

APPENDIX C

**SPRING SECOND-GRADE
GENERAL CLASSROOM TEACHER
QUESTIONNAIRES**

**Early Childhood Longitudinal Study, Kindergarten Class of 2010-11
(ECLS-K:2011)**

**Spring Second-Grade National Data Collection, Third-Grade Tracking
and Recruitment, Fourth-Grade Tracking**

**OMB Clearance Package
1850-0750 v.12**

**Spring Second-Grade General Classroom
Teacher Teacher-/Classroom-Level
Questionnaire**



Draft



Spring 2013 Teacher Questionnaire

Prepared for the U.S. Department of Education
National Center for Education Statistics by:

Westat
Rockville, Maryland

Use a black or blue ball point pen to complete this questionnaire.

RETURN THIS COMPLETED QUESTIONNAIRE DIRECTLY TO YOUR SCHOOL COORDINATOR OR AN ECLS-K:2011 STAFF MEMBER. DO NOT MAIL THIS QUESTIONNAIRE UNLESS YOU ARE ASKED TO DO SO BY STUDY STAFF AND ARE PROVIDED WITH AN ENVELOPE FOR MAILING.

S_ID T_ID T

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. Approval expires XX/XX/XXXX. 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 requested. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, 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 response to this survey, write directly to: National Center for Education Statistics, 1990 K Street, N.W., Room 9086, Washington, D.C. 20006-5574.

The collection of information in this survey is authorized by 20 U.S. Code, Section 9541. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. Your responses are protected from disclosure by federal statute (20 U.S. Code, Section 9573). All responses that relate to or describe identifiable characteristics of individuals may 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. Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be included in the statistical reports.



Draft





Draft

Dear Teacher,

This questionnaire is an important part of a major longitudinal study of children's early educational experiences beginning with kindergarten and continuing through grade 5. You have received this questionnaire because you are the teacher of one or more of the children who are participants in this study.

This questionnaire contains several sections:

- a) Classroom and student characteristics
- b) Class organization and resources
- c) Instructional activities and curricular focus
- d) Parent involvement
- e) Evaluation and grading practices
- f) School and staff activities
- g) Views on school climate and the school environment
- h) Teacher background

Taking part in the study is voluntary. You may stop at any time or choose not to answer a question you do not want to answer. However, only you can provide this information. Although we realize you are very busy, we urge you to complete this questionnaire as completely and accurately as possible. The information you provide is being collected for research purposes only and will be protected from disclosure to the fullest extent allowable by law (Education Sciences Reform Act of 2002, 20 U.S.C. § 9573). Information from multiple individuals will be combined to produce statistical reports; no information that identifies you will be included in any reports or provided to students, their parents, or other school staff.

Please record your answers directly on the questionnaire by marking the appropriate answer (as instructed on page 5) or by writing your responses in the space provided. Your best estimates are acceptable answers.

DEFINITIONS

For the purposes of this study, the following definitions apply:

- Kindergarten: Traditional year of school primarily for 5-year-olds prior to first grade.
- Transitional (or readiness) kindergarten: Extra year of school for kindergarten-age eligible children who are judged not ready for kindergarten.
- Transitional first (or prefirst) grade: Extra year of school for children who have attended kindergarten but have been judged not ready for first grade.
- English language learner (ELL): A student whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that he or she has difficulty understanding school instruction in English.



TYPES OF LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS (LIEPS)¹

Programs that focus on developing students' literacy in two languages

- Two-way immersion program (TWI) or two-way bilingual program: The goal of these programs is to develop strong skills and proficiency in both students' home language and English. These programs may also be called dual language programs. These programs include students whose native language is not English (but who all speak the same non-English language) and students whose native language is English. Instruction is provided in both languages, typically starting with a smaller proportion of instruction in English, and gradually moving to half of the instruction in each language. Students typically stay in these programs throughout elementary school.
- Developmental bilingual program, late exit transitional program, or maintenance bilingual education program: The goal of these programs is to develop some skills and proficiency in students' home language and strong skills and proficiency in English. Content is taught in both languages by teachers fluent in both languages. These programs may also be called dual language programs. Instruction at lower grades is in the students' home language with a gradual transition to English. Students typically transition into mainstream classrooms with their English-speaking peers. The programs can vary in the focus placed on acquiring literacy in students' home language, but students generally do continue to receive some degree of support in their home language after the transition to English classrooms.
- Transitional program, early exit bilingual program, or early exit transitional program: The goal of these programs is to develop English proficiency skills as soon as possible, without delaying learning of academic core content. Instruction begins in students' home language but rapidly moves to English. Students typically are transitioned into mainstream classrooms with their English-speaking peers as soon as possible.
- Heritage language program or indigenous language program: The goal of these programs is to develop literacy in two languages. Content is taught in both languages by teachers fluent in both languages. These programs typically target non-English speakers with weak literacy skills in their home language.

Programs that focus on developing students' literacy solely in English

- Sheltered English instruction or content-based English as a Second Language (ESL) program: The goal of these programs is to develop proficiency in English while learning content in an all-English setting. Students from various linguistic and cultural backgrounds can be in the same class. Instruction is adapted to students' proficiency in English and is supported by visual aids and support in the students' home languages as available. Fully developed prototypes of this program include Sheltered Instruction Observational Protocol (SIOP) and Specially Designed Academic Instruction in English (SDAIE).
- Structured English Immersion (SEI): The goal of SEI is to develop fluency in English. This program usually serves only English language learners. All instruction is in English, though the instruction is adjusted to the English proficiency level of students so subject matter is comprehensible. Teachers may have some receptive skills in the students' home language(s) and generally use sheltered instructional techniques.
- Pull-out English as a Second Language (ESL) or English Language Development (ELD): The goal of these programs is to develop fluency in English. ELL students leave their mainstream classroom for part of the day to receive ESL instruction, which generally focuses on grammar, vocabulary, and communication skills, not academic content. There typically is no support provided for students' home languages.
- Push-in English as a Second Language (ESL) program: The goal of push-in ESL is to develop fluency in English. Students receive ESL instruction in a mainstream classroom, with instruction in English with some native language support if needed. The ESL teacher or an instructional aide provides clarification, translation if needed, and uses ESL strategies.

THANK YOU VERY MUCH FOR YOUR HELP.

¹ National Clearinghouse for English Language Acquisition. (n.d.). Types of language instruction educational programs (LIEPs). Retrieved [January 6, 2012] from http://www.ncele.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf.



Draft

MARKING DIRECTIONS

PLEASE READ CAREFULLY AND USE A BLACK OR BLUE BALL POINT PEN TO COMPLETE THIS QUESTIONNAIRE. DO NOT USE PENCIL OR FELT-TIP PEN.

MARKING BOXES

It is important that you mark an "X" in the box next to your answers and print clearly.

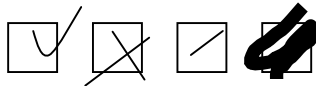
Shown below is the correct way to mark your answers, along with examples of incorrect ways.

Correct Mark:



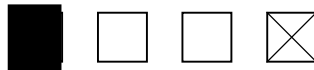
Incorrect Marks:

Light and thin, outside the box, thick or scrawled.



How to Change an Answer:

Completely black out the box of the incorrect answer and mark an "X" in the box next to the correct answer.



PRINTING ANSWERS IN BOXES

Answers should be printed clearly and should not touch or cross any of the box lines. Do not cross zeroes or sevens. That is, do not write a zero with a line through it like this – 0, and do not write a seven with a line through it like this – 7.

Write one number per box like this:



Write words like this:





Draft

SECTION A. CLASSROOM AND STUDENT CHARACTERISTICS

A1. As of today's date, how many children...

WRITE NUMBER IN BOX. IF THERE ARE NO CHILDREN IN A PARTICULAR CATEGORY, WRITE "0."

	Number of children
a. Are currently enrolled in your class?	<input type="text"/> <input type="text"/>
b. Have joined the class since the beginning of the school year?	<input type="text"/> <input type="text"/>
c. Have left the class since the beginning of the school year?	<input type="text"/> <input type="text"/>

A2. How many hours per day does your class normally meet? WRITE THE NUMBER TO THE NEAREST HOUR.

Hours/day

A3. How many days per week does your class normally meet? WRITE NUMBER IN BOX.

Days/week

A4. Do you currently teach a multigrade class? MARK ONE RESPONSE.

Yes

No (SKIP TO Q A6)



A5. What grade levels are included in your class? MARK ALL THAT APPLY.

a. Prekindergarten	<input type="checkbox"/>
b. Transitional (or readiness) kindergarten	<input type="checkbox"/>
c. Regular kindergarten	<input type="checkbox"/>
d. Transitional/pre-1st grade	<input type="checkbox"/>
e. 1st grade	<input type="checkbox"/>
f. 2nd grade	<input type="checkbox"/>
g. 3rd grade	<input type="checkbox"/>
h. 4th grade	<input type="checkbox"/>
i. 5th grade or higher	<input type="checkbox"/>

A6. As of today's date, how many children in your class are the following ages? WRITE NUMBER IN BOX. IF THERE ARE NO CHILDREN OF A PARTICULAR AGE, WRITE "0."

