

**APPENDIX B**

**TEACHER SURVEY QUESTIONNAIRE AND ACCOMPANYING LETTER**

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UNITED STATES DEPARTMENT OF EDUCATION  
INSTITUTE OF EDUCATION SCIENCES  
National Center for Education Evaluation and Regional Assistance

Month XX, 2016

Teacher Firstname Lastname  
Title  
School Name  
Address Line 1  
City, ST XXXXX

Dear Teacher Name:

I am writing to request your help with an important new U.S. Department of Education study that will examine how teachers use data to help improve student learning. Your school is one of 104 participating in this study, which seeks to provide valuable information on teacher perceptions and use of data-driven instruction (DDI). The study is being conducted by our contractor, Mathematica Policy Research and its partner organizations.

As part of the study, we are conducting a voluntary survey of a sample of teachers in the study schools this spring to learn about your experiences with and use of data to inform your instruction. The survey also asks about your background and teaching experience.

Information reported directly by teachers is extremely important to the success of the study. On behalf of the U.S. Department of Education, I encourage your participation to ensure the information gathered by the survey is accurate and complete.

The survey can be completed online in approximately 30 minutes, and in appreciation for your time and effort, Mathematica will send you a \$20 check. **All information you provide is strictly confidential – your individual responses will not be shared outside the research team, and teacher survey data will be presented only in aggregate form and will not identify any individual or school.**

Please use the information below to access the DDI teacher survey.

Go to <https://DDI-Survey.org/teacher>

At the login screen, enter the following:

**Login ID:** [username]

**Password:** [password]

LETTER TO: Dr./Mr./Ms. Lastname  
FROM: Project Officer Name  
DATE: [DATE]  
PAGE: 2

This letter will be followed by an email from Mathematica that will include a link to the website as well as your login information. If you would like to receive a paper copy of the questionnaire or would like to complete it by phone, please contact us at XXX-XXX-XXXX or by email at DDI-SurveyHelp@mathematica-mpr.com. You can also contact us if you have any questions or would like to update your email address. You can always contact the Mathematica survey director, sheaviside@mathematica-mpr.com or the study project director, Phil Gleason at pgleason@mathematica-mpr.com. We greatly appreciate your assistance with this important study.

This survey is authorized by the Education Sciences Reform Act of 2002, Title I, Part E, Section 183, which prohibits disclosure of individually identifiable information as well as making the publishing or communicating of individually identifiable information by employees or staff a felony. Per the policies and procedures required by the Education Sciences Reform Act of 2002, Title I, Part E, Section 183, responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific school, district, or individual. Any willful disclosure of such information for nonstatistical purposes, except as required by law, is a class E felony.

Sincerely,

Erica Johnson  
Federal Project Officer

### **Public Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 30 minutes per response. The obligation to respond to this collection is voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Washington, DC 20202. If you have comments or concerns regarding the content or the status of your individual submission of this form, write directly to: U.S. Department of Education, Institute of Education Sciences, 555 New Jersey Avenue, NW, Washington, DC 20208.

# U.S. Department of Education

## Evaluation of Data-Driven Instruction

### Teacher Survey

Month XX, 2016

Thank you for taking the time to complete this questionnaire—it is vital to the success of this important U.S. Department of Education study. ***Your answers will be completely confidential; no information that identifies you or your students will be reported.***

If you prefer to complete the questionnaire on our secure website, you may do so at XXXXXX.XXX. Your log-in and password are XXXXXXX and XXXXXXX. You may also call XXX XXX XXXX to complete the questionnaire by telephone, or if you have any questions about the study or your school's participation. Alternately, you may email us at XXXXXXX or visit our web site at XXXXXXXX.

This survey is authorized by the Education Sciences Reform Act of 2002, Title I, Part E, Section 183, which prohibits disclosure of individually identifiable information as well as making the publishing or communicating of individually identifiable information by employees or staff a felony. Per the policies and procedures required by the Education Sciences Reform Act of 2002, Title I, Part E, Section 183, responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific school, district, or individual. Any willful disclosure of such information for nonstatistical purposes, except as required by law, is a class E felony.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is XXXXX. The time required to complete this information collection is estimated to average 30 minutes, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20201-4651.

## SURVEY INSTRUCTIONS AND DEFINITIONS

Questions in this survey ask about the use of data to inform instructional decisions in your school during the current school year (2015-2016).

