

**Early Childhood Longitudinal Study,  
Kindergarten Class of 2023-24  
(ECLS-K:2024)**

**Kindergarten and First-Grade National Data  
Collection and Transfer School Recruitment**

**OMB# 1850-0750 v.31**

**Attachment C-5b**

**Spring First Grade Teacher-Level  
Teacher Paper Survey A  
On Grade**

**National Center for Education Statistics**

**U.S. Department of Education**

**August 2024**

# Primary Teacher Background Survey

## Early Childhood Longitudinal Study, Kindergarten Class of 2023-24 (ECLS-K:2024)



S\_ID      T\_ID

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Completing this survey will help us learn more about teachers and their classrooms.

Thank you for your time!

Please return the survey to **your school coordinator or an ECLS-K:2024 staff member**. The survey should be sealed in the envelope we provided you. Do not mail this survey unless you are provided with an additional mailing envelope.

Photo is for illustrative purposes only. Any person depicted in the photo is a model.

The National Center for Education Statistics (NCES) is authorized to conduct the Early Childhood Longitudinal Study (ECLS) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). The data are being collected for NCES by Westat, a U.S.-based research organization. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0750. The time required to complete this information collection is estimated to average approximately 26 minutes per teacher background survey including the time to review instructions and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this information collection, or any comments or concerns regarding the status of your individual submission of these data, please write directly to: Early Childhood Longitudinal Study, National Center for Education Statistics, PCP, 550 12th St., SW, 4th floor, Washington, DC 20202. OMB No. 1850-0750. Approval expires 2/28/2027.



**Early Childhood Longitudinal Study  
General Education Teacher Survey (Teacher Level)  
Spring 2025 – Form TQA1A**

Dear Teacher,

Your school has agreed to participate in the Early Childhood Longitudinal Study, Kindergarten Class of 2024-25 (ECLS-K:2024), a nationwide study of elementary-aged children, their schools, teachers, and parents. As part of the study, we are asking teachers at your school to complete surveys. The teacher survey contains questions about you and your classroom practices.

The ECLS-K:2024 collects information from teachers to investigate the relationship between children’s academic progress and various school, classroom, teacher, and home characteristics. Taking part in the study is voluntary. You may stop at any time or choose not to answer a question you do not want to answer. However, only you can provide this information. Although we realize you are very busy, we urge you to complete this survey as completely and accurately as possible.

Please record your answers directly on the survey by writing your responses in the space provided. Your best estimates are acceptable answers.

**DEFINITIONS RELATED TO LANGUAGE**

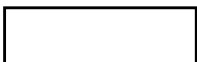
Reference is made to English language learner (ELL) students, as well as to English as a Second Language (ELS), and bilingual programs in this survey. For this study, the following definitions apply:

English language learner (ELL): A student whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he or she has difficulty understanding school instruction in English.

English as a Second Language (ESL) instruction: A program of techniques, methodology, and special curriculum designed to teach ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

Bilingual education program: A program in which native language is used to varying degrees in instructing students with limited proficiency in English.

**THANK YOU VERY MUCH FOR YOUR HELP.**





## MARKING DIRECTIONS

PLEASE READ CAREFULLY AND USE A BLACK OR BLUE BALL POINT PEN TO COMPLETE THIS SURVEY. DO NOT USE PENCIL OR FELT-TIP PEN.

## MARKING BOXES

It is important that you mark an "X" in the box next to your answers and print clearly.

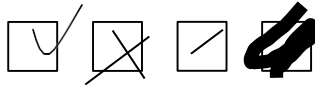
Shown below is the correct way to mark your answers, along with examples of incorrect ways.

### Correct Mark:



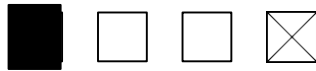
### Incorrect Marks:

Light and thin, outside the box, thick or scrawled.



### How to Change an Answer:

Completely black out the box of the incorrect answer and mark an "X" in the box next to the correct answer.



