential.

The survey is broken into two short sections:

- A. Practices Used with Reading Intervention Groups
- B. Professional Background and Experience

THANK YOU IN ADVANCE FOR COMPLETING THIS SURVEY!

According to the Paperwork Reduction Act of 1995, no persons are required to respond to this voluntary collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1850-New**. The time required to complete this information collection is estimated to average **30 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. 20202-4537. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** Jonathan Jacobson, U.S. Department of Education, Institute of Education Sciences, 555 New Jersey Avenue, NW, Suite 500J, Washington, D.C. 20208, or email jonathan.jacobson@ed.gov.

SECTION A: PRACTICES USED WITH READING INTERVENTION GROUPS

Questions A1 through A15 ask about various intervention groups. Intervention group refers to students who have been identified for targeted or intensive small group reading interventions *because they are somewhat below or far below grade level benchmarks.*

An intervention group should be regularly scheduled to meet with you before, during or after the school day for several weeks, months, school year. The intervention group should continue to meet until a decision is made to change the composition of the group or to change the child's instruction, but would **not** be considered small group reading instruction that typically occurs during class-wide reading instruction.

For each regularly scheduled intervention group you worked with during the most recent full school week, please answer each question in the table below to describe how you teach and organize their reading intervention.

If you worked with more than three groups, please copy pages 2-5 and provide this information for each group with students in grades 1, 2, or 3.

	Group #1	Group #2	Group #3
A1. What time of day does the instruction occur? MARK ONE.	<input type="checkbox"/> AM <input type="checkbox"/> PM <input type="checkbox"/> Both AM and PM	<input type="checkbox"/> AM <input type="checkbox"/> PM <input type="checkbox"/> Both AM and PM	<input type="checkbox"/> AM <input type="checkbox"/> PM <input type="checkbox"/> Both AM and PM
A2. In what location does the instruction occur? MARK ALL THAT APPLY.	<input type="checkbox"/> General education classroom <input type="checkbox"/> Interventionist classroom <input type="checkbox"/> Other (please specify: _____)	<input type="checkbox"/> General education classroom <input type="checkbox"/> Interventionist classroom <input type="checkbox"/> Other (please specify: _____)	<input type="checkbox"/> General education classroom <input type="checkbox"/> Interventionist classroom <input type="checkbox"/> Other (please specify: _____)
A3. What is the grade level of students in the group? MARK ALL THAT APPLY.	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
A4. At what time during the day is the group scheduled for intervention? MARK ALL THAT APPLY.	<input type="checkbox"/> During the core reading block <input type="checkbox"/> At a time other than the core reading block but within the school day <input type="checkbox"/> Before school <input type="checkbox"/> After school	<input type="checkbox"/> During the core reading block <input type="checkbox"/> At a time other than the core reading block but within the school day <input type="checkbox"/> Before school <input type="checkbox"/> After school	<input type="checkbox"/> During the core reading block <input type="checkbox"/> At a time other than the core reading block but within the school day <input type="checkbox"/> Before school <input type="checkbox"/> After school

