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Comprehensive Literacy Program Evaluation: Comprehensive Literacy State Development Grant Program

TEACHER SURVEY APPENDIX

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National Evaluation of the Comprehensive Literacy State Development Grant Program:

Grade 3-5 Teacher Survey Spring 2021



The National Evaluation of the Comprehensive Literacy State Development (CLSD) Grant Program is examining the implementation and outcomes of the CLSD grants awarded in FY 2019. The purpose of this survey is to better understand how schools are using funds from the CLSD grants to improve literacy instruction and student outcomes. The U.S. Department of Education, Institute of Education Sciences is sponsoring this evaluation.

The evaluation, including this survey, is being conducted by the American Institutes for Research and NORC. For questions or more information about this study, you may contact the NORC study team at XXXX@norc.org or call the study's toll-free-number at 1-800-XXX-XXXX.

Paperwork Reduction Act of 1995

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 for this information collection is 1850-0945. The time required to complete this information collection is estimated to average 20 minutes per survey, including the time taken to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) or suggestions for improving this form, please write to: U.S. Department of Education, 550 12th Street, SW, Washington, D.C. 20024 or e-mail ICDocketMgr@ed.gov and reference the OMB Control Number 1850-0945. Note: Please do not return the completed survey to this address.

Notice of Confidentiality

The information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (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 the study will summarize findings across the sample and will not associate responses with a specific school or individual. We will not provide information that identifies you or your school to anyone outside the study team, except as required by law.

Comprehensive Literacy State Development Grant Program: Grade 3-5 Teacher Survey

Dear Teacher,

Thank you for participating in this survey about the Comprehensive Literacy State Development Grant Program.

Purpose of Study: To better understand how states, districts, and schools are using the Comprehensive Literacy State Development (CLSD) grants to improve literacy instruction and student outcomes.

Sponsor: The study is being conducted by the American Institutes for Research (AIR) and NORC at the University of Chicago (NORC) under a contract from the U.S. Department of Education.

Participation: Participation of CLSD districts and their schools in this study is voluntary, and you may choose not to respond to certain questions or discontinue the survey 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 25 minutes of your time.

Benefits: Your participation will help inform policymakers, educators, and researchers at the local, state, and national levels about CLSD implementation at the local level.

More Information: For questions or more information about this study, you may contact the NORC study team at CLSD@norc.org or call the study toll-free number at 1-866-xxx-xxxx.

Thank you for your cooperation in this very important effort!

[QUALIFY SCREEN 1]

Would you like to participate in this survey? Please select "Yes" or "No" and select "Next." [CONSENT1](#)

- Yes, I agree to participate.
- No, I do not wish to participate in the survey. → [GO TO FAILEDSCREENER](#)

[NAVIGATION SCREEN]

CLSD 3-5 Teacher Program Survey

This survey is estimated to take about 25 minutes of your time.

This survey is best viewed using a laptop, desktop, or large tablet device. Please avoid using smaller mobile devices, such as a cellular telephone, as some of the survey items may be difficult to view on those smaller devices.

Move forward or backward one question at a time by clicking on the Next or Previous buttons at the bottom of every screen.

If you exit the survey without clicking the "Save & Exit" button, you will need to wait ten minutes before you can re-enter the survey. Again, all responses that you provided to that point are saved.

If at any time you need to log back into the survey, you will need your PIN and Password, which will be displayed on the screen after you click "Save & Exit".

[CONTACT SCREEN]

CONTACT INFORMATION

Thank you again for taking part in this very important study.

Please confirm that the following information we have about you is correct:

First Name: [F_NAME]
Last Name: [L_NAME]
School Name: [SCHLNAME]
Email Address: [R_EMAIL]

Is this correct?

- Yes.....1 -> [GO TO Q1](#)
- No.....2 -> [GO TO UPD](#)

[UPD series]

Please update the following information.

What is your first name? _____ UPDFNAME

What is your last name? _____ UPDLNAME

What is your school name? _____ UPDDNAME

What is your email address? _____ UPDEMAIL

Part A. Background

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

In the questions that follow, “*reading/English language arts (ELA)*” includes reading, writing, literacy, English, and language arts, including instruction in phonics, vocabulary, oral language, comprehension, fluency, reading, writing, etc.