	<u>Number of children</u>
a. 4 years old or younger	<input type="text"/> <input type="text"/>
b. 5 years old	<input type="text"/> <input type="text"/>
c. 6 years old	<input type="text"/> <input type="text"/>
d. 7 years old	<input type="text"/> <input type="text"/>
e. 8 years old	<input type="text"/> <input type="text"/>
f. 9 years old	<input type="text"/> <input type="text"/>
g. 10 years old	<input type="text"/> <input type="text"/>
h. 11 years old or older	<input type="text"/> <input type="text"/>
<hr/>	
i. Total class enrollment (sum of a through h)	<input type="text"/> <input type="text"/>



A7. As of today's date, how many children in your class belong to each of the following racial/ethnic groups? WRITE NUMBER IN BOX. IF THERE ARE NO CHILDREN OF A PARTICULAR RACE/ETHNICITY, WRITE "0." IF YOU ARE NOT SURE ABOUT A CHILD'S RACE/ETHNICITY, PLEASE CATEGORIZE HIM OR HER WHERE YOU THINK HE OR SHE FITS BEST.

	Number of children
a. Hispanic/Latino of any race	<input type="text"/> <input type="text"/>
b. American Indian or Alaska Native, not Hispanic or Latino	<input type="text"/> <input type="text"/>
c. Asian, not Hispanic or Latino	<input type="text"/> <input type="text"/>
d. Black or African American, not Hispanic or Latino	<input type="text"/> <input type="text"/>
e. Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	<input type="text"/> <input type="text"/>
f. White, not Hispanic or Latino	<input type="text"/> <input type="text"/>
g. Two or more races, not Hispanic or Latino	<input type="text"/> <input type="text"/>
h. Total class enrollment (sum of a through g)	<input type="text"/> <input type="text"/>

A8. As of today's date, how many boys and girls are there in your class? WRITE NUMBER IN BOX. IF NONE, WRITE "0."

	Number of children
a. Number of boys	<input type="text"/> <input type="text"/>
b. Number of girls	<input type="text"/> <input type="text"/>
c. Total class enrollment (sum of a and b)	<input type="text"/> <input type="text"/>



A9. How many of the children in your class are repeating this grade this year? WRITE NUMBER IN BOX. IF NONE, WRITE "0."

Number of children repeating this grade

A10. How many children in your class ...
WRITE NUMBER IN BOX. IF NONE, WRITE "0."

	Number of children
a. Are classified as Gifted and Talented?	<input type="text"/> <input type="text"/>
b. Are participating in a Gifted and Talented program?	<input type="text"/> <input type="text"/>
c. Are below grade level in their English reading skills?	<input type="text"/> <input type="text"/>
d. Are about on grade level in their English reading skills?	<input type="text"/> <input type="text"/>
e. Are above grade level in their English reading skills?	<input type="text"/> <input type="text"/>
f. Are below grade level in their mathematics skills?	<input type="text"/> <input type="text"/>
g. Are about on grade level in their mathematics skills?	<input type="text"/> <input type="text"/>
h. Are above grade level in their mathematics skills?	<input type="text"/> <input type="text"/>
i. Are tardy, on an average day?	<input type="text"/> <input type="text"/>
j. Are absent, on an average day?	<input type="text"/> <input type="text"/>



Draft

A11. At this point in the school year, how would you rate the behavior of the children in your class? MARK ONE RESPONSE.

- 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.

A12. How many children in your class have a diagnosed disability? WRITE NUMBER IN BOX. IF NONE, WRITE "0" AND SKIP TO Q A15.

Number of children

A13. How many of those children with a diagnosed disability are currently receiving special health or educational services or accommodations for their disabilities, for example, speech therapy, assistance by an aide in the classroom, or testing accommodations? WRITE NUMBER IN BOX. IF NONE, WRITE "0."

Number of children

A14. How many of those children with a diagnosed disability need more help than they are currently receiving? WRITE NUMBER IN BOX. IF NONE, WRITE "0."

Number of children



THE NEXT SERIES OF QUESTIONS ASKS ABOUT THE USE OF DIFFERENT LANGUAGES IN THE CLASSROOM BY TEACHERS, CHILDREN, AND OTHER ADULTS.

A15. Are any languages other than English used by teachers, aides, or other adults in your classroom? MARK ONE RESPONSE.

Yes

No (SKIP TO Q A18)

A16. How often is a non-English language used by teachers, aides, or other adults in your class in the following ways? MARK ONE RESPONSE ON EACH ROW.

	Never	Less than half the time	About half the time	More than half the time	All the time
a. For academic instruction in reading/literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. For academic instruction in mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. For academic instruction in other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. For instructional support (for example, explaining directions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. For conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



A17. What languages are used for academic instruction in your class? MARK ALL THAT APPLY.

- a. English
- b. Spanish
- c. French
- d. Vietnamese
- e. A Chinese language
- f. Japanese
- g. Korean
- h. A Filipino language
- i. Arabic
- j. An Asian Indian language
- k. Sign language
- l. Other language (PLEASE SPECIFY)

A18. In what languages are the books or other written materials in your classroom? MARK ALL THAT APPLY.

- a. English
- b. Spanish
- c. French
- d. Vietnamese
- e. A Chinese language
- f. Japanese
- g. Korean
- h. A Filipino language
- i. Arabic
- j. An Asian Indian language
- k. Sign language
- l. Other language (PLEASE SPECIFY)



Draft

A19. Do any of the children you teach speak a language other than English (aside from English speakers who are learning a foreign language)? Please include all children who speak a non-English language, including those who speak English well. MARK ONE RESPONSE.

Yes

No (SKIP TO Q A21)

A20. Which languages other than English are spoken by one or more children in your class? MARK ALL THAT APPLY.

- a. Spanish
- b. Vietnamese
- c. A Chinese language
- d. Japanese
- e. Korean
- f. A Filipino language
- g. Arabic
- h. An Asian Indian language
- i. Sign language
- j. Other language (PLEASE SPECIFY)

A21. Do you have any children who are English language learners in your class? (English language learners are children whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.) MARK ONE RESPONSE.

Yes

No (SKIP TO Q B1)

A22. How many English language learners (ELLs) do you have in your class? WRITE NUMBER IN BOX. IF NONE, WRITE "0."

Number of ELL children



A23. How many of the ELL children in your class receive instruction designed to teach listening to, speaking, reading, and writing the English language to children with limited English proficiency in the following ways? WRITE NUMBER IN BOX. IF NONE, WRITE "0."

	Number of children
a. Receive no instruction for ELLs in the school	<input type="text"/> <input type="text"/>
b. Receive instruction for ELLs within the regular class	<input type="text"/> <input type="text"/>
c. Receive instruction for ELLs outside the regular class	<input type="text"/> <input type="text"/>

A24. If specialized language instruction is provided to second-grade English language learners, would you say this instruction is primarily... MARK ONE RESPONSE:

EXAMPLES OF THE PROGRAMS INCLUDED IN EACH CATEGORY ARE PROVIDED BELOW. SEE PAGE 4 FOR DEFINITIONS OF THESE EXAMPLES.

Programs that focus on developing students' literacy in two languages. For example:

- Two-way immersion program or two-way bilingual program
- Developmental bilingual program, late exit transitional program, or maintenance bilingual education program
- Transitional program, early exit bilingual program, or early exit transitional program
- Heritage language program or indigenous language program

Programs that focus on developing students' literacy solely in English. For example:

- Sheltered English instruction or content-based English as a Second Language (ESL) program
- Structured English Immersion (SEI)
- Pull-out English as a Second Language (ESL) or English Language Development (ELD)
- Push-in ESL program

Other program(s) (PLEASE SPECIFY)

No specialized language program is provided to second-grade English language learners.



A25. What languages are spoken by you or any other teacher or aide to the ELL children in your class for instructional support or conversation? MARK ALL THAT APPLY.

a. English	<input type="checkbox"/>
b. Spanish	<input type="checkbox"/>
c. Vietnamese	<input type="checkbox"/>
d. A Chinese language	<input type="checkbox"/>
e. Japanese	<input type="checkbox"/>
f. Korean	<input type="checkbox"/>
g. A Filipino language	<input type="checkbox"/>
h. Arabic	<input type="checkbox"/>
i. An Asian Indian language	<input type="checkbox"/>
j. Sign language	<input type="checkbox"/>
k. Other language (PLEASE SPECIFY)	<input type="checkbox"/>
<input type="text"/>	

A26. How often do English language learners (ELL children) in your class do each of the following activities? MARK ONE RESPONSE ON EACH ROW. INCLUDE ACTIVITIES IN YOUR CLASSROOM OR IN A PULL-OUT PROGRAM.