	Group #1	Group #2	Group #3
A5. What is the reading level of the students? MARK ALL THAT APPLY.	<input type="checkbox"/> At or above grade level reading benchmark in reading <input type="checkbox"/> Somewhat below grade level reading benchmark <input type="checkbox"/> Far below grade level reading benchmark	<input type="checkbox"/> At or above grade level reading benchmark in reading <input type="checkbox"/> Somewhat below grade level reading benchmark <input type="checkbox"/> Far below grade level reading benchmark	<input type="checkbox"/> At or above grade level reading benchmark in reading <input type="checkbox"/> Somewhat below grade level reading benchmark <input type="checkbox"/> Far below grade level reading benchmark
A6. How many times during the week, do you meet with this group? MARK ONE.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> More than 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> More than 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> More than 5
A7. During your last typical meeting with this group, how many minutes of reading instruction did you provide? MARK ONE.	<input type="checkbox"/> Up to 30 minutes <input type="checkbox"/> 31-46 minutes <input type="checkbox"/> 46-60minutes <input type="checkbox"/> 61-75 minutes <input type="checkbox"/> 76-90 minutes <input type="checkbox"/> 91-105 minutes <input type="checkbox"/> 106-120 minutes <input type="checkbox"/> 121-135 minutes <input type="checkbox"/> 136-150 minutes <input type="checkbox"/> More than 150 minutes	<input type="checkbox"/> Up to 30 minutes <input type="checkbox"/> 31-46 minutes <input type="checkbox"/> 46-60 minutes <input type="checkbox"/> 61-75 minutes <input type="checkbox"/> 76-90 minutes <input type="checkbox"/> 91-105 minutes <input type="checkbox"/> 106-120 minutes <input type="checkbox"/> 121-135 minutes <input type="checkbox"/> 136-150 minutes <input type="checkbox"/> More than 150 minutes	<input type="checkbox"/> Up to 30 minutes <input type="checkbox"/> 31-46 minutes <input type="checkbox"/> 46-60 minutes <input type="checkbox"/> 61-75 minutes <input type="checkbox"/> 76-90 minutes <input type="checkbox"/> 91-105 minutes <input type="checkbox"/> 106-120 minutes <input type="checkbox"/> 121-135 minutes <input type="checkbox"/> 136-150 minutes <input type="checkbox"/> More than 150 minutes
A8. How many students were assigned to the group ? MARK ONE.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 or more	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 or more	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 or more
A9. How many of the students in the group have an IEP ? MARK ONE.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 or more	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 or more	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 or more
A10. How many students in the group were Limited English Proficient or English Language Learners? MARK ONE.	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 or more	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 or more	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 or more

	Group #1	Group #2	Group #3
A11. What components of reading were emphasized for this group? MARK ALL THAT APPLY.	<input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Vocabulary <input type="checkbox"/> Fluency <input type="checkbox"/> Reading comprehension	<input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Vocabulary <input type="checkbox"/> Fluency <input type="checkbox"/> Reading comprehension	<input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Vocabulary <input type="checkbox"/> Fluency <input type="checkbox"/> Reading comprehension
A12. What reading programs and/or reading series were used with this group? MARK ALL THAT APPLY.	<input type="checkbox"/> Early Reading Interventions (ERI) <input type="checkbox"/> Foundations <input type="checkbox"/> Great Leaps <input type="checkbox"/> Guided Reading <input type="checkbox"/> Interventions from core reading series (for example, Triumphs, Soar to Success) <input type="checkbox"/> Leveled Literacy Intervention (Fountas-Pinnell) <input type="checkbox"/> Leveled Reader Series (for example McGraw-Hill, Pearson) <input type="checkbox"/> Orton-Gillingham <input type="checkbox"/> PALS <input type="checkbox"/> Phonics for Reading <input type="checkbox"/> Read Naturally <input type="checkbox"/> Read Well <input type="checkbox"/> Reading A-Z <input type="checkbox"/> Reading Mastery <input type="checkbox"/> Reading Recovery <input type="checkbox"/> Voyager Passport <input type="checkbox"/> Wilson Reading <input type="checkbox"/> Words Their Way <input type="checkbox"/> Other (please specify: _____)	<input type="checkbox"/> Early Reading Interventions (ERI) <input type="checkbox"/> Foundations <input type="checkbox"/> Great Leaps <input type="checkbox"/> Guided Reading <input type="checkbox"/> Interventions from core reading series (for example, Triumphs, Soar to Success) <input type="checkbox"/> Leveled Literacy Intervention (Fountas-Pinnell) <input type="checkbox"/> Leveled Readers Series (for example, McGraw-Hill, Pearson) <input type="checkbox"/> Orton-Gillingham <input type="checkbox"/> PALS <input type="checkbox"/> Phonics for Reading <input type="checkbox"/> Read Naturally <input type="checkbox"/> Read Well <input type="checkbox"/> Reading A-Z <input type="checkbox"/> Reading Mastery <input type="checkbox"/> Reading Recovery <input type="checkbox"/> Voyager Passport <input type="checkbox"/> Wilson Reading <input type="checkbox"/> Words Their Way <input type="checkbox"/> Other (please specify: _____)	<input type="checkbox"/> Early Reading Interventions (ERI) <input type="checkbox"/> Foundations <input type="checkbox"/> Great Leaps <input type="checkbox"/> Guided Reading <input type="checkbox"/> Interventions from core reading series (for example, Triumphs, Soar to Success) <input type="checkbox"/> Leveled Literacy Intervention (Fountas-Pinnell) <input type="checkbox"/> Leveled Readers Series (for example, McGraw-Hill, Pearson) <input type="checkbox"/> Orton-Gillingham <input type="checkbox"/> PALS <input type="checkbox"/> Phonics for Reading <input type="checkbox"/> Read Naturally <input type="checkbox"/> Read Well <input type="checkbox"/> Reading A-Z <input type="checkbox"/> Reading Mastery <input type="checkbox"/> Reading Recovery <input type="checkbox"/> Voyager Passport <input type="checkbox"/> Wilson Reading <input type="checkbox"/> Words Their Way <input type="checkbox"/> Other (please specify: _____)