## PRINTING ANSWERS IN BOXES:

Answers should be printed clearly and should not touch or cross any of the box lines. Do not cross zeroes or sevens. That is, do not write a zero with a line through it like this – 0, and do not write a seven with a line through it like this – 7.

Write one number per box like this:

1	2	3	4	5	6	7	8	9	0
---	---	---	---	---	---	---	---	---	---

Write words like this:

John Smith
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**SECTION A. CLASSROOM AND STUDENT CHARACTERISTICS**

- A1. The first several questions pertain to your roles and responsibilities as a teacher. We would like to start by asking about the characteristics of the students in your class. As of today's date, how many children:**

WRITE NUMBER IN BOX FOR EACH CLASS YOU TEACH. IF NONE, WRITE "0."

	Number of children
a. Are currently enrolled?	<input type="text"/> <input type="text"/>
b. Have joined your class since the beginning of the school year?	<input type="text"/> <input type="text"/>
c. Have left your class since the beginning of the school year?	<input type="text"/> <input type="text"/>

- A2. How many hours per day does your class normally meet?**

**This amount should include when you are meeting in person or through a remote classroom.**

WRITE THE NUMBER TO THE NEAREST HALF HOUR, FOR EXAMPLE, 2.5, 3.5...

Hours  .

- A3. How many days per week does your class normally meet?**

Days

- A4. Do you currently teach a multigrade class?**

Yes

No → GO TO A6 on page 2

- A5. What grade levels are included in the class that you teach? MARK ALL THAT APPLY.**

- Prekindergarten
- Transitional kindergarten
- Regular kindergarten
- Transitional/pre-first grade
- First grade
- Second grade
- Third grade
- Fourth grade or higher





25419

**A6. As of today's date, how many children that you teach are the following ages in your class?**  
*WRITE NUMBER IN BOX FOR EACH AGE. IF THERE ARE NO CHILDREN OF A PARTICULAR AGE, WRITE "0."*

	NUMBER
3 years old	<input type="text"/> <input type="text"/> <input type="text"/>
4 years old	<input type="text"/> <input type="text"/> <input type="text"/>
5 years old	<input type="text"/> <input type="text"/> <input type="text"/>
6 years old	<input type="text"/> <input type="text"/> <input type="text"/>
7 years old	<input type="text"/> <input type="text"/> <input type="text"/>
8 years old	<input type="text"/> <input type="text"/> <input type="text"/>
9 years old	<input type="text"/> <input type="text"/> <input type="text"/>
10 years old or older	<input type="text"/> <input type="text"/> <input type="text"/>
Total	<input type="text"/> <input type="text"/> <input type="text"/>

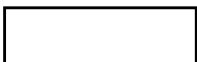
**A7. How many of the children in your class are repeating this grade this year?**  
*WRITE NUMBER IN BOX. IF NONE, WRITE "0."*

Number

**A8. The next series of questions asks about the use of different languages in the classroom by teachers, children, and other aides. Are any languages other than English used by teachers, aides, or other adults in your class?**

Yes

No →





**A9. How often is a non-English language used by teachers, aides, or other adults in your class in the following ways? MARK ONE RESPONSE ON EACH ROW.**

	Never	Less than half the time	About half the time	More than half the time	All the time
a. For academic instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. For instructional support (for example, explaining directions, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. For controlling and directing student behavior (classroom management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. For conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**A10. What languages are used for academic instruction in your class? MARK ALL THAT APPLY.**

- English
- Spanish
- A European language other than Spanish such as French, German, or Russian
- A Chinese language or dialect
- A Filipino language
- A Southeast Asian language such as Vietnamese, Thai, or Khmer
- A South Asian language such as Hindi or Tamil
- Another Asian language such as Japanese or Korean
- A Middle Eastern language such as Arabic or Farsi
- An African language such as Swahili or Amharic
- American Sign Language
- Other language(s), please specify