1. Do you teach reading/English language arts (ELA) to students at this school (e.g., reading, literature, writing, spelling, oral language, etc.)?

- Yes
- No **IF NO, SKIP OUT**

2. Do you have primary responsibility for teaching at least one class or session of reading/ELA this school year (2021-22)?

- Yes
- No **IF NO, SKIP OUT**

3. How long have you been a teacher?

Write the number of years in whole numbers only. Count the current school year (2021–22) as one full year. Do not include student teaching, teaching practicums, or work as an assistant teacher or aide.

_____ years

4. Which of the following certification(s), license(s), credential(s), or endorsement(s) do you hold? (Check all that apply in each column.)

A. Level(s) of certification/ licensure	B. Certification/licensure/ credential/endorsement for teaching special populations	C. Type(s) of certification/ licensure/credential	D. Do you have an endorsement in English, reading, or language arts?
¹ <input type="radio"/> Early childhood ² <input type="radio"/> Elementary ³ <input type="radio"/> Middle ⁴ <input type="radio"/> Secondary	¹ <input type="radio"/> ESL/bilingual ² <input type="radio"/> Special education ³ <input type="radio"/> Sheltered English Immersion	¹ <input type="radio"/> Regular or standard ² <input type="radio"/> Advanced (e.g., National Board for Professional Teaching Standards certification) ³ <input type="radio"/> Probationary or preliminary ⁴ <input type="radio"/> Provisional ⁵ <input type="radio"/> Temporary ⁶ <input type="radio"/> Emergency or waiver ⁷ <input type="radio"/> Interim waiver ⁸ <input type="radio"/> Other	¹ <input type="radio"/> Yes ⁰ <input type="radio"/> No

5. Which category best describes the context in which you provide reading/ELA instruction?

- I teach the same group of students throughout the day (sometimes called a self-contained class). **IF YES, COMPLETE QUESTIONS 6-9 THEN SKIP TO QUESTION 15**
- I teach several classes of different students (sometimes called departmentalized instruction). **IF YES, SKIP QUESTIONS 6-9 AND START WITH QUESTION 10**

6. ANSWER IF Q5 = SELF-CONTAINED: What grade level(s) are the students in your class?

Check all that apply.

- Grade 3
- Grade 4
- Grade 5
- Other (exit survey if "Other" is selected)

7. ANSWER IF Q5 = SELF-CONTAINED: On a typical day, how many minutes is your reading/ELA block? Include instruction in all components of reading/ELA (e.g., reading, literature, phonics, writing, spelling, and oral language).

_____ minutes

8. ANSWER IF Q5 = SELF-CONTAINED: Are there other times during the day, separate from your reading/ELA block, when all students in your class work on literacy skills? This might include individual reading or small-group targeted work with an adult.

- Yes
- No

9. ANSWER IF Q8=YES: On a typical day, how many minutes separate from the reading/ELA block do students work on literacy skills?

_____ minutes

10. ANSWER IF Q5 = DEPARTMENTALIZED: How many class sections of reading/ELA do you teach per day?

- 1
- 2
- 3
- 4
- 5
- 6

ANSWER IF Q5 = DEPARTMENTALIZED and Q10 > 1: When answering the questions in this survey, think about your reading/ELA instruction in one of your class sections. Please think about the reading/ELA section that you teach that typically meets first (i.e., earliest) on Mondays. For the rest of the items in this survey, think about that first Monday reading/ELA class section. We will refer to this section as “this class.”