By school leaders, we mean the principal, assistant principals, instructional or data coaches, grade level or department chairs, master or lead teachers, and other leaders in your school.

By student data, we mean any type of student data, including the following:

- **Summative assessments** are state- or district-mandated standardized tests that are intended to measure students' knowledge and skills at or near the end of a school year or course relative to grade-level content standards.
- **Interim assessments** are standardized tests of student knowledge and skills, specifically designed to measure student progress toward key learning goals—that is, related to a particular set of standards—throughout the year. These are sometimes called benchmark assessments. Examples include Smarter Balanced interim assessments, the Measures of Academic Progress (MAP), STAR, Amplify, Aimsweb, and Acuity.
- **Formative assessments** are administered to students throughout the school year. Examples include chapter tests, quizzes, and teacher-developed assessments.
- **Samples of student work** include worksheets completed in-class, writing prompts, and homework or paper assignments.
- **Student background characteristics** include race/ethnicity, gender, free or reduced price lunch eligibility, IEP/disability status, and ELL status or other indicators of English language abilities.
- **Data on school behavior** include suspensions, expulsions, and office referrals or other indicators of discipline or behavior problems.

The survey also includes questions about the professional development that you received during the current school year (2015-2016) or the preceding summer (summer 2015). By professional development, we mean training provided or facilitated by your school, district, or state. This training could include workshops, academic courses, or in-service training.

By data coach, we mean a designated staff person who provides on-site support to teachers and other school staff on how to analyze and use data to understand students' learning needs and change instruction to help students meet learning goals.

By common planning periods we mean designated periods of time when teachers who teach similar grades or subjects in the same school meet and collaborate about teaching and student learning. These common planning time periods may be called professional learning community meetings, teacher collaboration meetings, or something else.

Please keep these definitions and conventions in mind as you respond to this survey.

## SCHOOL DATA USE

**A1. This school year, how often do school leaders provide you with the following information?**

Types of Information	SELECT ONE RESPONSE PER ROW				
	NEVER	ONCE OR TWICE	MONTHLY OR SEVERAL TIMES PER TERM	WEEKLY OR SEVERAL TIMES PER MONTH	DAILY OR SEVERAL TIMES PER WEEK
a. Guidance on how often you should examine student data	0	1	2	3	4
b. Guidance on the types of student data that you should examine	0	1	2	3	4
c. Guidance on the protocols or strategies you should use to analyze student data	0	1	2	3	4
d. Guidance on priority learning goals for your students	0	1	2	3	4
e. Guidance on achievement or proficiency improvement goals for your students	0	1	2	3	4
f. Guidance on evidence-based instructional strategies (best practices) that you should use	0	1	2	3	4
g. Feedback on your data analysis and use of data to guide instruction	0	1	2	3	4
h. Feedback on your implementation of evidence-based instructional strategies (best practices)	0	1	2	3	4
i. Information on your students' progress toward meeting priority learning goals	0	1	2	3	4
j. Information on your students' progress toward meeting achievement or proficiency improvement goals	0	1	2	3	4

**A2. This school year, to what extent do you agree or disagree with each of the following statements regarding the activities of school leaders?**

Activities of School Leaders	SELECT ONE RESPONSE PER ROW			
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
a. The leaders in my school regularly analyze student data to set schoolwide and grade-level achievement or proficiency goals.	3	2	1	0
b. The leaders in my school regularly analyze student data to monitor students' progress toward achievement or proficiency improvement goals.	3	2	1	0
c. The leaders in my school provide clear guidance to teachers on priority learning goals for our students.	3	2	1	0
d. The leaders in my school provide clear guidance to teachers on evidence-based instructional strategies (best practices) we should use.	3	2	1	0
e. The leaders in my school provide clear guidance to teachers on how often and which types of student data to analyze to inform instruction.	3	2	1	0
f. The leaders in my school ensure that teachers have designated time to work collaboratively to plan instruction based on data.	3	2	1	0

## B. PROFESSIONAL DEVELOPMENT AND 1-ON-1 SUPPORT

**B1. This school year, including the preceding summer, have you received any professional development on any topics?**

No → SKIP TO B5

Yes

**B2. About how many hours of professional development have you received in total this school year (including the preceding summer)?**

