

# MEMORANDUM

UNITED STATES DEPARTMENT OF EDUCATION

Institute of Education Sciences  
National Center for Education Statistics

**To:** Shelley Martinez, OMB  
**From:** Gail Mulligan and Jill McCarroll, NCES  
**Date:** December 9, 2012  
**Re:** Change request for the previously approved ECLS-K:2011 Spring 2<sup>nd</sup> Grade Full Study, 3<sup>rd</sup> Grade Recruitment, and 3<sup>rd</sup> and 4<sup>th</sup> grade Tracking clearance package (OMB# 1850-0750 v.11 approved on 10/29/2012)

We are requesting an amendment to the previously approved (on 10/29/2012) ECLS-K:2011 Spring 2nd Grade Full Study, 3<sup>rd</sup> Grade Recruitment, and 3rd and 4th grade Tracking clearance package (OMB# 1850-0750 v.11).

As discussed in part B of the approved package, in order to improve future teacher questionnaires for 3rd and higher grades, during the spring second-grade full scale data collection, field staff was going to ask school coordinators about how the school organizes 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade instruction. The school coordinator questionnaire about instructional organization was included at the end of *Appendix A ECLS-K2011 Spring 2nd Grade FS-Respondent Materials.pdf*.

Since the approval of the previous clearance package (OMB# 1850-0750 v.11), ECLS-K:2011 study staff determined that the school coordinator questionnaire items could be significantly simplified and potential issues with varying use of instructional organization terminology among school avoided by asking school coordinators about the number of teachers a student is typically taught by and whether there is one teacher with whom a student spends more time on a daily basis. Additionally, ECLS-K:2011 study staff determined that asking only about third grade will be sufficient at this time.

We thus request to substitute the previously approved school coordinator questionnaire about instructional organization with the revised version (both versions are provided below and *Appendix A ECLS-K2011 Spring 2nd Grade FS-Respondent Materials.pdf* reflecting this revision is also attached). The revised, more straightforward questions should make it easier for school coordinators to answer them and result in the study obtaining better quality, more useful information.

This request has no associated change in respondent burden and does not affect the total cost to the federal government for this study.

**Previously Approved Questions  
for School Coordinators**

QUESTIONS TO BE ASKED OF SCHOOL COORDINATORS

In order to collect information from your school in a way that is most efficient for you and your teachers in future years, we are trying to develop the best data collection procedures to use when students receive instruction from more than one teacher across three subjects—language arts, mathematics, and science. To help us with this task, please read the question below about how your school organizes instruction for students in the third, fourth, and fifth grades and be prepared to discuss the question when an ECLS-K:2011 representative calls you to confirm the logistics for the spring 2013 child assessments.

<b>Which category best describes the way the third, fourth, and fifth grade classes are organized in this school?</b>	Third Grade	Fourth Grade	Fifth Grade
	Circle one below.	Circle one below.	Circle one below.
• Self-contained class—multiple subjects are taught to the same class of students all or most of the day, generally by a single teacher	A	A	A
• Team teaching—multiple subjects are taught to the same class of students all or most of the day by a team of two or more teachers	B	B	B
• Departmentalized instruction—students have different teachers for different subject matter courses, such as language arts, mathematics, and science	C**	C**	C**
• A different organization not described above	D**	D**	D**

\*\*If your answer is “C” or “D” for any grade, the ECLS-K:2011 representative will ask you for some additional information about instruction at your school.

TEAM LEADER FORM

SCHOOL ID# \_\_\_\_\_ SCHOOL NAME \_\_\_\_\_  
 SCHOOL COORDINATOR \_\_\_\_\_ DATE \_\_\_\_\_

1. Which category best describes the way the third, fourth, and fifth grade classes are organized in this school?	Third Grade	Fourth Grade	Fifth Grade
	Circle one below.	Circle one below.	Circle one below.
• Self-contained class—multiple subjects are taught to the same class of students all or most of the day, generally by a single teacher	A	A	A
• Team teaching—multiple subjects are taught to the same class of students all or most of the day by a team of two or more teachers	B	B	B
• Departmentalized instruction—students have different teachers for different subject matter courses, such as language arts, mathematics, and science	C (GO TO 2)	C (GO TO 2)	C (GO TO 2)
• A different organization not described above	D (GO TO 2)	D (GO TO 2)	D (GO TO 2)

2. We are interested in knowing more about how the (third/fourth/fifth) grade instruction is organized for <u>language arts, mathematics, and science</u> . How many different teachers would a (third/fourth/fifth) grader have for these <u>three</u> subjects? CODE ONE RESPONSE FOR EACH GRADE THAT HAS DEPARTMENTALIZED INSTRUCTION (Q1 = C).	Third Grade	Fourth Grade	Fifth Grade
	Circle one below.	Circle one below.	Circle one below.
• Three different teachers	A	A	A
• Two different teachers	B (GO TO 3)	B (GO TO 3)	B (GO TO 3)