11. ANSWER IF Q5 = DEPARTMENTALIZED: What grades are the students in this class? Check all that apply.

- Grade 3
- Grade 4
- Grade 5
- Other (exit survey if “Other” is selected)

12. ANSWER IF Q5 = DEPARTMENTALIZED: Which best describes this class?

- Regular reading/English language arts
- Remedial reading, taken by students in addition to regular reading/English language arts
- Remedial reading, taken by students instead of regular reading/English language arts
- Other (please describe) _____

13. ANSWER IF Q5 = DEPARTMENTALIZED:

A. How many days does this class meet each week?

_____ days

B. Is the length of the class the same each day?

- Yes **IF YES, ANSWER 13C**
- No **IF NO, ANSWER 13D**

C. How many minutes does this class meet each day?

_____ minutes per day

D. What is the longest amount of time per day this class meets in a typical week?

_____ minutes per day

14. ANSWER IF Q5 = DEPARTMENTALIZED: How many students are enrolled in this class?

_____ students

15. Of the students enrolled this class, please estimate how many are...:

Please provide a number for each row. If zero, select the box "None." Students can be counted in more than one category.

		Number of students	
a.	Students with disabilities [include students with individualized education programs (IEPs) and those with 504 plans]?	<input type="text"/>	<input type="radio"/> None
b.	English learners (sometimes referred to as ESOLs or ELLs)?	<input type="text"/>	<input type="radio"/> None
c.	Students who are reading below grade level	<input type="text"/>	<input type="radio"/> None

16. Which best describes your role in teaching reading/ELA for the students in this class?

- I teach all aspects of reading/ELA
- Another teacher teaches some aspects of reading/ELA (e.g., writing, spelling) to my students

17. Which of the following other adults help out in your classroom on a regular basis? Check one per row.

	Yes	No
a. A second lead teacher	<input type="radio"/>	<input type="radio"/>
b. Assistant teacher	<input type="radio"/>	<input type="radio"/>
c. Paraprofessional/aide	<input type="radio"/>	<input type="radio"/>
d. Volunteer	<input type="radio"/>	<input type="radio"/>

Part B1. Reading/ELA Instructional Materials

Reminder: “Reading/English language arts (ELA)” includes reading, writing, literacy, English, and language arts, including instruction in phonics, vocabulary, oral language, comprehension, fluency, reading, writing, etc.

18. How frequently have you used the following instructional materials with students during reading/ELA lessons in this class this year? Include both materials for you as a teacher (e.g., lesson plans, activity ideas) and those you distribute to students.

		Never use	Rarely (once a month or less)	Occasionally (2-3x a month)	Often (1-2x per week)	Daily or almost daily
a.	Published reading/ELA curricula, programs, anthologies, textbooks, or guided reading programs (including published programs to teach phonics, writing, vocabulary, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Leveled readers or different/adapted reading materials for students at different reading levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Trade books (that is, books published for general use, not by a textbook company)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	Materials developed by my district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	Materials I developed myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	Materials downloaded from the web	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. ANSWER IF Q18a ≥ OFTEN: Please list each of the published curricula, programs, anthologies, textbooks, or guided reading programs that you use to teach reading/ELA to this class. Include only those you use with all or most students in the class, not those used only with students needing extra support.

Rollover definition of “students needing extra support”: “Students needing extra support” are students below grade level, English learners, or students with disabilities or delays in their literacy skills.

Do not include individual novels or other readings that are not part of a series or collection.

1	Name of curriculum/program/textbook: _____			
	Is this resource new for the 2021–22 school year?	<input type="checkbox"/>	Yes	<input type="checkbox"/>
2	Name of curriculum/program/textbook: _____			
	Is this resource new for the 2021–22 school year?	<input type="checkbox"/>	Yes	<input type="checkbox"/>
3	Name of curriculum/program/textbook: _____			
	Is this resource new for the 2021–22 school year?	<input type="checkbox"/>	Yes	<input type="checkbox"/>

1. Note to NORC: Please make the table expandable in case respondents want to list more than three.

20. Are there any additional published curricula, programs, anthologies, textbooks, or guided reading programs that are used only with your students needing extra support?

-
- Yes
 - No

21. List the published curricula, programs, anthologies, textbooks, or guided reading programs that are used only with students needing extra support.

Do not include individual novels or other readings that are not part of a series or collection.

