

# **Appendix D: SRCL Elementary Teacher Survey**

# Comprehensive Literacy Program Evaluation: Elementary Teacher Survey

Dear Teacher,

Thank you for your participation in the Comprehensive Literacy Program Evaluation.

- **Purpose of Study:** To better understand how states, districts, and schools are using the Striving Readers Comprehensive Literacy (SRCL) grants to improve literacy instruction and student outcomes.
- **Sponsor:** The study is being conducted by the American Institutes for Research (AIR), the National Opinion Research Center (NORC), and Abt Associates under a contract from the U.S. Department of Education.
- **Participation:** Participation of SRCL districts and their schools in this study is voluntary, and you may choose not to respond to certain questions or discontinue the interview at any time.
- **Reporting and Confidentiality:** Responses to this survey will be used to summarize findings in an aggregate manner (across districts or schools) or will be used to provide examples of program implementation in a manner that does not associate responses with a specific school or individual. The study team will make sure that access to all data with identifiable information is limited to members of the study team. Your responses are protected from disclosure by federal statute (P.L. 107-279, Title I, Part E, Sec.183). 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 purposes, unless otherwise compelled by law.
- **Response Burden:** This survey should require approximately 20 minutes of your time.
- **Benefits:** Your participation will help inform policymakers, educators, and researchers at the local, state, and national levels about SRCL implementation at the local level.
- **More Information:** For questions or more information about this study, you may contact the NORC study team at [XXXX@norc.org](mailto:XXXX@norc.org) or call the study toll-free number at [1-800-XXX-XXXX](tel:1-800-XXX-XXXX).

*Thank you for your cooperation in this very important effort!*

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid Office of Management and Budget (OMB) number. The valid OMB control number of this information collection is [XXXX-XXXX](#). The time required to complete this information collection is estimated to average 20 minutes per survey, including the time to review instructions, search existing data resources, gather the necessary data, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202. If you have comments or concerns regarding the status of your individual submission of this form, write directly to:

Institute of Education Sciences  
U.S. Department of Education,  
550 12th Street, SW  
Washington, DC 20024

**Would you like to participate in this survey?** *Please select Yes or No and click Next.*

- Yes, I agree to participate.
- No, I do not wish to participate in the survey.
-

## Background

Please be sure to answer questions only for the school where you received the survey. We will refer to the school where you received this survey as “this school.”

1. **How do you classify your main teaching assignment at this school during the current school year (2018–19)?**

- Regular classroom teacher in a full-time teaching capacity
- Teacher working at this school with release time for other duties (e.g., administrative, coaching, etc.)
- Other (please specify): \_\_\_\_\_

2. **How many years of experience do you have at THIS school?**

*Enter the number of years in whole numbers only. Count the current school year (2018–19) as one full year. [This will serve as a skip item for questions that cannot be answered by first year teachers]*

<b>Teaching at <u>this</u> school</b>	<input style="width: 80%; height: 20px;" type="text"/>	years
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3. **Counting this school year, how many years of teaching experience do you have teaching the same grade(s) you currently teach?**

*Write the number of years in whole numbers only. Count the current school year (2018–19) as one full year.*

		Number of years	
a.	Years teaching <u>the same grades</u> at any school	<input style="width: 80%; height: 20px;" type="text"/>	years

4. **How many additional years have you taught in other grades?**

*Write the number of years in whole numbers only.*

		Number of years	
a.	Years teaching <u>other grades</u> at any school	<input style="width: 80%; height: 20px;" type="text"/>	years

5. **In the current school year (2018–19), in what grades are the students that you teach in this school? Check all that apply.**

- |  |                                  |
|--|----------------------------------|
| <input type="checkbox"/> Prekindergarten | <input type="checkbox"/> Grade 4 |
| <input type="checkbox"/> Kindergarten    | <input type="checkbox"/> Grade 5 |
| <input type="checkbox"/> Grade 1         | <input type="checkbox"/> Grade 6 |
| <input type="checkbox"/> Grade 2         | <input type="checkbox"/> Grade 7 |
| <input type="checkbox"/> Grade 3         | <input type="checkbox"/> Grade 8 |

6. **Are you teaching the same grade(s) that you taught last year? [not asked if answer “1” to Q2]**

- Yes                       No

The rest of this survey will focus only on your activities related to reading and literacy instruction.