\_\_\_\_\_ TOTAL HOURS OF PROFESSIONAL DEVELOPMENT

**B3. Out of the total hours of professional development that you just reported (in B2), about how many days focused on topics related to how to use and analyze data to inform your instructional practices?**

None

\_\_\_\_\_ HOURS

**B4. This school year (including the preceding summer), to what extent has each of the following topics been a focus of the professional development that you have received?**

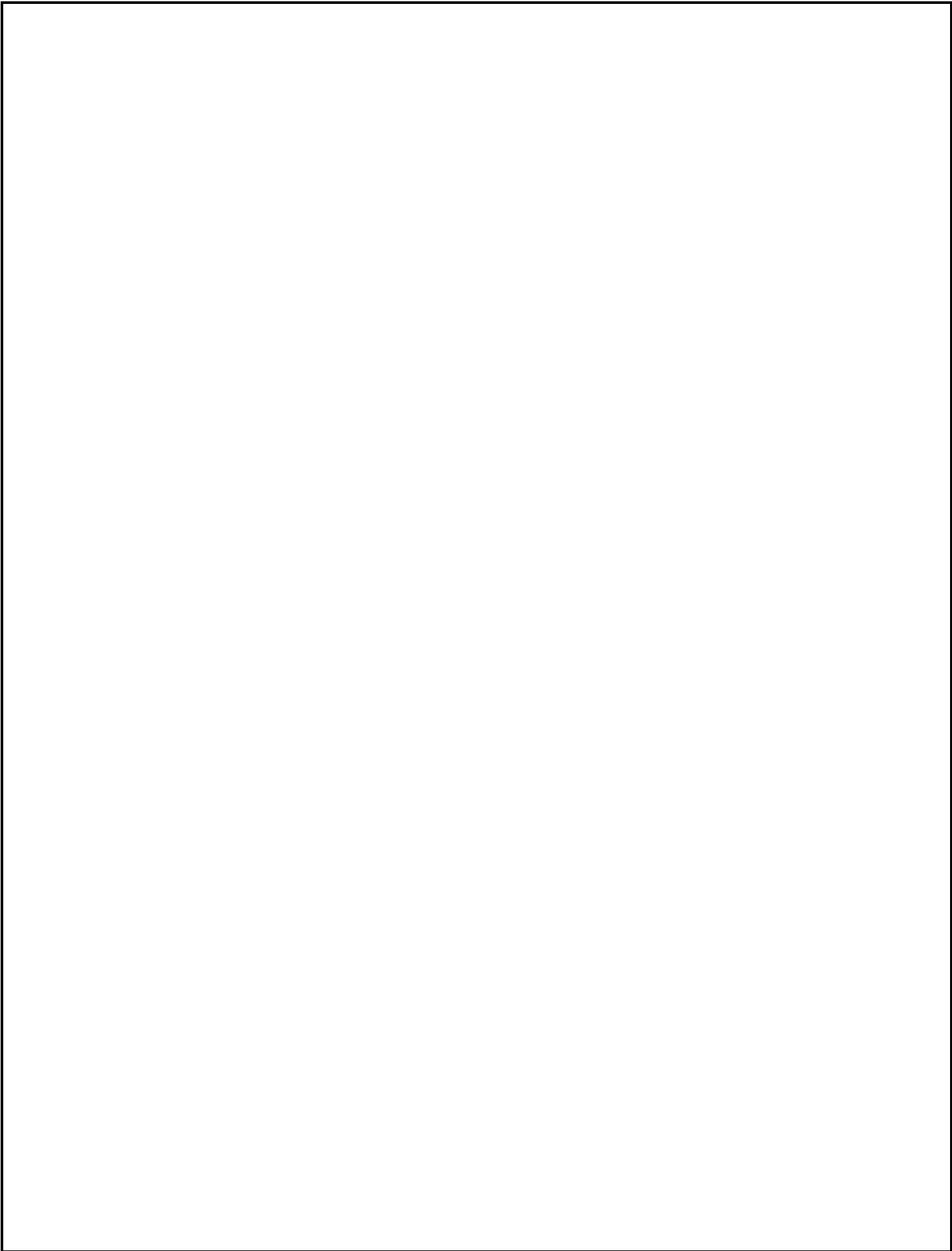
Professional Development Topics	SELECT ONE RESPONSE PER ROW			
	MAJOR FOCUS	MODERATE FOCUS	MINOR FOCUS	NOT AT ALL
a. How to develop or improve content (e.g., curriculum frameworks in math)	3	2	1	0
b. How to develop or improve pedagogy (e.g., how to spark student engagement)	3	2	1	0
c. How standardized assessments measure student knowledge and skills	3	2	1	0
d. How to analyze or interpret various types of student data to understand student needs	3	2	1	0
e. How to use data to set individual learning goals for students	3	2	1	0
f. How to change instruction based on data	3	2	1	0
g. How to use evidence-based instructional strategies to help students meet learning goals	3	2	1	0
h. How to use student data to monitor student progress toward meeting learning goals	3	2	1	0
i. How to improve some other important aspect of your teaching (specify: _____)	3	2	1	0