	Once a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
a. Take assessments to monitor their English language proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Take assessments to assess their progress in English reading and literacy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Work in small groups of ELL children or individually on intensive English reading and literacy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Work in a structured peer-assisted setting (that is, ELL child is paired with a non-ELL child)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SECTION B. CLASS ORGANIZATION AND RESOURCES

B1. In a typical day, how much time does a child in your class spend in the following types of activities? MARK ONE RESPONSE ON EACH ROW. DO NOT INCLUDE LUNCH OR RECESS BREAKS.

	No time	Half hour or less	About one hour	About two hours	About three hours	Four hours or more
a. Working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Working on individual tasks under teacher direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working with peers under teacher direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Working in small groups with teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teacher lecture with large group and/or large group discussion led by teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B2. During a typical day, how much time per day would you estimate that you spend on classroom discipline and handling disruptive behavior? MARK ONE RESPONSE.

- Less than 15 minutes a day
- 15 minutes to less than 30 minutes a day
- 30 minutes to less than 45 minutes a day
- 45 minutes to less than 1 hour a day
- 1 hour to less than 2 hours a day
- 2 hours or more a day



B3. How often does the typical child in your class usually work on lessons or projects in the following general subject areas, whether as a whole class, in small groups, or in individualized arrangements? *MARK ONE RESPONSE ON EACH ROW.*

	Never	Less than once a week	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week
a. Reading and language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Physical education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Dance/creative movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Theater/creative dramatics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Foreign language (excluding English for ELL students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



B4. On the days children work in these areas, how much time does the typical child in your class usually work on lessons or projects in the following general subject areas? MARK ONE RESPONSE ON EACH ROW.

	Not applicable/ never	Less than ½ hour a day	½ hour to less than 1 hour	1 to less than 1 ½ hours	1 ½ to less than 2 hours	2 to less than 2 ½ hours	2 ½ to less than 3 hours	3 hours or more
a. Reading and language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Physical education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Dance/creative movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Theater/creative dramatics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Foreign language (excluding English for ELL students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B5. How many instructional groups based on achievement or ability levels do you currently use for reading or math?

By "instructional groups" we mean small groups of two or more students that meet in your classroom or in another classroom as part of their regular instruction. DO NOT INCLUDE PULL-OUT GROUPS, SUCH AS ESL CLASSES OR GROUPS FORMED ON AN AS-NEEDED BASIS TO PROVIDE EXTRA INSTRUCTION OR ASSISTANCE WITH ASSIGNED WORK.

	Number of instructional groups
a. Reading	<input style="width: 40px; height: 25px; border: 1px solid black; text-align: center; vertical-align: middle;" type="text"/> <input style="width: 40px; height: 25px; border: 1px solid black; text-align: center; vertical-align: middle;" type="text"/>
b. Mathematics	<input style="width: 40px; height: 25px; border: 1px solid black; text-align: center; vertical-align: middle;" type="text"/> <input style="width: 40px; height: 25px; border: 1px solid black; text-align: center; vertical-align: middle;" type="text"/>

} If your response is zero for BOTH a and b, skip to B8



B6. In an average week, how often do you divide your class into instructional groups based on achievement or ability levels for reading and math activities or lessons? *MARK ONE RESPONSE ON EACH ROW.*

	Never	Less than once a week	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week
a. Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B7. On days when you use instructional groups based on achievement or ability levels, how many minutes per day is your class usually divided into instructional groups for reading and math activities or lessons? *MARK ONE RESPONSE ON EACH ROW.*

	0 minutes/day	1-15 minutes/day	16-30 minutes/day	31-60 minutes/day	More than 60 minutes/day
a. Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B8. How many days a week do children have recess? *WRITE NUMBER IN BOX. IF NONE, WRITE "0" AND SKIP TO Q B10.*

Days per week

B9. On days when children have recess, between the school day starting time and the dismissal time, how many times a day do children have recess? *MARK ONE RESPONSE.*

- Once
- Twice
- Three or more times



B10. In a typical day, how much time do children in your class spend in the following activities? MARK ONE RESPONSE ON EACH ROW.

	No time	1-15 minutes	16-30 minutes	31-45 minutes	Longer than 45 minutes
a. Lunch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Free play indoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Free play outdoors (including recess)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B11. Do any of the following staff members provide direct instruction to students in your class who are struggling or at risk of failure in reading or math? INCLUDE STAFF OTHER THAN YOURSELF WHO PROVIDE DIRECT INSTRUCTION EITHER IN YOUR CLASS OR IN A PULL-OUT SETTING. EXCLUDE PARAPROFESSIONALS/AIDES. MARK YES OR NO ON EACH ROW.

	Yes	No
a. A READING specialist/interventionist who has specialized training in reading instruction	<input type="checkbox"/>	<input type="checkbox"/>
b. A MATH specialist/interventionist who has specialized training in math instruction	<input type="checkbox"/>	<input type="checkbox"/>
c. A special education teacher	<input type="checkbox"/>	<input type="checkbox"/>

B12. How many hours a week do different types of paid paraprofessionals/aides and/or volunteers usually work directly with children on instructional tasks either in your classroom or in a pull-out setting? WRITE THE NUMBER OF HOURS IN THE APPROPRIATE BOXES BELOW. IF NONE, WRITE "0."

a. General paraprofessionals/aides	<input type="text"/> <input type="text"/> <input type="text"/>	Hours per week
b. Special education paraprofessionals/aides	<input type="text"/> <input type="text"/> <input type="text"/>	Hours per week
c. ESL or bilingual education paraprofessionals/aides	<input type="text"/> <input type="text"/> <input type="text"/>	Hours per week
d. Volunteers (for example, parents, high school students, community members)	<input type="text"/> <input type="text"/> <input type="text"/>	Hours per week



B13. How often are the following materials or resources used in your class? *MARK ONE RESPONSE ON EACH ROW.*

	Not available	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Art materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Musical instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Costumes for creative dramatics/theater	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Cooking or food related items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Science equipment (for example, magnifying glass, scales, thermometers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B14. Please report the following about the computers in your classroom. Please include any desktop, laptop, or other computer-type device (for example, tablets) used for instructional or administrative purposes.

In row a, report the number of computers that are located in your classroom everyday and the number of these with Internet access. *IF NONE, WRITE "0."*

In row b, report the number of computers that can be brought into your classroom (for example, laptops on carts) and the number of these that have Internet access. Indicate the number that are generally brought in at one time. *IF NONE, WRITE "0."*

	Total number of devices	Number with Internet access
a. Located in your classroom every day	<input style="width: 40px; height: 25px; border: 1px solid black;" type="text"/>	<input style="width: 40px; height: 25px; border: 1px solid black;" type="text"/>
b. Can be brought into your classroom (for example, laptop on carts)	<input style="width: 40px; height: 25px; border: 1px solid black;" type="text"/>	<input style="width: 40px; height: 25px; border: 1px solid black;" type="text"/>



Draft

B15. How frequently do you or your students use computers or the following electronic devices for instructional purposes? Please include any desktop, laptop, or other computer-type devices. MARK ONE RESPONSE ON EACH ROW.

	<u>Not available</u>	<u>Never</u>	<u>Rarely</u>	<u>Sometimes</u>	<u>Often</u>
a. Computer (desktop, laptop or other computer-type device such as a tablet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. LCD or DLP projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Interactive whiteboard (for example, SMART Board, Activboard)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Digital camera (still or video)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. CD player or MP3 player/iPod	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. DVD player or VCR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SECTION C. INSTRUCTIONAL ACTIVITIES AND CURRICULAR FOCUS

Reading and Language Arts Instruction

C1. How often do you use the following resources to teach reading in your class? MARK ONE RESPONSE ON EACH ROW.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Basal reading series (a core or primary reading text for all students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Leveled or guided reading books (multiple books, each at a specific reading level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Newspapers and/or magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Reading kits (usually a boxed product, which may contain student and teacher materials, assessment materials, and manipulatives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Computer software for reading instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. A variety of trade books (for example, novels, collections of poetry, nonfiction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Materials from other subjects (for example, science, social studies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Manipulatives (for example, plastic letters, picture cards, letter cards, tiles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Big books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Decodable books, sound/symbols books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Read-along books paired with audiobooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Anthology (collection of literary works, which may include poems, short stories, plays, songs, excerpts, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



C2. **From the first day of school until today**, please indicate how many days each of the following **READING** skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work. *MARK ONE RESPONSE ON EACH ROW.*

	Not taught	On 1-10 days	On 11-20 days	On 21-40 days	On 41-80 days	On more than 80 days
Key Ideas and Details						
a. Identifying main ideas in fictional text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Asking and/or answering questions to demonstrate understanding of key details in a text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Retelling stories, including main ideas and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Identifying the central message, lesson, or moral of a folk tale or fable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Describing how characters in a story respond to major events and challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Identifying the main topic of a paragraph of informational text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft and Structure						
g. Describing how words and phrases give rhythm and/or meaning in a story, poem, or song	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Describing the overall structure of a story, for example how the beginning introduces the story or how the ending concludes the action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Identifying differences in the points of view of characters in a story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Using text features to locate key facts or information (for example, captions, bold print, subheadings, indexes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Students taught to distinguish their own point of view from that of the narrator, a character, or the writer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integration of Knowledge and Ideas						
l. Using information gained from illustrations or text to demonstrate understanding of a story's characters, setting, or plot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Comparing and contrasting two versions of the same story (for example, Cinderella stories) by different authors or from different cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



C2. (CONTINUED) From the first day of school until today, please indicate how many days each of the following READING skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work. MARK ONE RESPONSE ON EACH ROW.