	Group #1	Group #2	Group #3
A13. Are any of the reading interventions primarily delivered by a computerized instructional system?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
A14. How many weeks ago did you last measure the performance of students in this group?	<input type="checkbox"/> Never <input type="checkbox"/> This week <input type="checkbox"/> 1 week <input type="checkbox"/> 2 weeks <input type="checkbox"/> 3 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> 5 weeks <input type="checkbox"/> 6 weeks <input type="checkbox"/> More than 6 weeks	<input type="checkbox"/> Never <input type="checkbox"/> This week <input type="checkbox"/> 1 week <input type="checkbox"/> 2 weeks <input type="checkbox"/> 3 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> 5 weeks <input type="checkbox"/> 6 weeks <input type="checkbox"/> More than 6 weeks	<input type="checkbox"/> Never <input type="checkbox"/> This week <input type="checkbox"/> 1 week <input type="checkbox"/> 2 weeks <input type="checkbox"/> 3 weeks <input type="checkbox"/> 4 weeks <input type="checkbox"/> 5 weeks <input type="checkbox"/> 6 weeks <input type="checkbox"/> More than 6 weeks
A15. Under what circumstances would the decision be made to move a student to another group during the school year? MARK ALL THAT APPLY.	<input type="checkbox"/> Student's responsiveness to an intervention indicates a change should be made <input type="checkbox"/> Time has expired for a time limited intervention <input type="checkbox"/> Disciplinary issue <input type="checkbox"/> Make room for a different student <input type="checkbox"/> Students remain in the group for the year	<input type="checkbox"/> Student's responsiveness to an intervention indicates a change should be made <input type="checkbox"/> Time has expired for a time limited intervention <input type="checkbox"/> Disciplinary issue <input type="checkbox"/> Make room for a different student <input type="checkbox"/> Students remain in the group for the year	<input type="checkbox"/> Student's responsiveness to an intervention indicates a change should be made <input type="checkbox"/> Time has expired for a time limited intervention <input type="checkbox"/> Disciplinary issue <input type="checkbox"/> Make room for a different student <input type="checkbox"/> Students remain in the group for the year

Questions A16 through A17 ask about what typically occurs for most small groups of students in each tier you teach.

A16a. Typically, how is progress monitoring data used for students somewhat below grade level benchmark in reading, sometimes called Tier 2 or Level 2 students? MARK ALL THAT APPLY.

- To determine if instruction should be changed
- To determine if student's group placement should be changed
- To determine if special education pre-referral process is appropriate
- To determine if special education referral process is appropriate
- Not applicable

A16b. Typically, how is progress monitoring data used for students far below grade level benchmark in reading, sometimes called Tier 3 or Level 3 students? MARK ALL THAT APPLY.

- To determine if instruction should be changed
- To determine if student's group placement should be changed
- To determine if special education pre-referral process is appropriate
- To determine if special education referral process is appropriate
- Not applicable

A17a. In a typical month, for students in Tier 2 or Level 2, approximately how often do you measure student progress, using any of the following types of reading outcome and skill measures?