7. Which category best describes the context in which you provide literacy or reading instruction?

- I teach reading to the same group of students that I teach for most of the day in multiple subjects (sometimes called a *self-contained class*).
  - I am one of two or more teachers who share joint responsibility for reading instruction for all our students (sometimes called *team teaching*).
  - I teach reading to several classes of different students, potentially in addition to one or more subjects (sometimes called *departmentalized instruction*).
  - None of the above; please explain:
- 
- 

8. How long is your average daily literacy block?

Minutes

Of these minutes, how many are devoted to writing?   
Compared to last year, would you say the number of minutes for writing has...  
[not asked if answer "1" to Q2]

- Increased
- Decreased
- Stayed about the same

Of these minutes, how many are devoted to reading?   
Compared to last year, would you say the number of minutes for writing has...  
[not asked if answer "1" to Q2]

- Increased
- Decreased
- Stayed about the same

# Literacy Interventions and Practices

9. Which best describes your approach to reading/writing/literacy instruction?

- I mainly use a published curriculum, program, or textbook series for literacy instructional activities.
- I use a published curriculum, program, or textbook series for some, but not all, instructional activities.
- I mainly use instructional materials, resources, or strategies that I find or develop myself for reading/writing/literacy instruction. [Respondent will skip out of Q10]

10. List the curricula, programs, or textbook series that you use most often to teach reading/writing/literacy. Start by listing the curricula, program, or textbooks you rely on most frequently under #1, then the program you use the second most frequently under #2, and so on. You may leave rows blank if you rely only on one or two curricula, programs, or textbooks.

*Please do not include individual novels or other readings that you select for your class which are not part of a series or collection.*

1	Name of curriculum/program/textbook: _____			
	How frequently do you use this resource?	<input type="checkbox"/> Daily	<input type="checkbox"/> Frequently (2–4 times per week)	<input type="checkbox"/> Occasionally (2–4 times per month)
	Is this resource new for the 2018–19 school year?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
2	Name of curriculum/program/textbook: _____			
	How frequently do you use this resource?	<input type="checkbox"/> Daily	<input type="checkbox"/> Frequently (2–4 times per week)	<input type="checkbox"/> Occasionally (2–4 times per month)
	Is this resource new for the 2018–19 school year?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
3	Name of curriculum/program/textbook: _____			
	How frequently do you use this resource?	<input type="checkbox"/> Daily	<input type="checkbox"/> Frequently (2–4 times per week)	<input type="checkbox"/> Occasionally (2–4 times per month)
	Is this resource new for the 2018–19 school year?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

## Literacy Instruction

11. Depending on the age and skill level of your students, your focus in literacy instruction may vary. To what extent do you instruct on the following topics or conduct the following activities when teaching literacy or reading this school year?

		Not at all	Minimally	Moderately	Extensively
a.	Print concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Phonological awareness (spoken words and sounds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Decoding and/or phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Fluent reading (accuracy, rate, expression)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Vocabulary (word meaning, meaning of word parts, context clues)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Key ideas and details in text—explicit meaning, inferences, supporting details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Craft of text—figurative language, purpose, text structure, point of view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Integration of text—evaluate claims, look at validity of arguments, compare texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Content of writing (topic selection, purpose)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Process of writing (drafting, editing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Mechanics of writing (grammar, punctuation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m.	Oral language development (discussions, presentations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Estimate how often your students use reading and literacy instructional materials listed below. Keep in mind that, depending on the age and skill level of your students, material use may vary.

		Daily	Frequently (2–4 times per week)	Occasionally (2–4 times per month)	Never
a.	Read materials that challenge their reading level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Read nonfiction materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Read chapter novels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Use leveled readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Read books and materials that they have chosen themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Read diverse texts that reflect their interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Develop reading skills through content texts (e.g., science, social studies, history, geography).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Use reading software or technology devices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Use digital references or conduct online research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. **What percentage of your students do you estimate struggle (lag behind grade level) in terms of reading development or literacy skills?**

- Few (< 5%) of the students I teach are struggling with literacy skills. [Respondent will skip out of Q14]
- About a quarter of my students struggle with literacy skills.
- About half of my students struggle with literacy skills.
- About three-quarters of my students struggle with literacy skills.
- Almost all my students struggle with literacy skills.