Integration of Knowledge and Ideas (continued)	Not taught	On 1-10 days	On 11-20 days	On 21-40 days	On 41-80 days	On more than 80 days
n. Explaining how images clarify informational text (for example, a photograph or diagram showing how a machine works)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Identifying the reasons an author gives to support points in an opinion piece	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Range of Reading and Level of Text Complexity						
p. Reading and comprehending literature, including stories and poetry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Reading informational selections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonological Awareness						
r. Segmenting words into phonemes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Manipulating phonemes to form new words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonics and Word Recognition						
t. Distinguishing long and short vowels in one-syllable words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Decoding regularly spelled two-syllable words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Reading irregularly spelled words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Identifying and knowing the meaning of common prefixes or suffixes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency						
x. Reading accurately and fluently to support comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Reading and rereading passages orally with guidance on pacing, intonation, and expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z. Using sentence-level context to gain meaning of a word or phrase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



C2. (CONTINUED) From the first day of school until today, please indicate how many days each of the following **READING** skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work. *MARK ONE RESPONSE ON EACH ROW.*

	Not taught	On 1-10 days	On 11-20 days	On 21-40 days	On 41-80 days	On more than 80 days
Comprehension						
aa. Identifying character, setting, and plot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bb. Generating questions about character, setting, and plot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cc. Predicting what might occur next in the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing						
dd. Writing an opinion piece, giving reasons for the opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ee. Writing an informational piece that contains a clear topic with supporting details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ff. Writing a narrative with two or more appropriately sequenced events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gg. Using temporal words or phrases to signal the order of events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Mathematics Instruction

C3. From the first day of school until today, please indicate how many days each of the following MATH skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work. MARK ONE RESPONSE ON EACH ROW.

	Not taught	On 1-10 days	On 11-20 days	On 21-40 days	On 41-80 days	On more than 80 days
Operations and Algebraic Thinking						
a. Adding and subtracting numbers equal to 20 or less	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Solving word problems by adding or subtracting numbers equal to 100 or less	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Determining whether a group of objects (20 or fewer) has an even or odd number of members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The meaning of the signs for equal, greater than, and less than	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Working with equal-sized groups of objects to gain an understanding of multiplication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Multiplying two one-digit whole numbers to find the product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number and Operations in Base Ten						
g. Skip-counting by 5s, 10s, and/or 100s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Counting to 1000, starting at any number less than 1000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Reading and writing numbers up to 1000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Identifying the numbers that represent the hundreds, tens, and ones places in a three-digit number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



C3. (CONTINUED) From the first day of school until today, please indicate how many days each of the following MATH skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work. MARK ONE RESPONSE ON EACH ROW.

Number and Operations in Base Ten (continued)	Not taught	On 1-10 days	On 11-20 days	On 21-40 days	On 41-80 days	On more than 80 days
k. Comparing three-digit numbers, using the symbols $>$, $=$, and $<$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Finding 10 more or 10 less than a given two-digit number, without counting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Finding 100 more or 100 less than a given three-digit number, without counting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Adding four two-digit numbers using strategies based on place value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Multiplying one-digit whole numbers by 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurement and Data

p. Comparing the length of two objects indirectly by using a third object (nonstandard measurement)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Measuring the length of an object in standard units, using tools such as rulers, yardsticks, meter sticks, and/or measuring tapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Measuring to determine how much longer one object is than another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Estimating the length of an object in standard units, such as inches, feet, centimeters, and/or meters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Solving word problems involving lengths that are given in the same units, using addition or subtraction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Telling time using both analog and digital clocks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



C3. (CONTINUED) From the first day of school until today, please indicate how many days each of the following MATH skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work. MARK ONE RESPONSE ON EACH ROW.

	Not taught	On 1-10 days	On 11-20 days	On 21-40 days	On 41-80 days	On more than 80 days
Measurement and Data (continued)						
v. Telling time to the nearest five minutes (for example, 6:05, 6:10, or 6:15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Writing time to the nearest five minutes (for example, 6:05, 6:10, or 6:15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Solving word problems involving quarters, dimes, nickels, and pennies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Obtaining and recording data (for example, measuring and recording the lengths of three or more objects)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z. Drawing a picture graph and/or a bar graph to represent a data set with up to four categories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aa. Answering questions about the data in a picture graph and/or a bar graph, for example, comparing one category with another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geometry						
bb. Identifying the difference between defining attributes of shapes (for example, triangles are three-sided) versus non-defining attributes (for example, color, size)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cc. Identifying triangles, quadrilaterals, pentagons, hexagons, and cubes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dd. Drawing shapes when given specified attributes (for example, the number of angles or the number of sides)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ee. Measuring area by counting unit squares (square centimeters, square inches, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ff. Describing portions of simple shapes using the words halves, fourths, and quarters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Science and Social Studies Instruction

C4. From the first day of school until today, please indicate how many days each of the following **SCIENCE skills and concepts has been covered in your class. Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work. *MARK ONE RESPONSE ON EACH ROW.***

	Not taught	On 1-5 days	On 6-10 days	On 11-15 days	On 16-20 days	On more than 20 days
a. Using all 5 senses to make observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Using tools (for example, lenses, thermometers, rulers) to gather information about objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Classifying and comparing objects by their properties (for example, weight or size)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Making logical predictions (hypotheses) based on observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Drawing conclusions based upon evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Communicating scientific findings orally or in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using graphs or charts to describe findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Draft

C5. For this school year as a whole, please indicate if each of the following SCIENCE or SOCIAL STUDIES topics or skills is taught either in your class in its own unit or lesson or as part of a unit/lesson on a different topic. MARK ONE RESPONSE ON EACH ROW.

	Taught in my class	Not taught in my class
a. Three states of matter (gas, liquid, solid)	<input type="checkbox"/>	<input type="checkbox"/>
b. Basic needs of plants (water, sunlight, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
c. Characteristics of animal classes (mammals, reptiles, birds, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
d. Natural resources	<input type="checkbox"/>	<input type="checkbox"/>
e. Shadows and light	<input type="checkbox"/>	<input type="checkbox"/>
f. Dinosaurs and fossils	<input type="checkbox"/>	<input type="checkbox"/>
g. Solar system and space	<input type="checkbox"/>	<input type="checkbox"/>
h. Weather	<input type="checkbox"/>	<input type="checkbox"/>
i. Nutrition/healthy foods	<input type="checkbox"/>	<input type="checkbox"/>
j. Important figures and events in American history	<input type="checkbox"/>	<input type="checkbox"/>
k. Community resources (for example, grocery store, police)	<input type="checkbox"/>	<input type="checkbox"/>
l. Map-reading skills	<input type="checkbox"/>	<input type="checkbox"/>
m. Different cultures	<input type="checkbox"/>	<input type="checkbox"/>
n. Reasons for rules, laws, and government	<input type="checkbox"/>	<input type="checkbox"/>
o. Community service	<input type="checkbox"/>	<input type="checkbox"/>
p. Current events in the news	<input type="checkbox"/>	<input type="checkbox"/>



Draft

C6. In an average week, how many days a week is homework assigned? Please count homework assigned over the weekend as one day. MARK ONE RESPONSE.

- 0 days (SKIP TO Q D1)
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days

C7. On days when homework is assigned, how much time do you expect children to spend on homework in the following areas? MARK ONE RESPONSE FOR EACH ROW.

	<u>I never assign homework</u>	<u>1 to 10 minutes</u>	<u>11 to 20 minutes</u>	<u>21 to 30 minutes</u>	<u>More than 30 minutes</u>
a. Reading and language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SECTION D. PARENT INVOLVEMENT

D1. How many regularly scheduled conferences do you have with a parent or guardian of each child in your class during the school year? MARK ONE RESPONSE.

- No conferences
- One conference
- Two conferences
- Three or more conferences

D2. What percentage of children in your class have parents who participate in the following activities? MARK ONE RESPONSE ON EACH ROW.

	None	1-25%	26-50%	51-75%	76% or more
a. Attend teacher-parent conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Volunteer regularly to help in your classroom or another part of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Attend open houses or parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Attend art/music events or demonstrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D3. During this school year, have you made contacts with parents in the following ways? MARK ONE RESPONSE ON EACH ROW.

