

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

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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.

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 9199022C0012 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.

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Informative writing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Narrative writing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Persuasive writing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

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 areas0

	Unprepared	Minimally prepared	Adequately prepared	Extensively prepared
a. Writing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Informative writing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Narrative writing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Persuasive writing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Informative writing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Narrative writing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Persuasive writing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

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

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 classes1
- 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

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

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 classes1
- 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)

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

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

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
b. I am a good writer.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
c. I write for relaxation, entertainment, or pleasure.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
d. I enjoy writing.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
e. I enjoy learning about becoming a better writer.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
f. I use writing as a tool for my own learning.						
<i>For example, this could include writing a summary of the material that you read on a given topic.</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
g. I frequently write outside of school for purposes other than teaching.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

C. TEACHING WRITING – BELIEFS AND TEACHER PRACTICES

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
b. When a student's writing performance improves, it is usually because I found better ways of teaching that student.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
d. If a student masters a new writing concept quickly, this is because I know the necessary steps in teaching this concept.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
e. If I try really hard, I can help students with the most difficult writing problems.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
f. When a student does better than usual in writing, it is because I exerted a little extra effort.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
g. When a student is having difficulty with a writing assignment, I would not have trouble adjusting to their level.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
i. When students' writing performance improves, it is because I found more effective teaching approaches.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

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

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
b. Teachers should aim to produce writers who can write good compositions in one draft.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
c. Being able to label words according to grammatical function (e.g., nouns, verbs) is useful in proficient writing.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
d. It is important for students to study words in order to learn their spelling.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
e. A good way to begin writing instruction is to have students emulate good models for each type of writing.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
f. Formal instruction in writing is necessary to ensure the adequate development of all skills used in writing.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
g. Students need to practice writing letters to learn how to form them correctly.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
h. It is important to teach students strategies for planning and revising.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
i. Instead of regular grammar lessons, it is best to teach grammar when specific need for it emerges in a student's writing.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
j. With practice in writing and responding to written messages, students will gradually learn the conventions of adult writing.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

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

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
b. Teach students strategies for planning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
c. Teach basic writing skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
d. Provide written feedback on students' papers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
e. Establish specific goals or guidelines for what students are to include in their written assignments	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
f. Teach students strategies to self-regulate the writing process	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
g. Have students study and then imitate models of good writing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
h. Teach students strategies for revising or editing their writing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
i. Teach students strategies for writing paragraphs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
j. Teach students how different genres are structured and formed								
<i>By genres, we mean different types of writing, such as informative, narrative, or persuasive writing</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
k. Have students complete a pre-writing activity	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
l. Have students establish goals for	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>

their writing

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 □

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
b. Students share their writing with their peers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
c. Students "publish" their writing <i>Publish means to print or write it so that it can be shared with others</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
d. You read your own writing to your students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
e. You model the enjoyment or love of writing for students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
f. Your students work at writing centers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
b. You encourage students to monitor their own writing progress	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
c. Students use rubrics to evaluate their writing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
d. Students in your classroom use writing portfolios (add material to a portfolio, look at material already in it, and so forth)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>

D. BACKGROUND CHARACTERISTICS

These last questions are about you.

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

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

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

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!