25419

**A11. In which languages other than English are the books or other written materials in your classroom?**

*MARK ALL THAT APPLY.*

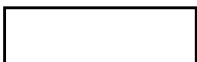
- None other than English
- Spanish
- A European language other than Spanish such as French, German, or Russian
- A Chinese language or dialect
- A Filipino language
- A Southeast Asian language such as Vietnamese, Thai, or Khmer
- A South Asian language such as Hindi or Tamil
- Another Asian language such as Japanese or Korean
- A Middle Eastern language such as Arabic or Farsi
- An African language such as Swahili or Amharic
- American Sign Language
- Other language(s), please specify

**A12. Do any of the children in your class speak a language other than English (aside from native English speakers who are learning a foreign language)?**

*Please include all children who speak a non-English language, including those who speak English well.*

- Yes
- No → 

GO TO A14 on page 5





25419

**A13. Which languages other than English are spoken by one or more children in your class?**

*MARK ALL THAT APPLY.*

- Spanish
- A European language other than Spanish such as French, German, or Russian
- A Chinese language or dialect
- A Filipino language
- A Southeast Asian language such as Vietnamese, Thai, or Khmer
- A South Asian language such as Hindi or Tamil
- Another Asian language such as Japanese or Korean
- A Middle Eastern language such as Arabic or Farsi
- An African language such as Swahili or Amharic
- American Sign Language
- Other language(s), please specify

**A14. How much time per day do you and any other teacher or aide speak any non-English language in your class? MARK ONE RESPONSE.**

- 1-15 minutes a day
- 16-30 minutes a day
- 31-60 minutes a day
- More than 60 minutes a day



## SECTION B. CLASS ORGANIZATION AND RESOURCES

**B1. The next group of questions ask about classroom practices. In a typical day, how much time does a child in your class spend in the following activities?**

MARK ONE RESPONSE ON EACH ROW. DO NOT INCLUDE LUNCH OR RECESS BREAKS.

	No time	Half hour or less	About one hour	About two hours	About three hours	Four hours or more
a. Working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Working on individual tasks under teacher direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working with peers under teacher direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Working in small groups with teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teacher lecture with large group and/or large group discussion led by teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B2. How often does the typical child in your class usually work on lessons or projects in the following general subject areas, whether as a whole class, in small groups, or in individualized arrangements?**

MARK ONE RESPONSE ON EACH ROW.

	Never	Less than once a week	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week
a. Reading and language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Physical education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Dance/creative movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Theatre/creative dramatics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Foreign language (excluding English for ELL students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Computer science (including coding)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**B3. On the days children work in these areas, how much time does the typical child in your class usually work on lessons or projects in the following general subject areas?**

MARK ONE RESPONSE ON EACH ROW.

	Not applicable/ never	Less than ½ hour a day	½ hour to less than 1 hour	1 to less than 1 ½ hours	1½ to less than 2 hours	2 to less than 2 ½ hours	3 hours or more
a. Reading and language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Physical education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Dance/creative movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Theatre/creative dramatics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Foreign language (excluding English for ELL students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Computer science (including coding)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B4a. In an average week, how often do you divide your class into achievement groups for reading activities or lessons? MARK ONE RESPONSE ON EACH ROW.**

- Never → GO TO B5a on page 8
- Less than once a week
- 1 day a week
- 2 days a week
- 3 days a week
- 4 days a week
- 5 days a week

**B4b. On days when you divide your class into achievement groups for reading, how many minutes do the groups usually stay together? WRITE NUMBERS IN BOX.**

Number of minutes



**B5a. In an average week, how often do you divide your class into achievement groups for math activities or lessons? MARK ONE RESPONSE ON EACH ROW.**

- Never → GO TO B6
- Less than once a week
- 1 day a week
- 2 days a week
- 3 days a week
- 4 days a week
- 5 days a week

**B5b. On days when you divide your class into achievement groups for math, how many minutes do the groups usually stay together? WRITE NUMBERS IN BOX.**

Number of minutes 

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**B6. Which of the following services, if any, do children in your class who need more help with reading receive? MARK ALL THAT APPLY.**

- Extra individual assistance from you, the teacher
- Individual tutoring from an aide or volunteer
- Individual tutoring from a credentialed specialist
- Pull-out instruction in small groups
- Other
- No extra services are available.