	Never	One to two times	Three to five times	Six to ten times	11 to 14 times	15 or more times
a. Sent home letters, newsletters, or other notices addressed to all parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Shared portfolios or other collections of children's work for parents to see	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Used e-mail, list-serve, or class/school website to send out classroom updates or information to parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Used e-mail or written notes to address individual questions or concerns of parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Talked to parents by telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SECTION E. EVALUATION AND GRADING PRACTICES

E1. How important is each of the following in evaluating the children in your class for reporting to parents? MARK ONE RESPONSE ON EACH ROW.

Table with 5 columns: Not important, Somewhat important, Very important, Extremely important. Rows a-i: Individual child's achievement relative to the rest of the class, Individual child's achievement relative to local, state, or professional standards, Individual improvement or progress over past performance, Effort, Class participation, Daily attendance, Classroom behavior or conduct, Cooperativeness with other children, Ability to follow directions.

E2. Across all subjects, how often do you use the following to assess your students? MARK ONE RESPONSE ON EACH ROW.

Table with 6 columns: Never, 1 or 2 times a year, 3 to 8 times a year, 1 or 2 times a month, 1 or 2 times a week, 3 or more times a week. Rows a-f: State or local standardized tests, Classroom tests or quizzes (including those made by you and those from other sources), Individual or group projects, Worksheets that you grade, Work samples (for example, writing sample, brief story, report), Teacher observation of students' mastery of objectives or standards.



E3. How often do you use a formal assessment in READING for the following purposes? MARK ONE RESPONSE ON EACH ROW.

	<u>Never</u>	<u>Once a year</u>	<u>2 times a year</u>	<u>3 to 4 times a year</u>	<u>5 to 8 times a year</u>	<u>1 to 2 times a month</u>	<u>1 to 2 times a week</u>
a. To evaluate how well each student is responding to the core curriculum provided in the general education classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. To monitor each student's progress on specific skills over the school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. To identify the deficits in specific skills of struggling students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. To monitor the progress of students who fall below benchmark levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. To determine whether students need placement in a more or less intensive level of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Draft

E4. How often do you use a formal assessment in MATH for the following purposes? MARK ONE RESPONSE ON EACH ROW.

	<u>Never</u>	<u>Once a year</u>	<u>2 times a year</u>	<u>3 to 4 times a year</u>	<u>5 to 8 times a year</u>	<u>1 to 2 times a month</u>	<u>1 to 2 times a week</u>
a. To evaluate how well each student is responding to the core curriculum provided in the general education classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. To monitor each student's progress on specific skills over the school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. To identify the deficits in specific skills of struggling students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. To monitor the progress of students who fall below benchmark levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. To determine whether students need placement in a more or less intensive level of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E5. Which of the following do you use to provide parents with information about their children's performance? MARK YES OR NO ON EACH ROW.

	<u>Yes</u>	<u>No</u>
a. Standard report card (for example, a letter grade assigned for each subject)	<input type="checkbox"/>	<input type="checkbox"/>
b. Progress report form (narrative report)	<input type="checkbox"/>	<input type="checkbox"/>
c. Competency based checklists	<input type="checkbox"/>	<input type="checkbox"/>
d. Portfolio of child's work	<input type="checkbox"/>	<input type="checkbox"/>
e. Standardized test scores	<input type="checkbox"/>	<input type="checkbox"/>
f. Benchmark assessments	<input type="checkbox"/>	<input type="checkbox"/>



SECTION F. SCHOOL AND STAFF ACTIVITIES

F1. Did you participate in any professional development* within the last 12 months? MARK ONE RESPONSE.

Yes

No (SKIP TO Q F4)

* Professional development may include continuing formal education; courses, conferences, workshops, or in-service training; staff meetings that include staff development activities; and receiving coaching or mentoring.

F2. During the past 12 months, how often have you participated in the following staff development and training activities? MARK ONE RESPONSE ON EACH ROW.

	Never	Once	2 times	3 to 4 times	More than 4 times
a. Workshops involving study groups or small-group problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Direct instruction from an outside consultant on a specific topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Release time for attending professional conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. College or university courses related to your profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Professional development via distance learning (web-based, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Workshops on using computers and technology in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Draft

F3. How often did you participate in professional development activities covering the following topics in the last 12 months? MARK ONE RESPONSE ON EACH ROW.

	Never	Once	2 times	3 to 4 times	More than 4 times
a. How to use assessment data to identify students who are struggling or at risk of failure in READING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. How to use assessment data to identify students who are struggling or at risk of failure in MATH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. How to use and apply assessment data to guide READING instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. How to use and apply assessment data to guide MATH instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. How to implement the READING curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. How to implement the MATH curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F4. Have you received support from any of the following staff members during the current academic year? MARK ONE RESPONSE ON EACH ROW. IF THE RESOURCE IS NOT AVAILABLE TO YOU, MARK THE LAST COLUMN.

	Yes, support received	No, support not received but available	Resource not available
a. A school or district staff member whose role is to provide ongoing training and support to classroom teachers in the delivery of effective READING instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A school or district staff member whose role is to provide ongoing training and support to classroom teachers in the delivery of effective MATH instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. A school or district staff member who provides ongoing training and support to classroom teachers in the delivery of effective behavioral supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. A school or district staff member to support teachers in collecting, organizing, and managing assessment data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. A school or district staff member to support teachers in the interpretation and use of assessment data to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Draft

F5. How often have you been observed by a peer for the purpose of receiving instructional feedback during the current academic year? *MARK ONE RESPONSE.*

- Never
- Once a year
- 2 times a year
- 3 or 4 times a year
- More than 4 times a year



SECTION G. VIEWS ON SCHOOL CLIMATE AND SCHOOL ENVIRONMENT

G1. Please indicate the extent to which you agree or disagree with each of the following statements about your school. MARK ONE RESPONSE ON EACH ROW.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. The level of child misbehavior (for example, noise, horseplay, or fighting in the halls or cafeteria) in this school interferes with my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Many of the children I teach are not capable of learning the material I am supposed to teach them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I feel accepted and respected as a colleague by most staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teachers in this school are continually learning and seeking new ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Routine administrative duties and paperwork interfere with my job of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Parents are supportive of school staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. There is a great deal of cooperative effort among the staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. In this school, staff members are recognized for a job well done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The academic standards at this school are too low.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. There is broad agreement among the entire school faculty about the central mission of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. The school administrator sets priorities, makes plans, and sees that they are carried out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. The school administration's behavior toward the staff is supportive and encouraging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Draft

G2. To what extent do you agree or disagree with the following statements? MARK ONE RESPONSE ON EACH ROW.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
a. I am adequately trained to teach the children with disabilities who are in my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Inclusion of children with disabilities in my class has worked well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I have the resources I need to teach the children in my class who have disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I am adequately trained to teach English language learners in my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Inclusion of English language learners in my class has worked well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I have the resources I need to teach the children in my class who are English language learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I am adequately trained to teach a class of students who have a wide range of READING skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I have the resources I need to teach a class of students who have a wide range of READING skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I am adequately trained to teach a class of students who have a wide range of MATH skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I have the resources I need to teach a class of students who have a wide range of MATH skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



G3. To what extent do you agree or disagree with each of the following statements? MARK ONE RESPONSE ON EACH ROW.

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Neither agree nor disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. If I try really hard, I can get through even to the most difficult or unmotivated students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. If some students in my class are not doing well, I feel that I should change my approach to the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. By trying a different teaching method, I can significantly affect a student's achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. There is really very little I can do to ensure that most of my students achieve at a high level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I work to create lessons so my students will enjoy learning and become independent thinkers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I feel sometimes it is a waste of my time to try to do my best as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The attitudes and habits students bring to my class greatly reduce their chances for academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My success or failure in teaching is due primarily to factors beyond my control rather than to my own effort or ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The amount a student can learn is primarily related to family background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I really enjoy my present teaching job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I am certain I am making a difference in the lives of the children I teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. If I could start over, I would choose teaching again as my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



G4. Indicate how much you agree or disagree with the following statements about your school and staff. MARK ONE RESPONSE ON EACH ROW.

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Neither agree nor disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
a. There is a consensus among administrators and teachers on goals and expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. We have an active professional development program for teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers are very active in planning staff development activities in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G5. For each of the following statements about READING, indicate how strongly you agree or disagree. MARK ONE RESPONSE ON EACH ROW.

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Neither agree nor disagree</u>	<u>Agree</u>	<u>Strongly agree</u>	<u>Don't Know</u>
a. This school has a set of clear, predetermined, grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in reading in <u>second grade</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. This school has clear, predetermined criteria for determining the level of intervention <u>second-grade students</u> will receive in reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. This school has clear, predetermined criteria for determining when <u>second-grade students</u> no longer need a reading intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Draft

G6. For each of the following statements about MATH, indicate how strongly you agree or disagree. MARK ONE RESPONSE ON EACH ROW.

