**APPENDIX C. TEACHER FOLLOW-UP SURVEY (SPRING)**

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**Regional Educational Laboratory Mid-Atlantic: Evaluation of A Toolkit to Support Evidence-Based Writing Instruction in Grades 2 Through 4**

**Teacher Follow-Up Survey**

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 [xxxx-xxxx]. The time required to complete this information collection is estimated to average 30 minutes. 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 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, 550 12th Street, SW, Washington, DC 20202.

**LOGIN SCREEN**

**Regional Educational Laboratory Mid-Atlantic: Evaluation of A Toolkit to Support Evidence-Based Writing Instruction in Grades 2 Through 4**

**Teacher Follow-Up Survey**

**Welcome to the Regional Educational Laboratory Mid-Atlantic: Writing Toolkit Evaluation Teacher Follow-Up Survey.**

**To begin the survey, click the “Next” button below.**

**NEXT**

**Regional Educational Laboratory Mid-Atlantic: Writing Toolkit Evaluation is sponsored by the United States Department of Education and is being conducted by REL Mid-Atlantic under contract 91990022C0012 with Mathematica.**

**This survey can be taken on a desktop computer, tablet, or phone, and works best in updated versions of Internet Explorer, Chrome, and Firefox.**

**INSTRUCTIONS SCREEN**

Before you get started, here are a few helpful tips:

* To answer a question, click the box to choose your response or type your answer.
* To continue to the next webpage, click the **"Next"** button.
* To go back to the previous webpage, click the **"Back"** button. Please note that this command is only available in certain sections.
* For security purposes, you will be timed out and the survey will close if you are idle for longer than 30 minutes.

Please click the “Next” button below to begin or close this webpage to exit.

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| ALL |
| [SCHOOL DISTRICT] |

**Intro. The U.S. Department of Education is sponsoring a study, the Evaluation of *A Toolkit to Support Evidence-Based Writing Instruction in Grades 2 Through 4*, to learn more about the effects of an elementary writing toolkit on teachers’ writing instruction and students’ writing quality in grades 2 through 4. REL Mid-Atlantic is conducting this study for the Institute of Education Sciences within the U.S. Department of Education under contract 91990022C0012 with Mathematica. As a reminder, [SCHOOL DISTRICT] agreed to participate in this study.**

**Today, you are being asked to take a survey about your sense of preparedness to teach writing, your attitudes toward writing, and your current use of writing instructional practices. Your participation in this survey is important and will help us learn about your writing experience and classroom practices. This survey will take about 30 minutes to complete. Participation in the survey is voluntary. You may choose to skip any question you prefer not to answer or opt out of the survey without any consequences.** **If you are unsure of how to answer a question, please give the best answer you can rather than leaving the question blank. After completing the survey, you will receive a $30 e-gift card via email. There are no known risks associated with your participation.**

**In reporting the study’s results, your answers will be completely confidential; no information that identifies you, your school, or your district will be reported.The researchers conducting this study follow the confidentiality and data protection requirements of the U.S. Department of Education’s Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). REL Mid-Atlantic will present the information collected as part of this study in an aggregate form and will not associate responses to any of the people who participate. We will not provide information that identifies you, your school, or your district to anyone outside the study team except as required by law. Your responses will be used only for statistical purposes. Any willful disclosure of such information for nonstatistical purposes, without the informed consent of the respondent, is a class E felony.**

If you have any questions about the study, please contact the survey director, Forest Crigler, at XXX-XXX-XXXX or email him at [study email].

 By clicking this box, you are confirming that you understand that the information you provide will be kept private and used only for research purposes. You further understand that your answers will be combined with the responses of other teachers so that individuals will not be identified.

A. SENSE OF PREPAREDNESS TO TEACH WRITING

The first section is about your preparation to teach different writing content areas. This series will ask you to consider your sense of preparedness based on in-service preparation and personal preparation.