1	Name of curriculum/program/textbook: _____			
	Is this resource new for the 2021–22 school year?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
2	Name of curriculum/program/textbook: _____			
	Is this resource new for the 2021–22 school year?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
3	Name of curriculum/program/textbook: _____			
	Is this resource new for the 2021–22 school year?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Note to NORC: Please make the table expandable in case respondents want to list more than three.

22. For texts that you use with all students in your class, how are the texts chosen? Check all that apply.

- Recommended/prescribed by the school, district, or state
- Based on the average reading level of students in this class
- Based on the grade level of class
- Based on students' or my own interest
- Based on what is being discussed/covered in other subjects (e.g., history, science)
- Other basis: Please specify _____
- Not applicable (N/A)—I don't assign the same readings for all students in the class

23. ANSWER IF Q18b ≥ OFTEN: How frequently do you use leveled readers, or different/adapted reading materials for students at different reading levels, for the following purposes?

Check one per row.

		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always
a.	For free reading time and/or assigned independent reading outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	To support students needing extra support in place of the grade-level text other students are reading in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	As an entry point for students needing extra support before introducing a more challenging text for the whole class to read together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. How frequently do you draw on the following materials in your reading/ELA instruction? Check one per row.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always

a.	Text materials related to the content of students' social studies lessons or classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Text materials related to the content of students' science lessons or classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part B2. Focus of Reading/ELA Instruction

25. In your instruction in this class this school year, how have you prioritized each of the following skills or concepts? *Check one per row.*

		Not prioritized	Low priority	Moderate priority	Major priority (but not top 3)	Top 3 priorities. Check 3.
a.	Phonological awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Phonics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Oral reading fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	Vocabulary (e.g., direct teaching of vocabulary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	Reading comprehension (e.g., comprehension strategies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	Independent reading of self-selected texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g.	Oral language (e.g., listening comprehension, speaking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h.	Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i.	Handwriting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j.	Conventions of English (e.g., grammar, morphology, text structure, punctuation, and capitalization)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k.	Spelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l.	Critical analysis of literary text (e.g., compare and contrast point of view, themes and topics, texts on the same topic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m.	Critical analysis of informational text (e.g., analyze and integrate multiple informational texts, explain reasons and evidence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part B3. Teaching Literacy Skills and Concepts for Grades 3-5

26. Think about the different types of reading materials you have used to teach your class this school year: What percentage of time would you say you used fiction, literary nonfiction, and informational text? *Your best estimate will do. Please total to 100%.*

___% Fiction
 ___% Literary nonfiction (e.g., biography, memoir, stories of historical events)
 ___% Informational text
 100%

27. From the first day of school until today, please indicate how many days each of the following literacy 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. Not all skills/concepts may apply to your grade level. *Check one per row.*

		Not taught	On 1-10 days	On 11-20 days	On 21-40 days	On 41-80 days	On more than 80 days
a.	Predicting what might occur next in the text						
b.	Identifying main ideas in a story						
c.	Retelling stories, including main ideas and details						
d.	Describing characters, settings, and major events in a story						
e.	Using text features to locate key facts or information (for example, captions, bold print, subheadings, indexes)						
f.	Determining the meaning of words and phrases as they are used in a text						
g.	Comparing and contrasting the themes, setting, and plots of two similar stories						
h.	Identifying the reasons an author gives to support points in an opinion piece						
i.	Using text features such as glossaries and other references to learn word meanings						
j.	Asking and/or answering questions to demonstrate understanding of key details in a text)						

28. From the first day of school until today, please indicate how many days each of the following literacy 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. Not all skills/concepts may apply to your grade level. *Check one per row.*

	Not taught	On 1-10 days	On 11-20 days	On 21-40 days	On 41-80 days	On more than 80 days
Segmenting words into phonemes						
Manipulating phonemes to form new words						
Breaking spoken words into sounds						
Blending sounds to form words						
Reading irregularly spelled words						
Decoding regularly spelled two-syllable words						
Decoding multi-syllabic words						
Identifying and knowing the meaning of common prefixes or suffixes						
Distinguishing long and short vowels in one-syllable words						

29. From the first day of school until today, how many days have students in your class been asked to read and reread passages orally with guidance on pacing, intonation, and expression as part of reading/ELA instruction? Please include the time during which you provide direct instruction as well as the time you spend supervising students as they work. *Check one.*

- Not taught
- On 1-10 days
- On 11-20 days
- On 21-40 days
- On 41-80 days
- On more than 80 days

30. When reading a story, article, or other passage with your students, how often do you ask your students to do the following? Check one per row.