14. **How often do your students who are struggling readers receive each of the following supports?**

		Daily	Frequently (2-4 times per week)	Occasionally (2-4 times per month)	Never
a.	Separate instructional activities or materials <b>as part of regular instruction</b> (e.g., readings that are on a different level, extra worksheets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	In-class (push-in) <b>one-on-one support</b> from a reading specialist or interventionist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	In-class (push-in) <b>small group work</b> with a reading specialist or interventionist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Pull-out <b>one-on-one support</b> from a reading specialist or interventionist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Pull-out <b>small group work</b> with a reading specialist or interventionist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. **To what extent do the following statements reflect your literacy instruction?**

		Not at all	Minimally	Moderately	Extensively
a.	My curriculum/instructional approach involves students conducting research to answer questions or solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	My curriculum/instructional approach allows students to engage in self-directed learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	My curriculum/instructional approach allows for accommodation of individual learning differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	My students seem motivated about what they are reading and writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The questions in this section refer to “progress tests” (also called “interim,” “benchmark,” or “diagnostic” tests) in reading/language arts/English. By progress tests we mean tests that are administered periodically (e.g., every 4–8 weeks) to monitor your students’ progress. “Progress tests” do NOT mean the annual STATE assessment in reading.

16. Do you administer specific reading/language arts/English progress tests on a periodic basis (e.g., every 4–8 weeks) to monitor your students’ progress?

- ~~No~~ Respondent will automatically skip to question 20
- ~~Yes~~ Respondent will continue to question 17

17. How often are the reading/language arts/English progress tests administered? (Check one box only.)

- Not administered at all
- Two to three times per year
- Approximately every 6 to 8 weeks
- Monthly or more often

18. Do you use a standardized (that is named or “branded”) assessment for these reading/language arts/English progress tests?

- No
- Yes  $\rightarrow$  What is the name of the standardized assessment or assessments you use?

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19. During the course of THIS SCHOOL YEAR, how often have you used results from literacy progress tests for each of the following purposes?

*I have used test results to...*

		Not at all	Used minimally	Used moderately	Used extensively
a	Identify individual students who need extra assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Identify individual students who would benefit from accelerated instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Tailor instruction to individual students’ needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Identify and correct gaps in the curriculum for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Recommend tutoring or other educational services to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Assign or reassign students to groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Professional Development Related to Literacy

20. Did you participate in any coursework, institutes, workshops, teacher networks, learning communities, or committee work related to reading or writing instruction during this school year (2018–19) or summer 2018?

- Yes → Respondent will continue to question 21
- No → Respondent will automatically skip to question 25

21. Please estimate the total number of hours during this school year (2018–19) or summer 2018 that you participated in the following activities.

*To estimate hours:*

- A full-day seminar or class represents 8 hours.
- A half-day training represents 4 hours.
- Write “0” if you participated in none.

Professional development activities:		Number of hours:
a.	Attended a training, workshop, seminar, or institute in literacy/English language arts (ELA) conducted in or outside of your school.	<input type="text"/>
b.	Attended a course in literacy/ELA instruction.	<input type="text"/>
c.	Attended a conference about literacy/ELA.	<input type="text"/>
d.	Observed literacy/ELA instruction in your own or other schools.	<input type="text"/>
e.	Attended grade-level or professional learning community meetings focused on literacy/ELA.	<input type="text"/>
f.	Other literacy/ELA activity (please specify):	<input type="text"/>

## Information About Literacy Institutes/Workshops You Attended

Now we would like you to think about the coursework, institutes, seminars, conferences, or workshops related to teaching literacy that you have attended. We will ask you about the content of any *COACHING* you may have received SEPARATELY.

22. Indicate the extent to which the coursework, institutes, or workshops you attended in either this school year (2018–19) or summer 2018 emphasized the following topics.