**B5. This school year, does your school have a data coach or some other designated staff person who is available on-\_\_\_\_\_ site to help teachers use data to improve their instruction?**

Yes.....1

No.....0





**B6. This school year, about how often do you work with a coach or someone else in your school—for example, a school leader, a teacher mentor, or another colleague(s)—one-on-one on each of the following topics?**

One-on-one Topics	SELECT ONE RESPONSE PER ROW				
	NEVER	ONCE OR TWICE	MONTHLY OR SEVERAL TIMES PER TERM	WEEKLY OR SEVERAL TIMES PER MONTH	DAILY OR SEVERAL TIMES PER WEEK
a. How to analyze and interpret various types of student data	0	1	2	3	4
b. How to use data to set individualized learning goals for your students	0	1	2	3	4
c. How to change your instruction based on data	0	1	2	3	4
d. How to use evidence-based instructional strategies (best practices)	0	1	2	3	4
e. How to use data to monitor your students' progress toward meeting priority learning goals	0	1	2	3	4
f. Observe and provide feedback on your use of evidence-based instructional strategies (best practices)	0	1	2	3	4
g. Observe and provide feedback on your classroom management and other aspects of your teaching	0	1	2	3	4
h. Other (specify: _____)	0	1	2	3	4

### C. PREPARATION AND COLLABORATION

**C1. This school year, about how often do you do the following activities during your independent preparation time?**

Individual Preparation Activities	SELECT ONE RESPONSE PER ROW				
	NEVER	ONCE OR TWICE	MONTHLY OR SEVERAL TIMES PER SEMESTER	WEEKLY OR SEVERAL TIMES PER MONTH	DAILY OR SEVERAL TIMES PER WEEK
a. Plan lessons, assignments, assessments, or other aspects of instruction	0	1	2	3	4
b. Grade tests, quizzes, homework, or other student work	0	1	2	3	4
c. Set or revise students' individualized learning goals	0	1	2	3	4
d. Review interim assessment data to identify student needs	0	1	2	3	4
e. Review other types of data to identify student needs	0	1	2	3	4
f. Revise lesson plans to allow more time for topics or skills on which students are struggling	0	1	2	3	4
g. Review or adjust students' small group assignments for differentiated instruction	0	1	2	3	4
h. Identify struggling students in need of pull-out or other intensive intervention supports	0	1	2	3	4
i. Other most common individual preparation time activity (specify: _____)	0	1	2	3	4

**C2. During a typical week this school year, on average, about how many hours do you spend working independently (not with others) on class preparation activities?**

\_\_\_\_\_ HOURS

**C3. Does your school require that you to participate in common planning time (or other periods involving collaboration) with other teachers from your school? Select one response only.**

- 3 Participation is **mandatory**.
- 2 Participation is **voluntary but encouraged**.
- 1 Participation is **optional**.
- 0 School does not have common planning time → **SKIP TO C8**

**C4. This school year, about how often do you participate in common planning time (or other periods involving collaboration) with other teachers from your school?**

**SELECT ONE ONLY**

- Never..... 0 → **SKIP to C8**
- Once or twice per year..... 1
- Monthly or several times per term..... 2
- Weekly or several times per month..... 3
- Daily or several times per week..... 4

**C5. This school year, about how often do you do the following activities with other teachers during common planning periods?**