		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always
a.	Summarize the passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Interpret the meaning of the passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Question the motives or feelings of the characters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	Identify the main ideas of the passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	Identify the themes of the passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	Analyze two or more texts on the same topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g.	Evaluate the main evidence in a persuasive/argument passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h.	Analyze the author's organization of information in a passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i.	Critique the author's craft or technique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. From the first day of school until today, how frequently have students in your class been asked to do the following types of writing? Check one per row.

	Not taught	On 1-10 days	On 11-20 days	On 21-40 days	On 41-80 days	On more than 80 days
Writing an opinion piece, giving reasons for the opinion						
Writing an information piece that contains a clear topic with supporting details						
Writing an information piece that develops the topic with facts, definitions, and/or details						
Writing a narrative with two or more appropriately sequenced events						
Using temporal words or phrases to signal the order of events						

32. Think about the different types of writing that students in this class have done this year: What percentage of time would you say has gone to each of the following types of writing? Your best estimate will do. Please total to 100%.

- ___% Expository (e.g., explaining, describing, informing)
 - ___% Narrative (e.g., telling a story, describing a personal experience)
 - ___% Persuasive (e.g., convincing reader to take a position)
 - ___% Other (please specify): _____
- 100%

o N/A – I did not teach writing

33. IF Q38 IS NOT N/A. In this class this year, how often do you give the following writing assignments to your students? Check one per row.

		Never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
a.	Assignments that students have to complete within one session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Assignments that are designed for students to work on over extended periods of time (e.g., several class periods)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Assignments that students have to complete together with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	Assignments of at least a couple of pages (e.g., a paper or report)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part B4. Grouping in Reading/ELA

During this school year, how often have you used the following strategies when teaching reading/ELA? If Q5 = DEPARTMENTALIZED: Remember to think only about your reading/ELA section that meets first on Mondays.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always
a. I teach reading as a whole class activity	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. I create student groups with the same achievement level	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. I create student groups with different achievement levels	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. I create groups by random assignment	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. I allow students to choose their own groups	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. I use differentiated instruction for reading (i.e., instruction tailored to student ability or learning style)	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. I ask students to work independently on an assignment or task	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. I ask students to work independently on a task they choose themselves	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>

34. SKIP IF Q15b=None: During this school year, how often have you used the following strategies when teaching reading/ELA to your English learners? If Q5 = DEPARTMENTALIZED: Remember to think only about your reading/ELA section that meets first on Mondays.

	Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always
a. I group or pair English learners (ELs) with each other	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. I group or pair English learners (ELs) with native English speakers	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Part B5. Reading/ELA Assessments

35. In the current school year, are any of the following kinds of reading/ELA tests administered to students in this class?

	Yes	No
a. Screening tests (tests administered once or twice a year to identify students who need extra support in reading)	<input type="radio"/>	<input type="radio"/>
b. Progress tests (also called interim or benchmark tests, which are administered multiple times a year to monitor progress)	<input type="radio"/>	<input type="radio"/>
c. State proficiency tests in reading, writing, or language arts	<input type="radio"/>	<input type="radio"/>

36. To what extent have you used the results from screening, progress, or proficiency tests in reading/ELA for the following activities?

	I used these test results to...	Did not use in this way	Used minimally	Used moderately	Used extensively
a.	Identify individual students who need additional instructional support, such as tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Identify individual students for Tier 2 or supplementary instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Tailor instruction to individual students' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	Identify and correct gaps in the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	Group students for instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	Communicate with parents about their child's progress and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part B6. Reading/ELA Instruction for Students Needing Extra Support

37. SKIP IF Q15b=None. During this school year, how often do your students who are reading below grade level receive each of the following supports?