	Topic:	Focus during coursework, institutes, workshops			
		No focus	Slight focus	Moderate focus	Major focus
a.	Decoding/phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Fluency (e.g., awareness of text, pace, accuracy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Vocabulary (e.g., definitions, synonyms, suffixes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Comprehension (e.g., main idea, text elements, structure, validity of arguments, figurative language)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Writing (e.g., spelling, topic selection, drafting, editing, conferencing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Literacy environment (e.g., use of space, organization of books, wall displays)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Classroom management (e.g., establishing procedures/ routines, positive language, teacher disposition)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Uses of technology in literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Please indicate the extent to which your coursework, institutes, or workshops in either this school year (2018–19) or summer 2018 focused on the following topics. (Please exclude coaching; we will ask you about this later.)

		Focus during coursework, institutes, workshops			
		No focus	Slight focus	Moderate focus	Major focus
a.	Teaching literacy aligned to state standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Organizing small group instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Differentiating instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Interpreting and using assessment data to guide instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Teaching English learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Intervening with readers who are below grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please continue to think about only coursework, institutes, or workshops related to teaching literacy during the 2018–19 school year or summer 2018. *(Please exclude coaching; we will ask you about this later.)*

24. Please rate your agreement with the following statements. These institutes or workshops have...

		Strongly disagree	Disagree	Agree	Strongly agree
a.	Been consistent with my own goals for professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Built on what I have learned in earlier professional development experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Supported state or district standards and/or assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Been part of a school improvement plan to meet state, district, and/or school goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Tried to cover too many topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Allowed me to focus on an instructional problem over an extended period of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Provided ongoing opportunities for collaboration with other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Enhanced my ability to improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Have taken more time than they were worth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. During the 2018–19 school year, did you receive any coaching or mentoring related to reading or writing instruction from a school-based or non-school-based coach?

- Yes → Respondent will continue to question 26
- No → Respondent will automatically skip to question 30

### Information About the Coaching in Which You Participated

26. Please estimate the total number of hours of coaching related to reading or writing instruction you received during the 2018-19 school year.

*Round to the nearest whole hour.*

Number of hours

Now we would like to ask you about specific coaching activities.

**27. During the 2018-19 school year, how many times did you participate in each of the following coaching activities?**

*Enter the total number of times that you participated in these activities. Enter "0" if you participated in none.*

	Coaching activities:	Number of times activity occurred
a.	I worked with a coach to plan a lesson.	<input type="text"/>
b.	I observed while a coach modeled instructional methods/demonstrated a lesson.	<input type="text"/>
c.	I worked with a coach to interpret and use assessment data or student work to guide instruction.	<input type="text"/>
d.	A coach helped me set up my classroom space/environment.	<input type="text"/>
e.	A coach helped me learn how to model for, mentor, train, or facilitate other teachers.	<input type="text"/>
f.	A coach observed me teaching in person or by video	<input type="text"/>
g.	A coach co-taught with me.	<input type="text"/>
h.	A coach gave me feedback after observing me teach.	<input type="text"/>

**28. Indicate the extent to which coaching sessions during the 2018-19 school year emphasized the following literacy-related topics.**

	Topic:	Focus during coaching			
		No focus	Slight focus	Moderate focus	Major focus
a.	Decoding/phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Fluency (e.g., awareness of text, pace, accuracy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Vocabulary (e.g., definitions, synonyms, suffixes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Comprehension (e.g., main idea, text elements, structure, validity of arguments, figurative language)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Writing (e.g., spelling, topic selection, drafting, editing, conferencing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Literacy environment (e.g., use of space, organization of books, wall displays)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Classroom management (e.g., establishing procedures/ routines, positive language, teacher disposition)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Indicate the extent to which coaching sessions during the 2018-19 school year emphasized the following literacy-related topics.