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| ALL |

A1. To what extent do you feel prepared to teach the following writing content areas, based on your *in-service preparation*?

In-service preparation could include receiving assistance from 1 or more teachers at your school, coaching or instructional support, or other in-service activities. It does not include preparation completed as part of student teaching. *(Brindle et al., 2016)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Unprepared | Minimally prepared | Adequately prepared | Extensively prepared |
| a. Writing | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 |
| b. Informative writing | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 |
| c. Narrative writing | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 |
| d. Persuasive writing | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 |

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| ALL |

A2. To what extent do you feel prepared to teach the following writing content areas, based on your *personal preparation*?

Personal preparation could include attending conference sessions, reviewing online materials or completing outside reading, and collaborating with teachers not in your school. *(Brindle et al., 2016)*

🔾 Not applicable – I do not do any personal preparation to teach these writing content areas 0

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Unprepared | Minimally prepared | Adequately prepared | Extensively prepared |
| a. Writing | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 |
| b. Informative writing | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 |
| c. Narrative writing | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 |
| d. Persuasive writing | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 |

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| ALL |

A3. To what extent do you feel prepared to teach the following writing content areas, based on *all of your preparation*?

This includes in-service preparation and personal preparation. *(Brindle et al., 2016)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Unprepared | Minimally prepared | Adequately prepared | Extensively prepared |
| a. Writing | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 |
| b. Informative writing | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 |
| c. Narrative writing | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 |
| d. Persuasive writing | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 |

The next set of items are about writing-specific training and professional development that you’ve received since becoming a teacher.

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| ALL |

A4. Of the following, please select the writing-specific professional development that you have received since becoming a teacher. *(Modified, NWP, 2011)*

*Select all that apply*

🞏 Methods for incorporating writing into your classes 1

🞏 Teaching writing processes 2

🞏 Creating a supportive writing environment in the classroom 3

🞏 Improving student skills and knowledge of planning and prewriting strategies 4

🞏 Improving student skills in drafting, revising, and editing strategies 5

🞏 Engaging teachers through writing (e.g., having teachers practice writing themselves) 6

🞏 Collaborating with other teachers on writing instruction 7

🞏 Professional development on another writing-related topic (Please specify) 99

(STRING 150)

🔾 I have not received training on any of the listed training categories 8

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| ALL |

A5. During the *current school year (2024–2025)*, how many hours of writing-specific professional development have you received? *Your best guess is fine.*

Hours |\_\_\_|\_\_\_|

(RANGE 1-100)

* I have not received any writing-specific professional development during the 2024–2025 school year 0

|  |
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| IF A5 = POPULATED |

A6. Please select the content of the writing-specific professional development you received during the current (2024–2025) school year. (Modified, NWP, 2011)

*Select all that apply*

🞏 Methods for incorporating writing into your classes 1

🞏 Teaching writing processes 2

🞏 Creating a supportive writing environment in the classroom 3

🞏 Improving student skills and knowledge of planning and prewriting strategies 4

🞏 Improving student skills in drafting, revising, and editing strategies 5

🞏 Understanding the student writing process through practicing your own writing 6

🞏 Collaborating with other teachers on writing instruction 7

🞏 Professional development on another writing-related topic (Please specify) 99

(STRING 150)

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| ALL |

A7. During the *current school year (2024–2025)*, have you participated in any professional learning communities (PLCs) focused on writing?

*This could include a PLC that focused only on writing or a PLC focused on another topic but that included session(s) on writing.*

HYPERLINK DEFINITION TO PROFESSIONAL LEARNING COMMUNITIES: A PLC is a collaborative network of educators that uses an ongoing collective inquiry process to transform what is learned in the classroom in order to improve quality of instruction and student outcomes. PLCs provide dedicated space and time for collaboration among teachers, both within and across grades, to work together and identify solutions to achieve better results for students.