**B7. How often do the children in your class do the following activities? Go to the school library or media center? MARK ONE RESPONSE.**

- No library or media center in this school
- Once a month or less
- Two or more times a month
- Once or twice a week
- Three or four times a week
- Daily

**B8. How many days a week do children have recess? WRITE NUMBER IN BOX.**

Number of days 

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**B9. In a typical day, how much time do children in your class spend in the following activities?**  
*MARK ONE RESPONSE ON EACH ROW.*

	No time	1-15 minutes	16-30 minutes	31-45 minutes	Longer than 45 minutes
a. Lunch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Free play indoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Free play outdoors (including recess)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B10. Which of the following types of aides do you receive help from in your classroom?** *MARK ALL THAT APPLY.*

- Regular aides who work directly with children
- Special education aides who work directly with children
- English as a Second Language (ESL) or bilingual education aides who work directly with children
- Volunteers (for example, parents, high school students, community members) who work directly with children
- Any type of aide or volunteer doing non-instructional work (for example, photocopying, preparing materials, etc.)
- No aides are available

**B11. Do any of the following staff members provide direct instruction to students in your class who are struggling or at risk of failure in reading or math?** Include staff other than yourself who provide direct instruction either in your class or in a pull-out setting. Exclude paraprofessionals/aides. *MARK ALL THAT APPLY.*

- A reading specialist/interventionist who has specialized training in reading instruction
- A math specialist/interventionist who has specialized training in math instruction
- A special education teacher

**B12. Please report the following about the computers located in your classroom every day. Please include any desktop, laptop, or other computer-type device (for example, tablets) used for instructional or administrative purposes. IF NONE, WRITE "0."**  
**If your school provides each student with a device, but those devices must stay at school, please report those devices here.**

NUMBER

Total number of devices

Number with internet access





**B13. Please report the following about the computers that can be brought into your classroom (for example, laptops on carts, or school-provided student computers if students are allowed to take their computers home).**

**Please include any desktop, laptop, or other computer-type device (for example, tablets) used for instructional or administrative purposes. IF NONE, WRITE "0."**

NUMBER

Total number of devices

Number with internet access

**B14. How frequently do you or your students use computers (desktop, laptop, or other computer-type devices such as a Chrome Book) in the following instructional activities?**

*MARK ONE RESPONSE ON EACH ROW.*

	Never	Rarely	Sometimes	Often	Not Available
a. Daily assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Internet research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Special projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Accessing digital resources available through the district (Intranet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B15. How frequently do you or your students use an interactive whiteboard (for example, SMART Board, Activboard) in the following instructional activities?**

*MARK ONE RESPONSE ON EACH ROW.*

	Never	Rarely	Sometimes	Often	Not applicable to my role
a. Daily assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Internet research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Special projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Accessing digital resources available through the district (Intranet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**B16. How frequently do you or your students use digital tablets (such as an iPad) in the following instructional activities? MARK ONE RESPONSE ON EACH ROW.**

	Never	Rarely	Sometimes	Often	Not applicable to my role
a. Daily assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Internet research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Special projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Accessing digital resources available through the district (Intranet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B17. Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to teach your class in the following subject areas. MARK ONE RESPONSE ON EACH ROW.**

	I get all the resources I need.	I get most of the resources I need.	I get some of the resources I need.	I don't get any of the resources I need.
a. Reading and language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## SECTION C. INSTRUCTIONAL ACTIVITIES AND CURRICULAR FOCUS

This next series of questions are focused on your instructional activities and curricular focus in your class.