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Neither agree nor disagree</u>	<u>Agree</u>	<u>Strongly agree</u>	<u>Don't Know</u>
a. This school has a set of clear, predetermined, grade-level benchmarks (that is, cut scores, goals/targets, or percentiles) that are used to determine which students are struggling or at risk of failure in math in <u>second grade</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. This school has clear, predetermined criteria for determining the level of intervention <u>second-grade students</u> will receive in math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. This school has clear, predetermined criteria for determining when <u>second-grade students</u> no longer need a math intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SECTION H. TEACHER BACKGROUND

H1. What is your gender? MARK ONE RESPONSE.

- Male
- Female

H2. In what year were you born? WRITE IN YEAR BELOW.

1	9		
---	---	--	--

YEAR

H3. Are you Hispanic or Latino? MARK ONE RESPONSE.

- Yes
- No

H4. Which best describes your race? MARK ONE OR MORE RESPONSES TO INDICATE WHAT YOU CONSIDER YOURSELF TO BE.

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

H5. What is the highest level of education you have completed? MARK ONE RESPONSE.

- Did not complete high school
- High school diploma or equivalent/GED
- Some college or technical or vocational school
- Associate's degree
- Bachelor's degree
- Master's degree
- An advanced professional degree beyond a master's degree (for example, Ph.D., MD)



Draft

H6. What is the highest level of education completed by your own parents? MARK ONE RESPONSE.

- Did not complete high school
- High school diploma or equivalent/GED
- Some college or technical or vocational school
- Associate's degree
- Bachelor's degree
- Master's degree
- An advanced professional degree beyond a master's degree (for example, Ph.D., MD)

H7. Counting this school year, how many years have you taught each of the following grades and programs, including years in which you taught part time?

WRITE THE NUMBER OF YEARS TO THE NEAREST FULL SCHOOL YEAR. IF THIS IS YOUR FIRST YEAR TEACHING, WRITE "1." WRITE "0" IF YOU HAVE NEVER TAUGHT THE GRADE OR PROGRAM LISTED.

	Total years grade or program taught
a. Preschool or Head Start	<input type="text"/> <input type="text"/>
b. Kindergarten (including transitional/readiness kindergarten and transitional/pre-1st grade)	<input type="text"/> <input type="text"/>
c. First grade	<input type="text"/> <input type="text"/>
d. Second grade	<input type="text"/> <input type="text"/>
e. Third grade through fifth grade	<input type="text"/> <input type="text"/>
f. Sixth grade or higher	<input type="text"/> <input type="text"/>
g. English as a Second Language (ESL)	<input type="text"/> <input type="text"/>
h. Bilingual education program	<input type="text"/> <input type="text"/>
i. Dual-language program	<input type="text"/> <input type="text"/>
j. Special education program	<input type="text"/> <input type="text"/>
k. Physical education program	<input type="text"/> <input type="text"/>
l. Art or music program	<input type="text"/> <input type="text"/>



Draft

H8. Counting this school year, how many years have you taught in your current school, including years in which you taught part time? WRITE THE NUMBER OF YEARS TO THE NEAREST FULL SCHOOL YEAR. IF THIS IS YOUR FIRST YEAR, WRITE "1."

Year(s)

H9. Counting this school year, how many total years have you been a schoolteacher, including years in which you taught part time? WRITE THE NUMBER OF YEARS TO THE NEAREST FULL SCHOOL YEAR. IF THIS IS YOUR FIRST YEAR, WRITE "1."

Year(s)

H10. Have you taken the exam for National Board for Professional Teaching Standards certification? MARK ONE RESPONSE.

- Not taken
- Taken and passed
- Taken and have not yet passed
- Taken and awaiting test results

H11a. What is the name of the college or university where you earned your highest degree?

COLLEGE OR UNIVERSITY

H11b. In what city and state is it located?

CITY

STATE

CHECK HERE IF YOU DO NOT HAVE A DEGREE FROM A COLLEGE OR UNIVERSITY.
(SKIP TO Q H14)



Draft

H12. If you have an associate's or bachelor's degree, indicate your undergraduate major field of study. MARK YES OR NO ON EACH ROW.

	<u>Yes</u>	<u>No</u>
a. Early childhood education	<input type="checkbox"/>	<input type="checkbox"/>
b. Elementary education	<input type="checkbox"/>	<input type="checkbox"/>
c. Special education	<input type="checkbox"/>	<input type="checkbox"/>
d. Other education-related major (such as secondary education, educational psychology, education administration, music education, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
e. Non-education major (such as history, English, etc.)	<input type="checkbox"/>	<input type="checkbox"/>

H13. If you have a graduate degree, indicate the major field of study of your highest level graduate degree. MARK YES OR NO ON EACH ROW.

	<u>Yes</u>	<u>No</u>
a. Early childhood education	<input type="checkbox"/>	<input type="checkbox"/>
b. Elementary education	<input type="checkbox"/>	<input type="checkbox"/>
c. Special education	<input type="checkbox"/>	<input type="checkbox"/>
d. Other education-related major (such as secondary education, educational psychology, education administration, music education, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
e. Non-education major (such as history, English, etc.)	<input type="checkbox"/>	<input type="checkbox"/>

H14. Have you ever taken a college course in the following areas? MARK YES OR NO ON EACH ROW.

	<u>Yes</u>	<u>No</u>
a. Early childhood education	<input type="checkbox"/>	<input type="checkbox"/>
b. Special education	<input type="checkbox"/>	<input type="checkbox"/>
c. English as a Second Language (ESL) or teaching English language learners	<input type="checkbox"/>	<input type="checkbox"/>
d. Child development	<input type="checkbox"/>	<input type="checkbox"/>



Draft

H15. Have you ever taken a college course that addressed issues related to the following? MARK YES OR NO ON EACH ROW.

	<u>Yes</u>	<u>No</u>
a. Using published research evidence to identify and select effective interventions and supports for students	<input type="checkbox"/>	<input type="checkbox"/>
b. Using formal assessment data to inform the choice of READING interventions and supports for students	<input type="checkbox"/>	<input type="checkbox"/>
c. Using formal assessment data to inform the choice of MATH interventions and supports for students	<input type="checkbox"/>	<input type="checkbox"/>
d. Using data to inform the choice of behavioral interventions and supports for students	<input type="checkbox"/>	<input type="checkbox"/>

H16. Which of the following describes the teaching certificate you currently hold in THIS state? MARK ONE RESPONSE.

- Regular or standard state certificate or advanced professional certificate
- Certificate issued after satisfying all requirements except the completion of a probationary period
- Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained
- Certificate issued to persons who must complete a certification program in order to continue teaching
- I do not hold any of the above certifications in THIS state. **(SKIP TO Q H19)**

H17. In what areas are you certified? MARK YES OR NO ON EACH ROW.

	<u>Yes</u>	<u>No</u>
a. Elementary education	<input type="checkbox"/>	<input type="checkbox"/>
b. Early childhood education	<input type="checkbox"/>	<input type="checkbox"/>
c. Special education	<input type="checkbox"/>	<input type="checkbox"/>
d. English as a Second Language (ESL) or instruction for English language learners or bilingual education	<input type="checkbox"/>	<input type="checkbox"/>
e. Other (PLEASE SPECIFY)	<input type="checkbox"/>	<input type="checkbox"/>
<div style="border: 1px solid black; height: 30px; width: 500px;"></div>		



Draft

H18. This school year, do you qualify as a "Highly Qualified Teacher (HQT)" according to your state's requirements? *MARK ONE RESPONSE.*

Generally, to be Highly Qualified, teachers must meet requirements related to having 1) a bachelor's degree, 2) full state certification, and 3) demonstrated competency in the subject area(s) taught. The HQT requirement is a provision under the Elementary and Secondary Education Act, as reauthorized by the No Child Left Behind Act of 2001.

- Yes
- No
- I don't know

H19. Date Questionnaire Completed:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
MONTH		DAY		YEAR	

THANK YOU FOR YOUR COOPERATION!



Draft



For Office Use Only

C - No DR

C - DR Comp

C - DR Ref

Ref





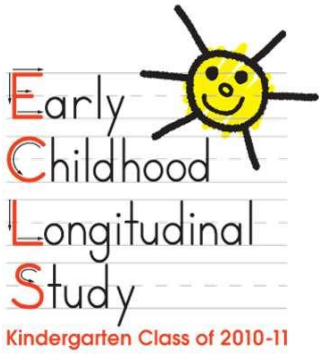
Draft



**Spring Second-Grade General Classroom
Teacher Child-Level Questionnaire**



Draft



Spring 2013 Teacher Questionnaire Child Level

Prepared for the U.S. Department of Education
National Center for Education Statistics by:

Westat

Rockville, Maryland

Use a black or blue ball point pen to complete this questionnaire.

**RETURN THIS COMPLETED QUESTIONNAIRE DIRECTLY
TO YOUR SCHOOL COORDINATOR OR AN ECLS-K:2011
STAFF MEMBER. DO NOT MAIL THIS QUESTIONNAIRE
UNLESS YOU ARE ASKED TO DO SO BY STUDY STAFF
AND ARE PROVIDED WITH AN ENVELOPE FOR MAILING.**

S_ID	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	T_ID	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	T	<input type="text"/>
C_ID	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	C

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. Approval expires XX/XX/XXXX. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information requested. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, 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 response to this survey, write directly to: National Center for Education Statistics, 1990 K Street, N.W., Room 9086, Washington, D.C. 20006-5574.