3. Since students have two teachers for these three subjects, that means that some teachers teach more than one subject. Which subjects are generally taught by the same teacher? CODE ONE FOR EACH GRADE THAT HAS 2 TEACHERS (Q2 = B)	Third Grade	Fourth Grade	Fifth Grade
	Circle one below.	Circle one below.	Circle one below.
• Language arts and mathematics	A	A	A
• Language arts and science	B	B	B
• Mathematics and science	C	C	C
• Other, specify (DESCRIBE BELOW. USE BACK OF PAGE IF YOU NEED MORE SPACE)	D	D	D

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## **Revised Questions for School Coordinators**

for which approval is being sought  
in this submittal

1. Paper questionnaire for the school coordinator
2. Telephone interview with the school coordinator

**INSTRUCTIONAL ORGANIZATION  
SCHOOL COORDINATOR FORM**

Next year in the ECLS-K:2011, the way we gather data from teachers may change. To help determine what changes to make, we would like to know whether grade 3 students in your school are taught certain core subjects, specifically Language Arts, Mathematics, and Science, by different teachers. When the ECLS-K:2011 representative calls you in the next few weeks, it will be helpful if you can have the answers to the items below. If you have any questions about the items on this form, please discuss them with the study representative when she/he calls.

- 1. How many different teachers would a typical grade 3 student in your school have across these three subjects: Language Arts, Mathematics, and Science. (MARK ONE RESPONSE BELOW.)**

- One teacher (END HERE)
- Two different teachers (GO TO Q2)
- Three different teachers (SKIP TO Q3)
- Other (THE ECLS-K:2011 REPRESENTATIVE WILL ASK YOU FOR MORE DETAILS.) (SKIP TO Q4)

- 2. Since you answered "two different teachers," we assume that one of the two teachers is responsible for more than one of the subjects we have named. Which subjects are typically taught by the same teacher in third grade? (MARK ONE RESPONSE BELOW AND SKIP TO Q4.)**

- Mathematics and science
- Language arts and mathematics
- Language arts and science
- Other (THE ECLS-K:2011 REPRESENTATIVE WILL ASK YOU FOR MORE DETAILS.)

- 3. Since you answered "three different teachers," we assume that each of the three teachers is responsible for one of the subjects we have named. Is this correct? (MARK ONE RESPONSE BELOW AND GO TO Q4.)**

- Yes, each of the three teachers is responsible for one of the following subjects: Language Arts, Mathematics, or Science.
- No, our school has a different arrangement. (THE ECLS-K:2011 REPRESENTATIVE WILL ASK YOU FOR MORE DETAILS.)

- 4. On an average school day, does a typical grade 3 student at your school spend more time with one teacher (for example, a "homeroom teacher" or a specific subject matter teacher) than with any other teacher? (THE ECLS-K:2011 REPRESENTATIVE WILL ASK YOU FOR MORE DETAILS.)**

- Yes
- No

THANK YOU VERY MUCH FOR YOUR ASSISTANCE.

## INSTRUCTIONAL ORGANIZATION

### ECLS-K 2011 STAFF (TEAM LEADER) TELEPHONE INTERVIEW FORM

Next year in the ECLS-K:2011, the way we gather data from teachers may change. To help determine what changes to make, we would like to know whether grade 3 students in your school are taught certain core subjects, specifically Language Arts, Mathematics, and Science, by different teachers.

1. **How many different teachers would a typical grade 3 student in your school have across these three subjects: Language Arts, Mathematics, and Science. (MARK ONE RESPONSE BELOW.)**

- One teacher (**END HERE**)
- Two different teachers (**SKIP TO Q2**)
- Three different teachers (**SKIP TO Q3**)
- Other (**GO TO Q1a**)

- 1a. **Please describe the arrangement for third graders at your school for these three subjects.**

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(SKIP TO Q4)

2. **Since you answered “two different teachers,” we assume that one of the two teachers is responsible for more than one of the subjects we have named. Which subjects are typically taught by the same teacher in third grade? (MARK ONE RESPONSE BELOW.)**

- Mathematics and science (**SKIP TO Q4**)
- Language arts and mathematics (**SKIP TO Q4**)
- Language arts and science (**SKIP TO Q4**)
- Other (**GO TO Q2a**)

- 2a. **Please explain how the two teachers share or divide instruction across these three subjects.**

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(SKIP TO Q4)

3. Since you answered “three different teachers,” we assume that each of the three teachers is responsible for one of the subjects we have named. Is this correct? (MARK ONE RESPONSE BELOW.)

- Yes, each of the three teachers is responsible for one of the following subjects: Language Arts, Mathematics, or Science. (SKIP TO Q4)
- No, our school has a different arrangement. (GO TO Q3a)

3a. Please describe the arrangement.

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(GO TO Q4)

4. On an average school day, does a typical grade 3 student at your school spend more time with one teacher (for example, a "homeroom teacher" or a specific subject matter teacher) than with any other teacher? MARK ONE RESPONSE BELOW.

- Yes (GO TO Q4a)
- No (SKIP TO Q4b)

4a. Is “home room teacher” the right term to use or is there another title you use at your school?

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4b. We need to identify the teacher who could best answer questions about each grade 3 student’s social skills and classroom behavior. What would be the best way to do that?

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Thank you very much for your assistance.