Common Planning Period Activities	SELECT ONE RESPONSE PER ROW				
	NEVER	ONCE OR TWICE	MONTHLY OR SEVERAL TIMES PER TERM	WEEKLY OR SEVERAL TIMES PER MONTH	DAILY OR SEVERAL TIMES PER WEEK
a. Jointly plan lessons, assignments, assessments, or other aspects of instruction for grades or subjects that you teach	0	1	2	3	4
b. Set common learning goals for grades or subjects that you teach	0	1	2	3	4
c. Examine student progress toward meeting common learning goals for grades or subjects that you teach	0	1	2	3	4
d. Receive training or coaching on how to analyze and interpret student data	0	1	2	3	4
e. Analyze various types of data to understand student needs	0	1	2	3	4
f. Receive training or coaching on evidence-based teaching strategies (best practices)	0	1	2	3	4
g. Plan how to integrate evidence-based teaching strategies (best practices) into our teaching	0	1	2	3	4
h. Review progress implementing instructional plans or their results for students	0	1	2	3	4
i. Exchange ideas on how to change instruction based on data	0	1	2	3	4
j. Jointly modify lesson plans based on data	0	1	2	3	4

k. Other most frequent common planning time activity (specify: _____)	0	1	2	3	4
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**C6. On average, about how long are the common planning periods in which you participate?**

\_\_\_\_\_ MINUTES

**C7. This school year, about how often do you engage in the following activities with other teachers from your school outside of common planning periods? Your best estimate is fine.**

Activities Outside of Common Planning Periods	SELECT ONE RESPONSE PER ROW				
	NEVER	ONCE OR TWICE	MONTHLY OR SEVERAL TIMES PER SEMESTER	WEEKLY OR SEVERAL TIMES PER MONTH	DAILY OR SEVERAL TIMES PER WEEK
a. Jointly plan lessons, assignments, assessments, or other aspects of instruction for grades or subjects that you teach	0	1	2	3	4
b. Set common learning goals for grades or subjects that you teach	0	1	2	3	4
c. Examine student progress toward meeting common learning goals for grades or subjects that you teach	0	1	2	3	4
d. Receive training or coaching on how to analyze and interpret student data	0	1	2	3	4
e. Analyze various types of data to understand student needs	0	1	2	3	4
f. Receive training or coaching on evidence-based teaching strategies (best practices)	0	1	2	3	4
g. Plan how to integrate evidence-based teaching strategies (best practices) into our teaching	0	1	2	3	4
h. Review progress implementing instructional plans or their results for students	0	1	2	3	4
i. Exchange ideas on how to change instruction based on data	0	1	2	3	4
j. Jointly modify lesson plans based on data	0	1	2	3	4
k. Other most frequent collaborative activity outside of common planning periods (specify: _____)	0	1	2	3	4

**C8. Please indicate the extent to which you agree or disagree with the following statements about teachers in your school:**

Teachers in your School	SELECT ONE RESPONSE PER ROW			
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
a. Teachers in this school respect each other.	3	2	1	0
b. Teachers in this school trust each other.	3	2	1	0
c. Teachers in this school really care about each other.	3	2	1	0

## D. ACCESS TO AND USE OF DATA TO GUIDE INSTRUCTION

**D1. This school year, do you have access to the following types of student-level data for your students?**

Types of Student Data	SELECT ONE RESPONSE PER ROW	
	YES	NO
a. Summative assessment results	1	0
b. Interim assessment results	1	0
c. Formative assessment results	1	0
d. Samples of student work <i>for other students</i>	1	0
e. Grades from their prior year	1	0
f. Student achievement data broken down by student background characteristics	1	0
g. Attendance	1	0
h. School behavior	1	0
i. Readiness for grade promotion or graduation	1	0

**D2. This school year, have you used data on your students' achievement, characteristics, and/or behavior to guide your teaching of mathematics?**

**MARK ONE ONLY**

- 1 Yes
- 2 No → GO TO D5
- 0 Not applicable because I don't teach math → GO TO D5

**D3. This school year, about how often do you use each of the following types of student data to guide your teaching of mathematics?**

Types of Student Data	SELECT ONE RESPONSE PER ROW				
	NEVER	ONCE OR TWICE	MONTHLY OR SEVERAL TIMES PER TERM	WEEKLY OR SEVERAL TIMES PER MONTH	DAILY OR SEVERAL TIMES PER WEEK
a. Summative assessment results	0	1	2	3	4
b. Interim assessment results	0	1	2	3	4
c. Formative assessment results	0	1	2	3	4
d. Samples of student work	0	1	2	3	4
e. Grades from their prior year	0	1	2	3	4
f. Student achievement data broken down by student background characteristics	0	1	2	3	4
g. Attendance	0	1	2	3	4
h. School behavior	0	1	2	3	4
i. Readiness for grade promotion or graduation	0	1	2	3	4

j. Other most frequently used type of data (specify: _____)	0	1	2	3	4
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**D4. This school year, about how often do you use student data (of any type) for each of the following purposes in helping guide your instruction in mathematics?**