	Times per month...					
<input type="checkbox"/> Oral reading fluency	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<input type="checkbox"/> 6 or more					
<input type="checkbox"/> Curriculum-embedded test	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<input type="checkbox"/> 6 or more					
<input type="checkbox"/> Phonics	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<input type="checkbox"/> 6 or more					
<input type="checkbox"/> Word lists	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<input type="checkbox"/> 6 or more					
<input type="checkbox"/> Running records	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<input type="checkbox"/> 6 or more					
<input type="checkbox"/> Phonemic awareness	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<input type="checkbox"/> 6 or more					
<input type="checkbox"/> Other (please specify: _____)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<input type="checkbox"/> 6 or more					
<input type="checkbox"/> Other (please specify: _____)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<input type="checkbox"/> 6 or more					

A17b. In a typical month, for students in Tier 3 or Level 3 approximately how often do you measure student progress, using any of the following types of reading outcome and skill measures?

	Times per month...					
<input type="checkbox"/> Oral reading fluency	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<input type="checkbox"/> 6 or more					
<input type="checkbox"/> Curriculum-embedded test	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

	<input type="checkbox"/> 6 or more
<input type="checkbox"/> Phonics	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
	<input type="checkbox"/> 6 or more
<input type="checkbox"/> Word lists	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
	<input type="checkbox"/> 6 or more
<input type="checkbox"/> Running records	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
	<input type="checkbox"/> 6 or more
<input type="checkbox"/> Phonemic awareness	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
	<input type="checkbox"/> 6 or more
<input type="checkbox"/> Other (please specify: _____)	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
	<input type="checkbox"/> 6 or more
<input type="checkbox"/> Other (please specify: _____)	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
	<input type="checkbox"/> 6 or more

A18. Do you meet with a **school level (or grade level) team**--for example, school psychologist, speech language pathologist, reading specialist, etc.--that evaluates the progress of struggling readers and **makes decisions about reading interventions?**

- Yes No (skip to question B1)

A19. At the last typical **school-level (or grade-level) meeting**, who attended this meeting in addition to yourself? MARK ALL THAT APPLY.

- | | |
|---|--|
| <input type="checkbox"/> Reading specialist | <input type="checkbox"/> School psychologist |
| <input type="checkbox"/> Reading interventionist | <input type="checkbox"/> Speech language pathologist |
| <input type="checkbox"/> Reading coach | <input type="checkbox"/> School administrator |
| <input type="checkbox"/> Special education teacher | <input type="checkbox"/> Paraprofessional or instructional assistant |
| <input type="checkbox"/> ELL or ESL teacher | <input type="checkbox"/> Staff from the district office |
| <input type="checkbox"/> General education teacher(s) | <input type="checkbox"/> Other adult not listed here |
| <input type="checkbox"/> Social Worker/Guidance counselor | (please specify: _____) |

A20. How frequently does this **school-level (or grade-level) team** meet ? MARK ONE.

- | | |
|--|---|
| <input type="checkbox"/> More often than once per week | <input type="checkbox"/> Once every 7 weeks |
| <input type="checkbox"/> Once per week | <input type="checkbox"/> Once every 8 weeks |
| <input type="checkbox"/> Once every 2 weeks | <input type="checkbox"/> Once every 9 weeks |
| <input type="checkbox"/> Once every 3 weeks | <input type="checkbox"/> Once every 10 weeks |
| <input type="checkbox"/> Once every 4 weeks | <input type="checkbox"/> Once every 11 weeks |
| <input type="checkbox"/> Once every 5 weeks | <input type="checkbox"/> Once every 12 weeks |
| <input type="checkbox"/> Once every 6 weeks | <input type="checkbox"/> Less often than every 12 weeks |

A21. How are reading data usually used during school-level team, sometimes grade level, meetings?
MARK ALL THAT APPLY.