		Focus during coaching			
		No focus	Slight focus	Moderate focus	Major focus
a.	Teaching literacy aligned to state standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Organizing small group instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Differentiating instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Interpreting and using assessment data to guide instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Teaching English learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Intervening with readers who are below grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. In a typical week, how much paid release time do you have for planning instruction?  
(Check one)

- None
- 1-2 hours
- 3-5 hours
- 6-10 hours
- More than 10 hours

## The SRCL Program in Your School

31. Are you aware that your school is part of the Striving Readers Comprehensive Literacy (SRCL) program this year?

- Yes
- No [If no, the respondent will not see response options in Column B of Q32 and will not see Q33]

32. Please indicate below which aspects of your literacy instruction have changed this year and whether you think that the SRCL (Striving Readers Comprehensive Literacy) program has been responsible in part or whole for the change.

		Column A: Improved since last year?		Column B: If Yes: Is improvement related to SRCL program?		
		No	Yes	No	Yes	Don't know
a.	Amount/quality of literacy resources available to support instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Literacy/reading curriculum for the general classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Availability of supplemental literacy/reading curriculum for subgroups of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Column A: Improved since last year?		Column B: If Yes: Is improvement related to SRCL program?		
		No	Yes	No	Yes	Don't know
d.	Availability of other teachers to help with literacy instruction in your classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Amount/quality of coaching from a district literacy coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Amount/quality of support from a district reading specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Amount of time during the day for students to practice writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Amount of time during the day for students to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Amount/quality of professional development on effective literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Release time for instructional planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Supports for attending professional development (stipends, registration, substitutes, mileage)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. **Other than the changes listed above, are there any other changes related to reading/literacy instruction that have happened in your school or in the district as part of the SRCL program?**

- Yes → Continue with Question 26.
- No → Skip to Question 34

**What are these changes?**

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
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## Your Background

34. Please describe the certification(s)/license(s)/credential(s)/endorsement(s) that you hold.

(Check all that apply in each column.)

A. Level(s) of certification/ licensure/credential/ endorsement	B. Subject endorsement area(s)	C. Certification/licensure/ credential/endorsement for teaching special populations	D. Type(s) of certification/ licensure/credential/ endorsement
<sup>1</sup> <input type="checkbox"/> Early childhood <sup>2</sup> <input type="checkbox"/> Elementary <sup>2</sup> <input type="checkbox"/> Middle <sup>3</sup> <input type="checkbox"/> Secondary <sup>4</sup> <input type="checkbox"/> Kindergarten <sup>5</sup> <input type="checkbox"/> Grade 1 <sup>6</sup> <input type="checkbox"/> Grade 2 <sup>7</sup> <input type="checkbox"/> Grade 3 <sup>8</sup> <input type="checkbox"/> Grade 4 <sup>9</sup> <input type="checkbox"/> Grade 5 <sup>10</sup> <input type="checkbox"/> Grade 6 <sup>11</sup> <input type="checkbox"/> Grade 7 <sup>12</sup> <input type="checkbox"/> Grade 8	<sup>1</sup> <input type="checkbox"/> English <sup>2</sup> <input type="checkbox"/> Reading/language arts <sup>3</sup> <input type="checkbox"/> Mathematics <sup>4</sup> <input type="checkbox"/> Science <sup>5</sup> <input type="checkbox"/> Social sciences <sup>6</sup> <input type="checkbox"/> Foreign languages <sup>7</sup> <input type="checkbox"/> Music/arts <sup>8</sup> <input type="checkbox"/> Physical education/health <sup>9</sup> <input type="checkbox"/> No subject-area certification <sup>10</sup> <input type="checkbox"/> Other	<sup>1</sup> <input type="checkbox"/> ESL/bilingual <sup>2</sup> <input type="checkbox"/> Special education	<sup>1</sup> <input type="checkbox"/> Advanced (e.g., National Board for Professional Teaching Standards certification) <sup>2</sup> <input type="checkbox"/> Regular or standard <sup>3</sup> <input type="checkbox"/> Probationary or preliminary <sup>4</sup> <input type="checkbox"/> Provisional <sup>5</sup> <input type="checkbox"/> Temporary <sup>6</sup> <input type="checkbox"/> Emergency or waiver <sup>7</sup> <input type="checkbox"/> Interim waiver <sup>8</sup> <input type="checkbox"/> Other