		Never or hardly ever	Once in a while	Sometimes	Often	Always or almost always
a.	Separate instructional activities or materials as part of regular instruction (e.g., readings that are on a different level)	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b.	Extra instructional time with the lead teacher (i.e., me)	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c.	SKIP IF "Assistant teacher" not checked in Q17: Extra instructional time with an assistant teacher	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d.	SKIP IF neither "Paraprofessional" nor "Volunteer" checked in Q17: Extra instructional time with a paraprofessional, tutor, or volunteer	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e.	Extra instructional time from a reading specialist or interventionist (Tier 2, push-in or pull-out)	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

38. SKIP IF Q15b=None: During this school year, what materials are used with English learners (ELs) to whom you teach reading/ELA?

ELs use ...	True for all ELs	True for some ELs	Not true for ELs in this class
a. The same program and materials as other students	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. The same program and materials as other students but I modify the program/materials for ELs (still in English)	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. The same program and materials as other students but <u>written in the ELs' native language</u>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Alternative reading program or materials <u>in English</u> geared toward the instructional level of the ELs	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Alternative reading program or materials <u>written in the ELs' native language</u>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>

Part C. Professional Development in Reading/ELA

39. Did you participate in any of the following professional development activities related to reading/ELA during this school year or summer 2021?

Reminder: "Reading/English language arts (ELA)" includes reading, writing, literacy, English, and language arts.

Professional development activities:		Did you participate in this type of PD?		If prior column = "Yes": Please answer the following.
a.	Attended a short, stand-alone training or workshop lasting a half-day or less	<input type="radio"/> Yes	<input type="radio"/> No	How many short workshops did you attend? _____
b.	Attended a longer institute or workshop (more than half-day)	<input type="radio"/> Yes	<input type="radio"/> No	How many total days did these institute(s) or workshop(s) last? _____
c.	Attended a college course	<input type="radio"/> Yes	<input type="radio"/> No	
d.	Attended a conference	<input type="radio"/> Yes	<input type="radio"/> No	
e.	Observed reading/ELA instruction in your own or other schools	<input type="radio"/> Yes	<input type="radio"/> No	How frequently did you observe other teachers? <ul style="list-style-type: none"> • Less than once a month • Once a month • Several times a month • Once a week • More than once a week.
f.	Attended grade-level or professional learning community meetings focused on reading/ELA	<input type="radio"/> Yes	<input type="radio"/> No	How frequently did you attend grade-level or professional learning community meeting focused on reading/ELA? <ul style="list-style-type: none"> • Less than once a month • Once a month • Several times a month • Once a week • More than once a week.
g.	Participated in online or web-based PD	<input type="radio"/> Yes	<input type="radio"/> No	How many hours did you spend engaged in web-based PD? _____

40. IF Q46a-g NOT ALL NO. Below is a list of literacy skills and concepts that might have been covered in your professional development. Include coursework, institutes, seminars, conferences, workshops, or PLCs. Do not include coaching; we will ask about coaching separately.

		A. Which of the following skills/concepts were covered in your professional development this year?	B. For which of the following skills/concepts would you like more professional development?
a.	Phonological awareness	<input type="radio"/>	<input type="radio"/>
b.	Phonics	<input type="radio"/>	<input type="radio"/>
c.	Oral reading fluency	<input type="radio"/>	<input type="radio"/>
d.	Vocabulary (e.g., direct teaching of vocabulary)	<input type="radio"/>	<input type="radio"/>
e.	Reading comprehension (e.g., comprehension strategies)	<input type="radio"/>	<input type="radio"/>
f.	Independent reading of self-selected texts	<input type="radio"/>	<input type="radio"/>
g.	Oral language (e.g., listening comprehension, speaking,)	<input type="radio"/>	<input type="radio"/>
h.	Writing	<input type="radio"/>	<input type="radio"/>
i.	Handwriting	<input type="radio"/>	<input type="radio"/>
j.	Conventions of English (e.g., grammar, morphology, text structure, punctuation, and capitalization)	<input type="radio"/>	<input type="radio"/>
k.	Spelling	<input type="radio"/>	<input type="radio"/>
l.	Critical analysis of literary text (e.g., compare and contrast point of view, themes and topics, texts on the same topic)	<input type="radio"/>	<input type="radio"/>
m.	Critical analysis of informational text (e.g., analyze and integrate multiple informational texts, explain reasons and evidence)	<input type="radio"/>	<input type="radio"/>