- To determine if individual students are making satisfactory/adequate progress
- To identify individual students who need a reading intervention
- To determine if adjustments are needed in the core reading instruction/curriculum
- To determine if individual students should be moved to a different reading group
- To determine if individual students should be moved to a different classroom for reading
- To determine if individual struggling readers need a change in their instruction
- To decide if any individual students should be referred for special education
- Other (please specify: _____)

SECTION B: PROFESSIONAL BACKGROUND AND EXPERIENCE

Questions B1 through B7 ask about your professional background and experience.

B1. What is your title in the school?

- Reading intervention/specialist Special Educator Classroom Teacher
- Speech Language Pathologist Paraprofessional ELL Teacher
- Other (specify _____)

B2. Including the current year, how many years have you been an educator?

Enter # of years below...

- a. Total number of years as an educator _____ # Years
- b. Number of years at this school _____ # Years
- c. Number of years with current job title _____ # Years

B3. What is the highest educational degree that you hold ? MARK ONE.

- High School
- Associate's
- Bachelor's
- Master's
- Doctorate or Professional Degree

B4. Which of the following describes the teaching certificate/endorsement you currently hold ? MARK ONE.

- 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 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 in order to continue teaching)
- I do not** have any of the above certifications

B5. Please indicate which educational areas you hold state certification or licensure in, and what grade span (for example, K-6) this certification or licensure is for MARK ALL THAT APPLY..

Area of Certification/Endorsement	Grade Span
<input type="checkbox"/> I do not hold certification/endorsement	
<input type="checkbox"/> Elementary Education	_____
<input type="checkbox"/> Early Childhood Education	_____
<input type="checkbox"/> Secondary Education	_____
<input type="checkbox"/> Special Education	_____
<input type="checkbox"/> Arts/Music	_____
<input type="checkbox"/> English Language Arts	_____
<input type="checkbox"/> ESOL/Bilingual/ESL Education	_____
<input type="checkbox"/> Reading	_____
<input type="checkbox"/> Foreign Languages	_____
<input type="checkbox"/> Mathematics	_____
<input type="checkbox"/> Computer Science	_____
<input type="checkbox"/> Natural Sciences	_____
<input type="checkbox"/> Social Sciences	_____
<input type="checkbox"/> Other (please specify: _____)	_____

B6. During the last 12 months, including the summer, in how many of each of the following types of professional development activities in **reading** have you participated? Please count each activity only once. What is the total number of hours you spent in these activities?

- First write in the number of activities of each type in which you have been engaged over the last 12 months.
- Then, write the total number of hours you spent in these activities. Mark 0 if you participated in none.

	<u>Enter below the # of</u>	
	Times over the last 12 months	Total Hours over the last 12 months
a. Attended short, stand-alone training or workshop in reading (half-day or less)	# _____	# _____
b. Attended a longer institute or workshop in reading (more than half-day)	# _____	# _____
c. Attended a college course in reading (include any courses you are currently attending)	# _____	# _____
d. Attended a conference about reading (might include multiple short offerings)	# _____	# _____
e. Received coaching related to reading instruction	# _____	# _____
f. Received mentoring related to reading instruction	# _____	# _____
g. Acted as a coach related to reading instruction	# _____	# _____
h. Acted as a formal mentor related to reading instruction	# _____	# _____
i. Participated in a professional learning community (PLC)	# _____	# _____
j. Other (e.g. participated in a 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)	# _____	# _____

B7. During the last 12 months, how much of an emphasis did these topics receive in the professional development activities that you attended. MARK ONE RESPONSE ON EACH ROW.

	Did not occur	Occurred- Minor emphasis	Occurred Moderate emphasis	Occurred Major emphasis
a. How to administer benchmark test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. How to use reading data to adjust core instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. How to use reading data to evaluate school progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. How to use graphed data to determine relative progress of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. How to organize small group instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. How to analyzing and interpret student achievement data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. How to administer assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. How to interpret and use reading assessment data to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. How to diagnose reading difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. How to choose reading intervention(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. How to use reading intervention(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Strategies for teaching reading to ELL students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Strategies for teaching reading to special education students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>