The collection of information in this survey is authorized by 20 U.S. Code, Section 9541. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. Your responses are protected from disclosure by federal statute (20 U.S. Code, Section 9573). All responses that relate to or describe identifiable characteristics of individuals may 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. Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be included in the statistical reports.



Draft





Draft

Dear Teacher,

This questionnaire is a vital part of a major longitudinal study of children's early educational experiences beginning with kindergarten and continuing through grade 5. You have received this questionnaire because you are the teacher of one or more of the children who are participants in this study. The child who is the subject of this questionnaire is identified on the cover.

The Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011) is collecting information from teachers of children who are in the study to investigate the relationship between children's academic progress and various school, classroom, teacher, and home characteristics. Taking part in the study is voluntary. You may stop at any time or choose not to answer a question you do not want to answer. Although we realize you are very busy, we urge you to complete this questionnaire as completely and accurately as possible. The information you provide is being collected for research purposes only and will be protected from disclosure to the fullest extent allowable by law (Education Sciences Reform Act of 2002, 20 U.S.C. § 9573). Information from multiple individuals will be combined to produce statistical reports; no information that identifies you will be included in any reports or provided to students, their parents, or other school staff.

DEFINITIONS

For the purposes of this study, the following definitions apply:

- Individualized Education Program (IEP): A written statement of the educational program designed to meet the individual needs of a school-aged child with a disability that is judged to affect the child's educational performance. Children who receive special education services under the Individuals with Disabilities Education Act (IDEA) are expected to have an IEP or an IFSP.
- Individualized Family Service Plan (IFSP): A written statement of the educational program and other services designed to enhance the family's capacity to meet the developmental needs of an infant or toddler (preschool-aged) with a disability. The plan includes a description of the appropriate services needed to assist transition into elementary school.



TYPES OF LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS (LIEPS)¹

Programs that focus on developing students' literacy in two languages

- Two-way immersion program (TWI) or two-way bilingual program: The goal of these programs is to develop strong skills and proficiency in both students' home language and English. These programs may also be called dual language programs. These programs include students whose native language is not English (but who all speak the same non-English language) and students whose native language is English. Instruction is provided in both languages, typically starting with a smaller proportion of instruction in English, and gradually moving to half of the instruction in each language. Students typically stay in these programs throughout elementary school.
- Developmental bilingual program, late exit transitional program, or maintenance bilingual education program: The goal of these programs is to develop some skills and proficiency in students' home language and strong skills and proficiency in English. Content is taught in both languages by teachers fluent in both languages. These programs may also be called dual language programs. Instruction at lower grades is in the students' home language with a gradual transition to English. Students typically transition into mainstream classrooms with their English-speaking peers. The programs can vary in the focus placed on acquiring literacy in students' home language, but students generally do continue to receive some degree of support in their home language after the transition to English classrooms.
- Transitional program, early exit bilingual program, or early exit transitional program: The goal of these programs is to develop English proficiency skills as soon as possible, without delaying learning of academic core content. Instruction begins in students' home language but rapidly moves to English. Students typically are transitioned into mainstream classrooms with their English-speaking peers as soon as possible.
- Heritage language program or indigenous language program: The goal of these programs is to develop literacy in two languages. Content is taught in both languages by teachers fluent in both languages. These programs typically target non-English speakers with weak literacy skills in their home language.

Programs that focus on developing students' literacy solely in English

- Sheltered English instruction or content-based English as a Second Language (ESL) program: The goal of these programs is to develop proficiency in English while learning content in an all-English setting. Students from various linguistic and cultural backgrounds can be in the same class. Instruction is adapted to students' proficiency in English and is supported by visual aids and support in the students' home languages as available. Fully developed prototypes of this program include Sheltered Instruction Observational Protocol (SIOP) and Specially Designed Academic Instruction in English (SDAIE).
- Structured English Immersion (SEI): The goal of SEI is to develop fluency in English. This program usually serves only English language learners. All instruction is in English, though the instruction is adjusted to the English proficiency level of students so subject matter is comprehensible. Teachers may have some receptive skills in the students' home language(s) and generally use sheltered instructional techniques.
- Pull-out English as a Second Language (ESL) or English Language Development (ELD): The goal of these programs is to develop fluency in English. ELL students leave their mainstream classroom for part of the day to receive ESL instruction, which generally focuses on grammar, vocabulary, and communication skills, not academic content. There typically is no support provided for students' home languages.
- Push-in English as a Second Language (ESL) program: The goal of push-in ESL is to develop fluency in English. Students receive ESL instruction in a mainstream classroom, with instruction in English with some native language support if needed. The ESL teacher or an instructional aide provides clarification, translation if needed, and uses ESL strategies.

THANK YOU VERY MUCH FOR YOUR HELP.

¹ National Clearinghouse for English Language Acquisition. (n.d.). Types of language instruction educational programs (LIEPs). Retrieved [January 6, 2012] from http://www.nceia.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf.



Draft

MARKING DIRECTIONS

PLEASE READ CAREFULLY AND USE A BLACK OR BLUE BALL POINT PEN TO COMPLETE THIS QUESTIONNAIRE. DO NOT USE PENCIL OR FELT-TIP PEN.

MARKING BOXES

It is important that you mark an "X" in the box next to your answers and print clearly.

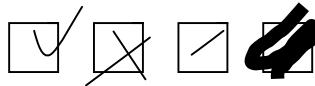
Shown below is the correct way to mark your answers, along with examples of incorrect ways.

Correct Mark:



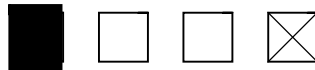
Incorrect Marks:

Light and thin, outside the box, thick or scrawled.



How to Change an Answer:

Completely black out the box of the incorrect answer and mark an "X" in the box next to the correct answer.



PRINTING ANSWERS IN BOXES

Answers should be printed clearly and should not touch or cross any of the box lines. Do not cross zeroes or sevens. That is, do not write a zero with a line through it like this – 0, and do not write a seven with a line through it like this – 7.

Write one number per box like this:



Write words like this:



Social Skills

Social Skills

Twenty-six items ask teachers to rate children in their classroom on social skills (including their ability to exercise self-control, interact with others, resolve conflict, and participate in group activities); problem behaviors (e.g., fighting, bullying, arguing, anger, depression, low self-esteem, impulsiveness, etc.); and learning dispositions or “approaches to learning” (e.g., curiosity, self-direction, and inventiveness). The social skills items and the problem behavior items are not listed as they are copyright protected. The learning disposition items are not copyright protected and are listed below.

Source: *Social Skills Rating System (SSRS)*. Copyright © 1990 NCS Pearson. Adapted with permission. All rights reserved.

Approaches to Learning Scale items

The teacher indicated how frequently the child exhibited the following behaviors. The response scale included four points ranging from “never” to “very often,” and there was also a “no opportunity to observe” option.

- Keeps belongings organized
- Shows eagerness to learn new things
- Works independently
- Easily adapts to changes in routine
- Follows classroom rules
- Persists in completing tasks
- Pays attention well

Thirteen items adapted from the *Temperament in Middle Childhood Questionnaire* ask teachers to assess the attentional focusing and inhibitory control of the children in their classroom. The items are not listed as they are copyright protected.

Source: *Temperament in Middle Childhood Questionnaire*. © 2004 Jennifer Simonds and Mary K. Rothbart, University of Oregon. Adapted and used with permission.

Fifteen items from the *Student-Teacher Relationship Scale* that ask teachers to describe their relationship with sampled children in their classroom. The items are not listed as they are copyright protected.

Source: Pianta, R.C. & Steinberg, M. (Eds.) (1992). *Teacher-child relationships and the process of adjusting to school*. San Francisco, CA, US: Jossey-Bass. Used with permission.



Draft

D. Student Information

D1. In which grade is this child enrolled? MARK ONE RESPONSE.

- Kindergarten
- First grade
- Second grade
- Third grade or higher
- This is an ungraded classroom

D2. How long has this child been in your classroom this school year? MARK ONE RESPONSE.

- Entire school year
- More than one semester but less than the entire school year
- More than one quarter but less than one semester
- Less than one quarter of the school year

D3. Please indicate the total number of absences for this child for the current school year. MARK ONE RESPONSE.

- No absences
- 1 to 4 absences
- 5 to 7 absences
- 8 to 10 absences
- 11 to 19 absences
- 20 or more absences

D4. Has this child ever fallen 2 or more weeks behind in school work this year? MARK ONE RESPONSE.

- Yes
- No **(SKIP TO Q D6)**
- Not applicable (child has been enrolled in your class less than 2 weeks) **(SKIP TO Q D6)**



D5. Why has this child fallen behind in school work? MARK ALL THAT APPLY.