Purposes of Data Use	SELECT ONE RESPONSE PER ROW				
	NEVER	ONCE OR TWICE	MONTHLY OR SEVERAL TIMES PER TERM	WEEKLY OR SEVERAL TIMES PER MONTH	DAILY OR SEVERAL TIMES PER WEEK
a. To monitor student progress toward priority learning goals	0	1	2	3	4
b. To understand the learning needs of your students (e.g., identify students that have and have not mastered important topics or skills)	0	1	2	3	4
c. To plan whole-class instruction	0	1	2	3	4
d. To plan small-group instruction and/or change students' small-group assignments	0	1	2	3	4
e. To plan individualized instruction for students	0	1	2	3	4
g. To identify students in need of pull-out services or other intensive interventions	0	1	2	3	4
f. To adjust the amount of time you spend on particular topics (e.g., reteach concepts that students find challenging)	0	1	2	3	4
g. To communicate progress to your students	0	1	2	3	4
h. To reflect on the success of past instruction	0	1	2	3	4
i. Other most frequent purpose for which you use data (specify: _____)	0	1	2	3	4

**D5. This school year, have you used data on your students' achievement, characteristics, and/or behavior to guide your teaching of English language arts or reading?**

**MARK ONE ONLY**

- 1 Yes
- 2 No → GO TO D8
- 0 Not applicable because I don't teach English language arts or reading → GO TO D10

**D6. This school year, about how often do you use each of the following types of student data to guide your teaching of English language arts or reading?**

Types of Student Data	SELECT ONE RESPONSE PER ROW				
	NEVER	ONCE OR TWICE	MONTHLY OR SEVERAL TIMES PER TERM	WEEKLY OR SEVERAL TIMES PER MONTH	DAILY OR SEVERAL TIMES PER WEEK
a. Summative assessment results	0	1	2	3	4
b. Interim assessment results	0	1	2	3	4
c. Formative assessment results	0	1	2	3	4
d. Samples of student work	0	1	2	3	4
e. Grades from their prior year	0	1	2	3	4
f. Student achievement data broken down by student background characteristics	0	1	2	3	4
g. Attendance	0	1	2	3	4

h. School behavior	0	1	2	3	4
i. Readiness for grade promotion or graduation	0	1	2	3	4
j. Other most frequently used type of data (specify: _____)	0	1	2	3	4

**D7. This school year, about how often do you use student data (of any type) for each of the following purposes in helping guide your instruction in English language arts or reading?**

Purposes of Data Use	SELECT ONE RESPONSE PER ROW				
	NEVER	ONCE OR TWICE	MONTHLY OR SEVERAL TIMES PER TERM	WEEKLY OR SEVERAL TIMES PER MONTH	DAILY OR SEVERAL TIMES PER WEEK
a. To monitor student progress toward learning goals	0	1	2	3	4
b. To understand the learning needs of your students (e.g., identify students that have and have not mastered important topics or skills)	0	1	2	3	4
c. To plan whole-class instruction	0	1	2	3	4
d. To plan small-group instruction and/or change students' small-group assignments	0	1	2	3	4
e. To plan individualized instruction for students	0	1	2	3	4
f. To identify students in need of pull-out services or other intensive interventions	0	1	2	3	4
g. To adjust the amount of time you spend on particular topics (e.g., reteach concepts that students find challenging)	0	1	2	3	4
h. To communicate progress to your students	0	1	2	3	4
i. To reflect on the success of past instruction	0	1	2	3	4
j. Other most frequent purpose for which you use data (specify: _____)	0	1	2	3	4

**D8. This school year, to what extent is each of the following a barrier to your use of student data to guide your instruction in any subject?**