🔾 Yes 1

🔾 No 0

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| IF A7 = 1 |

A8. During the current school year (2024–2025), how many writing-focused PLC meetings have you participated in? *Your best guess is fine.*

Number of meetings |\_\_\_|\_\_\_|

(RANGE 0-100)

B. ATTITUDES TOWARD WRITING

|  |
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| ALL |

**B1. The next item asks you about your attitudes toward writing.**

**Please rate the extent to which you agree or disagree with the following statements.** *(Brindle et al., 2016)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly disagree | Disagree | Slightly disagree | Slightly agree | Agree | Strongly agree |
| a. I like to teach writing. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| b. I am a good writer. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| c. I write for relaxation, entertainment, or pleasure. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| d. I enjoy writing. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| e. I enjoy learning about becoming a better writer. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| f. I use writing as a tool for my own learning.  *For example, this could include writing a summary of the material that you read on a given topic.* | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| g. I frequently write outside of school for purposes other than teaching. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |

C. TEACHING WRITING – BELIEFS AND TEACHER PRACTICES

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| ALL |

**C1. For this next item, please consider your approach to teaching writing to your students.**

**Please rate the extent to which you agree or disagree with the following statements.** *(Brindle et al., 2016)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly disagree | Disagree | Slightly disagree | Slightly agree | Agree | Strongly agree |
| a. I am an effective writing teacher. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| b. When a student’s writing performance improves, it is usually because I found better ways of teaching that student. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| c. If a student did not remember what I taught in a previous writing lesson, I would know how to increase his/her retention in the next lesson. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| d. If a student masters a new writing concept quickly, this is because I know the necessary steps in teaching this concept. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| e. If I try really hard, I can help students with the most difficult writing problems. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| f. When a student does better than usual in writing, it is because I exerted a little extra effort. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| g. When a student is having difficulty with a writing assignment, I would not have trouble adjusting to their level. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| h. If one of my students could not do a writing assignment, I would be able to accurately assess whether the assignment was the correct level of difficulty. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| i. When students’ writing performance improves, it is because I found more effective teaching approaches. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |

**The next set of questions focus on your beliefs about teaching writing, and the types of teaching practices that you use.**

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| ALL |

**C2. Please rate the extent to which you agree or disagree with the following statements.** *(Brindle et al., 2016)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly disagree | Disagree | Slightly disagree | Slightly agree | Agree | Strongly agree |
| a. Before students begin a writing task, teachers should remind them to use correct spelling. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| b. Teachers should aim to produce writers who can write good compositions in one draft. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| c. Being able to label words according to grammatical function (e.g., nouns, verbs) is useful in proficient writing. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| d. It is important for students to study words in order to learn their spelling. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| e. A good way to begin writing instruction is to have students emulate good models for each type of writing. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| f. Formal instruction in writing is necessary to ensure the adequate development of all skills used in writing. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| g. Students need to practice writing letters to learn how to form them correctly. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| h. It is important to teach students strategies for planning and revising. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| i. Instead of regular grammar lessons, it is best to teach grammar when specific need for it emerges in a student's writing. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| j. With practice in writing and responding to written messages, students will gradually learn the conventions of adult writing. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| k. Students need to meet frequently in small groups to react and critique each other’s writing. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |
| l. The act of composing is more important than the written work students produce. | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 |

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| ALL |

**C3. When you teach writing, how often do you use the following practices?** *(Brindle et al., 2016)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Never | Several times a year | Monthly | Several times a month | Weekly | Several times a week | Daily | Several times a day |
| a. Provide individual students with praise or positive reinforcement for some aspect of writing | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| b. Teach students strategies for planning | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| c. Teach basic writing skills | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| d. Provide written feedback on students’ papers | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| e. Establish specific goals or guidelines for what students are to include in their written assignments | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| f. Teach students strategies to self-regulate the writing process | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| g. Have students study and then imitate models of good writing | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| h. Teach students strategies for revising or editing their writing | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| i. Teach students strategies for writing paragraphs | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| j. Teach students how different genres are structured and formed  *By genres, we mean different types of writing, such as informative, narrative, or persuasive writing* | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| k. Have students complete a pre-writing activity | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| l. Have students establish goals for their writing | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| m. Have students work together to plan, draft, revise, and edit a paper | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| n. Have students assess their own writing performance | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| o. Have students write using writing software such as Microsoft Word or Google Documents | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| p. Have students write a narrative | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| q. Have students write to inform | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| r. Have students write to persuade | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |

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| ALL |

**C4. For each statement, please indicate how often the following occurs…** *(Modified, Cutler and Graham, 2008)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Never | Several times a year | Monthly | Several times a month | Weekly | Several times a week | Daily | Several times a day |
| a. Students select their own writing topics | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| b. Students share their writing with their peers | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| c. Students “publish” their writing  *Publish means to print or write it so that it can be shared with others* | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| d. You read your own writing to your students | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| e. You model the enjoyment or love of writing for students | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| f. Your students work at writing centers | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |

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| ALL |

**C5. For each statement, please indicate how often the following occurs…** *(Modified, Cutler and Graham, 2008)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Never | Several times a year | Monthly | Several times a month | Weekly | Several times a week | Daily | Several times a day |
| a. You monitor the writing progress of your students in order to make decisions about writing instruction | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| b. You encourage students to monitor their own writing progress | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| c. Students use rubrics to evaluate their writing | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |
| d. Students in your classroom use writing portfolios (add material to a portfolio, look at material already in it, and so forth) | 1 🔾 | 2 🔾 | 3 🔾 | 4 🔾 | 5 🔾 | 6 🔾 | 7 🔾 | 8 🔾 |

D. BACKGROUND CHARACTERISTICS

These last questions are about you.

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| IF TEACHER DID NOT COMPLETE BASELINE SURVEY |

D1. What grade level(s) do you teach?

*Select one or more*

🞏 Second grade 1

🞏 Third grade 2

🞏 Fourth grade 3

🞏 Other (Please specify) 99

Specify (STRING 150)

🔾 I do not wish to answer r

|  |
| --- |
| IF > 1 SELECTED IN D1 |
| IF D1\_1 = 1, DISPLAY ANSWER OPTION, IF D1\_2 = 1, DISPLAY ANSWER OPTION…IF D1\_99 = 1, DISPLAY ANSWER OPTION  [FILL RESPONSE FROM D1\_99] |

D2. What grade level do you primarily teach?

*This would be the grade that you spend most time teaching during a typical school day.*

🔾 Second grade 1

🔾 Third grade 2

🔾 Fourth grade 3

🔾 [Fill response from D1\_99] 4

🔾 I spend equal time across the grades I teach 5

🔾 I do not wish to answer r

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| IF TEACHER DID NOT COMPLETE BASELINE SURVEY |

D3. How many years have you been teaching? Please include time spent teaching at other schools, but do not include time spent student teaching.

If this is currently your first year, enter ‘1’.

NUMBER OF YEARS

(1-50)

🔾 I do not wish to answer r

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| IF TEACHER DID NOT COMPLETE BASELINE SURVEY |

D4. What is your highest level of education?

🞏 High school diploma 1

🞏 Some college credit, no degree 2

🞏 Associate’s degree (e.g., AA, AS) 3

🞏 Bachelor’s Degree (e.g., BA, BS) 4

🞏 Master’s Degree (e.g., MA, MS, Meng, MBA) 5

🞏 Doctoral Degree (e.g., PhD, EdD) 6

🔾 I do not wish to answer r

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| IF TEACHER DID NOT COMPLETE BASELINE SURVEY |

D5. Which teacher certification/credential do you currently hold?

🞏 xxxxxxxx 1

🞏 xxxxxxxx 2

🞏 xxxxxxxx 3

🔾 I do not wish to answer r

Thank you for completing the survey!