- a. A health problem
- b. A disciplinary problem
- c. Lack of effort
- d. Disorganized
- e. Lacks pre-requisite skills
- f. Frequent absences
- g. Emotional/family problems
- h. Some other reason (PLEASE SPECIFY)

D6. Does this child receive (or has he/she received during this school year) instruction in any of the following types of programs in your school? MARK YES OR NO ON EACH ROW.

	<u>Yes</u>	<u>No</u>
a. Individual tutoring or remedial program in reading/language	<input type="checkbox"/>	<input type="checkbox"/>
b. Individual tutoring or remedial program in mathematics	<input type="checkbox"/>	<input type="checkbox"/>
c. Pull-out (that is, out of classroom) small group remedial program in reading/language arts	<input type="checkbox"/>	<input type="checkbox"/>
d. Pull-out (that is, out of classroom) small group remedial program in mathematics	<input type="checkbox"/>	<input type="checkbox"/>
e. Gifted and talented program in reading/language arts	<input type="checkbox"/>	<input type="checkbox"/>
f. Gifted and talented program in mathematics	<input type="checkbox"/>	<input type="checkbox"/>

D7. Does this child receive (or has he/she received during this school year) instruction and/or related services in your school at any of the following times outside of the regular school day? MARK ONE RESPONSE ON EACH ROW.

	<u>Yes</u>	<u>No</u>	<u>Not offered</u>	<u>Don't know</u>
a. Instruction or services before school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Instruction or services after school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Instruction or services on weekends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Draft

D8. Is English this child's native language? MARK ONE RESPONSE.

- Yes **(SKIP TO Q D14)**
- No
- Don't know

D9. Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency? MARK ONE RESPONSE.

- Yes
- No **(SKIP TO Q D14)**

D10. Would you say the instruction this child receives is primarily... MARK ONE RESPONSE.

EXAMPLES OF THE PROGRAMS INCLUDED IN EACH CATEGORY ARE PROVIDED BELOW. SEE PAGE 4 FOR DEFINITIONS OF THESE EXAMPLES.

Programs that focus on developing students' literacy in two languages. For example:

- Two-way immersion program or two-way bilingual program
- Developmental bilingual program, late exit transitional program, or maintenance bilingual education program
- Transitional program, early exit bilingual program, or early exit transitional program
- Heritage language program or indigenous language program

Programs that focus on developing students' literacy solely in English. For example:

- Sheltered English instruction or content-based English as a Second Language (ESL) program
- Structured English Immersion (SEI)
- Pull-out English as a Second Language (ESL) or English Language Development (ELD)
- Push-in ESL program

Other program(s) (PLEASE SPECIFY)

No specialized language program is provided to this child. (SKIP TO Q D13)



Draft

D11. How often does this child usually receive specialized language instruction of the following program types? MARK ONE RESPONSE ON EACH ROW.

	Never	Less than once a week	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week
a. Program that focuses on developing students' literacy in two languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Program that focuses on developing students' literacy solely in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D12. On the days when this child receives specialized language instruction, for how much time does he/she receive instruction of the following program types? MARK ONE RESPONSE ON EACH ROW.

	Not applicable/ never	Less than 1/2 hour a day	1/2 hour to less than 1 hour	1 to less than 1 1/2 hours	1 1/2 to less than 2 hours	2 to less than 2 1/2 hours	2 1/2 to less than 3 hours	3 hours or more
a. Program that focuses on developing students' literacy in two languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Program that focuses on developing students' literacy solely in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D13. During this school year, how often is this child's academic instruction provided in his/her native language? MARK ONE RESPONSE.

- None of the time
- Less than half of the time
- Half of the time
- More than half of the time
- Almost all the time

D14. Does this child have an IEP/IFSP on record with the school? MARK ONE RESPONSE.

- Yes
- No



Draft

D15. Does this child receive instruction in any of the following types of programs in your school? MARK YES OR NO ON EACH ROW.

	<u>Yes</u>	<u>No</u>
a. Speech-language therapy for children with speech or language disorders/impairments	<input type="checkbox"/>	<input type="checkbox"/>
b. Special education services, not including speech therapy, whether provided in the classroom or in a pull-out setting	<input type="checkbox"/>	<input type="checkbox"/>

D16. Does this child receive special accommodations (for example, for a disability or limited English proficiency) to participate in the school's testing or assessment program? MARK ONE RESPONSE.

- Yes
- No
- Don't know
- Child does not participate in the school's testing or assessment program
- There is no testing or assessment program at this grade level

D17. During *structured* play time, how does this child compare with other children in the class in terms of physical activity? MARK ONE RESPONSE.

- A lot less active than most
- A little less active than most
- About the same as most
- A little more active than most
- A lot more active than most

D18. During *unstructured* play time, how does this child compare with other children in the class in terms of physical activity? MARK ONE RESPONSE.

- A lot less active than most
- A little less active than most
- About the same as most
- A little more active than most
- A lot more active than most



Draft

D19. Overall, how would you rate this child's academic skills in each of the following areas, based on curriculum standards for his/her current grade level? MARK ONE RESPONSE ON EACH ROW.

	Below grade level	About on grade level	Above grade level
a. Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Oral language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D20. How many instructional groups based on achievement or ability levels in READING do you currently have in this child's class? MARK ONE RESPONSE.

- I do not use instructional groups for reading **(SKIP TO Q D22)**
- Two
- Three
- Four
- Five or more

D21. In which reading instructional group is this child currently placed? USE "1" FOR THE HIGHEST INSTRUCTIONAL GROUP. WRITE THE NUMBER OF THE CHILD'S INSTRUCTIONAL GROUP BELOW.

		Instructional Group
--	--	---------------------

D22. How many instructional groups based on achievement or ability levels in MATHEMATICS do you currently have in this child's class? MARK ONE RESPONSE.

- I do not use instructional groups for mathematics **(SKIP TO Q D24)**
- Two
- Three
- Four
- Five or more



Draft

D23. In which mathematics instructional group is this child currently placed? USE "1" FOR THE HIGHEST INSTRUCTIONAL GROUP. WRITE THE NUMBER OF THE CHILD'S INSTRUCTIONAL GROUP BELOW.

		Instructional Group
--	--	---------------------

D24. During this school year, how often have other students ... MARK ONE RESPONSE ON EACH ROW.

	Never	Rarely	Sometimes	Often	Very often
a. Teased, made fun of, or called <u>this student</u> names?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Pushed, shoved, slapped, hit, or kicked <u>this student</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Told lies or untrue stories about <u>this student</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Intentionally excluded or left <u>this student</u> out from playing with them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D25. During this school year, how often has this student ... MARK ONE RESPONSE ON EACH ROW.

	Never	Rarely	Sometimes	Often	Very often
a. Teased, made fun of, or called <u>other students</u> names?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Pushed, shoved, slapped, hit, or kicked <u>other students</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Told lies or untrue stories about <u>other students</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Intentionally excluded or left <u>other students</u> out from playing with him or her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Draft

D26. During this school year, have this child's parents/guardians participated in the following activities? MARK ONE RESPONSE ON EACH ROW.

	<u>Yes</u>	<u>No</u>	<u>Not applicable/ not offered</u>
a. Attended regularly-scheduled conferences at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Attended parent/teacher informal meetings that you initiated to talk about the child's progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Returned your telephone calls or e-mails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Initiated contact with you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Volunteered to help in your classroom or school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D27. How involved at the school would you say this child's parents/guardians are? MARK ONE RESPONSE.

- Not involved at all
- Somewhat involved
- Very involved
- Don't know

D28. During this school year, besides regular teacher conferences, have you communicated with this child's parents/guardians? MARK ONE RESPONSE.

- Yes
- No (SKIP TO Q D30)

D29. Was the purpose of the communication with this child's parents/guardians to discuss ... MARK YES OR NO ON EACH ROW.

	<u>Yes</u>	<u>No</u>
a. Behavior problems the child is having in school?	<input type="checkbox"/>	<input type="checkbox"/>
b. Any problems the child is having with school work?	<input type="checkbox"/>	<input type="checkbox"/>
c. Anything the child is doing particularly well in or better in at school?	<input type="checkbox"/>	<input type="checkbox"/>



Draft

D30. Are you this child's primary teacher in the following subject areas? MARK YES OR NO ON EACH ROW.

	<u>Yes</u>	<u>No</u>
a. Reading/Language Arts	<input type="checkbox"/>	<input type="checkbox"/>
b. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>
c. Science	<input type="checkbox"/>	<input type="checkbox"/>
d. Social Studies	<input type="checkbox"/>	<input type="checkbox"/>

D31. How far in school do you think this child will go? Would you say you think he/she will ... MARK ONE RESPONSE.

- Receive less than a high school diploma?
- Graduate from high school?
- Finish a four- or five-year college degree?
- Earn an advanced degree?

D32. Date Questionnaire Completed:

				2	0	1	3
MONTH		DAY		YEAR			

THANK YOU FOR YOUR COOPERATION!



Draft



For Office Use Only

Comp

Ref





Draft