Barriers to Data Use	SELECT ONE RESPONSE PER ROW			
	MAJOR BARRIER	MODERATE BARRIER	SMALL BARRIER	NOT AT ALL
a. Lack of access to student-level data in a usable form	0	1	2	3
b. Lack of access to technology and tools to help track and analyze student data	0	1	2	3
c. Lack of access to analysis and reports of student data in a usable form	0	1	2	3
d. Lack of access to formal training on how to analyze and use student data to inform instructional practice	0	1	2	3
e. Lack of access to coaching, mentoring, or other 1-on-1 support on how to analyze and interpret student data	0	1	2	3
f. Lack of time to review, analyze, and use student data	0	1	2	3
g. Lack of access to coaching, mentoring, or other 1-on-1 support on how to change instruction based on data	0	1	2	3
h. Lack of access to information or other resources on evidence-based instructional strategies (best practices)	0	1	2	3

i. Lack of time to work collaboratively with other teachers to plan instruction and modify lesson plans based on data	0	1	2	3
j. Lack of flexibility in school or district policies to adjust instruction based on student data	0	1	2	3
k. Other most important barrier to data use (specify: _____)	0	1	2	3

**D9. In general, how confident are you in your own ability to use data to guide your instruction?**

- 1 Very confident
- 2 Confident
- 3 Somewhat confident
- 4 Not at all confident

**D10. In general, how useful are each of the following types of data for helping you make decisions about how to change or adapt instruction?**

Types of Student Data	SELECT ONE RESPONSE PER ROW		
	NOT AT ALL USEFUL	SOMEWHAT USEFUL	VERY USEFUL
a. Summative assessment results	0	1	2
b. Interim assessment results	0	1	2
c. Formative assessment results	0	1	2
d. Samples of student work	0	1	2
e. Grades from their prior year	0	1	2
f. Student achievement data broken down by student background characteristics	0	1	2
g. Attendance	0	1	2
h. School behavior	0	1	2
i. Readiness for grade promotion or graduation	0	1	2
j. Other most frequently used type of data (specify: _____)	0	1	2

**D11. This school year, about how often do you develop and update analysis of student progress, and share them in the following forms?**

Shared Analysis of Student Progress	SELECT ONE RESPONSE PER ROW				
	NEVER	ONCE OR TWICE	MONTHLY OR SEVERAL TIMES PER TERM	WEEKLY OR SEVERAL TIMES PER MONTH	DAILY OR SEVERAL TIMES PER WEEK
a. In folders, binders, or portfolios for individual students	0	1	2	3	4
b. Visual displays in your classroom	0	1	2	3	4
c. Visual displays in hallways or other grade-level common areas	0	1	2	3	4
d. Visual displays in libraries or other school-wide common areas	0	1	2	3	4
e. Visual displays in teacher lounges or other staff-only	0	1	2	3	4



areas					
f. Visual displays kept in the school or principal's office	0	1	2	3	4
g. Visual displays for school lobbies or other public areas	0	1	2	3	4

### E. INSTRUCTIONAL STRATEGIES

**E1. This school year, about how often do you use each of the following strategies when you teach mathematics?**

Check this box if you do not teach math → GO TO E2

Instructional Strategies	SELECT ONE RESPONSE PER ROW				
	NEVER	ONCE OR TWICE	MONTHLY OR SEVERAL TIMES PER TERM	WEEKLY OR SEVERAL TIMES PER MONTH	DAILY OR SEVERAL TIMES PER WEEK
a. After school-tutoring for students	0	1	2	3	4
b. Providing additional instruction on topics already taught but where students were not meeting goals	0	1	2	3	4
c. Using new instructional approaches to teach difficult or complex concepts to students	0	1	2	3	4
d. Working with students to set individualized learning goals and track their progress against their own goals	0	1	2	3	4
e. Pull-out or push-in services by a specialist	0	1	2	3	4
f. Other most frequently used strategy (specify: _____)	0	1	2	3	4

**E2. This school year, about how often do you use each of the following strategies when you teach English language arts or reading?**

Check this box if you do not teach English language arts → GO TO F1

Instructional Strategies	SELECT ONE RESPONSE PER ROW				
	NEVER	ONCE OR TWICE	MONTHLY OR SEVERAL TIMES PER TERM	WEEKLY OR SEVERAL TIMES PER MONTH	DAILY OR SEVERAL TIMES PER WEEK
a. After school-tutoring for students	0	1	2	3	4
b. Providing additional instruction on topics already taught but where students were not meeting goals	0	1	2	3	4
c. Using new instructional approaches to teach difficult or complex concepts to students	0	1	2	3	4
d. Working with students to set individualized learning goals and track their progress against their own goals	0	1	2	3	4

e. Pull-out or push-in services by a specialist	0	1	2	3	4
f. Other most frequently used strategy (specify: _____)	0	1	2	3	4