41. IF Q46a-g NOT ALL NO. Below is a list of topics that might have been covered in your professional development. Include coursework, institutes, seminars, conferences, workshops, or PLCs. Do not include coaching.

		A. Which of the following topics were covered in your PD this year?	B. For which of the following topics would you like more PD?
a.	How to use evidence-based reading programs	<input type="radio"/>	<input type="radio"/>
b.	How to choose literary text for instruction (e.g., how to select text at the right level of difficulty, with an appropriate focus)	<input type="radio"/>	<input type="radio"/>
c.	How to choose informational text for instruction (e.g., how to select text at the right level of difficulty, with an appropriate focus)	<input type="radio"/>	<input type="radio"/>
d.	How to integrate reading and writing instruction	<input type="radio"/>	<input type="radio"/>
e.	How to organize small group instruction	<input type="radio"/>	<input type="radio"/>
f.	How to identify reading problems	<input type="radio"/>	<input type="radio"/>
g.	How to interpret and use assessment data to guide instruction	<input type="radio"/>	<input type="radio"/>

h.	How to help students reading below grade level	<input type="radio"/>	<input type="radio"/>
i.	How to motivate readers	<input type="radio"/>	<input type="radio"/>
j.	Strategies for teaching reading/ELA to English learners (ELs)	<input type="radio"/>	<input type="radio"/>
k.	Strategies for teaching reading/ELA to students with disabilities (including students with IEPs and those with 504 plans)	<input type="radio"/>	<input type="radio"/>
l.	Other, please specify: _____	<input type="radio"/>	<input type="radio"/>

Part D. Coaching in Reading/ELA

42. Did you receive any coaching related to reading/ELA instruction from a school-based or non-school-based coach this year?

- Yes IF YES, ANSWER QUESTION 50
- No IF NO, SKIP TO PART E

43. How frequently did you meet with a formal coach related to reading/ELA instruction?

- Less than once a month
- Once a month
- Two or three times a month
- Once a week
- More than once a week

44. Below is a list of topics that might have been covered in your instructional coaching.

		A. Which of the following topics were covered in your coaching this year?	B. For which of the following topics would you like more coaching?
a.	How to use evidence-based reading programs	<input type="radio"/>	<input type="radio"/>
b.	How to choose literary text for instruction (e.g., how to select text at the right level of difficulty, with an appropriate focus)	<input type="radio"/>	<input type="radio"/>
c.	How to choose informational text for instruction (e.g., how to select text at the right level of difficulty, with an appropriate focus)	<input type="radio"/>	<input type="radio"/>
d.	How to integrate reading and writing instruction	<input type="radio"/>	<input type="radio"/>
e.	How to differentiate instruction	<input type="radio"/>	<input type="radio"/>
f.	How to identify reading problems	<input type="radio"/>	<input type="radio"/>
g.	How to interpret and use assessment data to guide instruction	<input type="radio"/>	<input type="radio"/>
h.	How to help students reading below grade level	<input type="radio"/>	<input type="radio"/>
i.	How to motivate readers	<input type="radio"/>	<input type="radio"/>
j.	Strategies for teaching reading to English learners (ELs)	<input type="radio"/>	<input type="radio"/>
k.	Strategies for teaching reading to students with disabilities (including students with IEPs and those with 504 plans)	<input type="radio"/>	<input type="radio"/>
l.	Other, please specify: _____	<input type="radio"/>	<input type="radio"/>

Part E. Coherence and Usefulness of Professional Development and Coaching

45. Please rate your agreement with the following statements about your professional development and coaching experiences in 2021-22 taken together. These experiences have...

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



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