**F. TEACHING BACKGROUND AND DEMOGRAPH**

**ICS**

**F1. Including this school year, how many years of teaching experience do you have in each of the following settings? Please include any full-time teaching assignment, but exclude student and part-time teaching. Please round your responses to the nearest whole number.**

Teaching Experience	ENTER ONE NUMBER FOR EACH CATEGORY; ENTER "0" IF NONE.
a. Total number of years teaching	__ __  YEARS
b. Total number of years teaching at the elementary level	__ __  YEARS
c. Total number of years teaching at this school	__ __  YEARS

**F2. What is the highest degree that you have completed?**

**SELECT ONE ONLY**

- 1 Associate's degree
- 2 Bachelor's degree (B.A., B.S., etc.)
- 3 Master's degree (M.A., M.A.T., M.Ed., M.S., etc.)
- 4 Education specialist or professional diploma (at least one year beyond master's level)
- 5 Doctoral degree or equivalent (Ph.D., Ed.D., J.D., M.D.)
- 0 I do not have a postsecondary degree (e.g., I have high school diploma or GED and/or some college-level courses)

**F3. Which of the following best describes the teaching certificate that you currently hold in this state?**

**SELECT ONE ONLY**

- Regular or standard state certificate or advanced professional certificate.....1
- Certificate issued after satisfying all requirements except the completion of a probationary period.....2
- Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained.....3
- Certificate issued to persons who must complete a certification program to continue teaching.....4
- I do not hold any of the above certifications in this state.....0

**F4. Which grades are you teaching this school year?**

Grades Taught	SELECT ONE RESPONSE PER ROW	
	YES	NO
a. 3 <sup>rd</sup> grade	1	0
b. 4 <sup>th</sup> grade	1	0
c. 5 <sup>th</sup> grade	1	0
d. 6 <sup>th</sup> grade	1	0
e. Other grade(s) (specify: _____)	1	0

**F5. Which subjects are you teaching this school year?**

Subjects Taught	SELECT ONE RESPONSE PER ROW	
	YES	NO
a. English language arts	1	0
b. Mathematics	1	0
c. Sciences	1	0
d. Social studies / history	1	0
e. Other subject(s) (specify: _____)	1	0

**F6. Which statement best describes the way in which most of your classes at this school this school year are organized?**

SELECT ONE ONLY

- 1 You teach the same group of students all or most of the day in multiple subjects (sometimes called a **self-contained class**).
- 2 You are one of two or more teachers in the same class at the same time, and are jointly responsible for teaching the same group of students all or most of the day (sometimes called **team teaching**).
- 3 You teach several classes of different students most or all of the day in one or more subjects (sometimes called **departmentalized instruction**).
- 4 You teach only one subject to different classes of students (sometimes called a **subject specialist**).
- 5 You teach a small number of selected students released from or in their regular classes in specific skills or to address specific needs (sometimes called a "pull-out" class or "push-in" instruction).
- 6 Other (specify: \_\_\_\_\_)

**F7. In addition to your teaching responsibilities, do you have any leadership responsibilities for your grade and/or your school?**

SELECT ONE ONLY

- 1 Yes
- 0 No → GO TO F9

**F8. Which of the following additional roles and/or responsibilities do you have for your grade or school?**

Additional Roles	SELECT ONE RESPONSE PER ROW	
	YES	NO
a. Lead teacher for your grade(s)	1	0
b. Master teacher	1	0
c. Curriculum or department director	1	0
d. Other (specify: _____)	1	0

**F9. Are you male or female?**

**MARK ONE ONLY**

- 1 Male
- 2 Female

**F10. What year were you born?**

1 9 |\_\_|\_\_|

**F11. Are you Hispanic or Latino?**

**MARK ONE ONLY**

- 1 Yes, Hispanic or Latino
- 2 No, not Hispanic or Latino

**F12. Which best describes your race?**

**MARK ONE ONLY**

- 1 American Indian or Alaska Native
- 2 Asian
- 3 Black or African American
- 4 Native Hawaiian or Other Pacific Islander
- 5 White
- 6 Two or more races

**This concludes our survey. Thank you very much for your participation!**