**C1. How strongly do you agree or disagree with the following statements about your class?**

MARK ONE RESPONSE ON EACH ROW.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not Applicable
a. Pictures, posters, artwork, and other décor reflect the cultures and ethnic backgrounds of each student in your class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. All notices and communications to families/caregivers of students in your class are written in their language of origin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Alternative formats and varied approaches to communicate and share information are used with families and caregivers of students in your class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**C2. The next series of questions is about your instruction in reading and language arts. How often do you use the following resources to teach reading in your class? MARK ONE RESPONSE ON EACH ROW.**

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Core or primary reading text for all students (e.g., basal reading series)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Leveled or guided reading books (multiple books, each at a specific reading level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Reading kits (usually a boxed product, which may contain student and teacher materials, assessment materials, and manipulatives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Children's newspapers and/or magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Computer software and applications for reading instruction (including those for laptops, desktops, cell phones, or digital tablets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Tradebooks (for example, collections of non-fiction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Reading materials from other subjects (for example, science, social studies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Manipulatives (for example, plastic letters, picture cards, letter cards, tiles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Big books and decodable or sound/symbol books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**C3. From the first day of school until today, please indicate how many days of each of the following reading 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.**

*MARK ONE RESPONSE ON EACH ROW.*

	Taught					Not Taught
	1-10 days	11-20 days	20-40 days	41-80 days	More than 80 days	
a. Identifying main ideas in a story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Retelling stories, including main ideas and details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Describing characters, settings, and major events in a story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Identifying words and phrases that suggest feelings or appeal to the senses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Identifying who is telling a story at different points in a text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Identifying main ideas and details in informational text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Identifying the reasons an author gives to support points in an opinion piece	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Describing similarities and differences between two reading selections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Recognizing the differences between fiction and non-fiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Reading informational selections of appropriate complexity for this grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Reading prose and poetry of appropriate complexity for this grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Segmenting words into phonemes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Manipulating phonemes to form new words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Breaking spoken words into sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Blending sounds to form words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Reading irregularly spelled words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Reading and rereading passages orally with guidance on pacing, intonation, and expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- C3. (Cont.) From the first day of school until today, please indicate how many days of each of the following reading 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. MARK ONE RESPONSE ON EACH ROW.**

	Taught					Not Taught
	1-10 days	11-20 days	20-40 days	41-80 days	More than 80 days	
r. Reading accurately and fluently to support comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Identifying character, setting, and plot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Generating questions about character, setting, and plot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Predicting what might occur next in the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Writing an opinion piece, giving reasons for the opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Writing an informational piece that includes some facts on the topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Writing a narrative with two or more appropriately sequenced events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- C4. From the first day of school until today, please indicate how many days of each of the following math skills and concepts has been covered in your class. Please indicate the time during which you provide direct instruction as well as the time you spend supervising students as they work. MARK ONE RESPONSE ON EACH ROW.**

	Taught					Not Taught
	1-10 days	11-20 days	20-40 days	41-80 days	More than 80 days	
a. Counting objects up to 20 to establish quantity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Labeling relative quantity using the terms "greater than," "less than," "equal to," "fewest," or "most"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Solving word problems by adding or subtracting numbers equal to 20 or less	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Solving word problems by adding three numbers whose sum is 20 or less	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Working with problems that demonstrate the relationship between counting, addition, and subtraction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The meaning of the equal sign	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Determining if both sides of an equation are equal or not equal using subtraction or addition (for example, $7=8-1$ ; $5+2=2+5$ )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Solving for an unknown whole number in an addition or subtraction equation (for example, $8 + ? = 11$ )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Counting to 120, starting at any number less than 120	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Reading and writing numerals up to 120	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Identifying the correspondence between number and quantity for quantities larger than 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Identifying the numbers that represent the tens and ones places in a two-digit number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Relative quantity when comparing two-digit numbers, using the symbols $>$ , $=$ , and $<$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- C4. (Cont.) From the first day of school until today, please indicate how many days of each of the following math skills and concepts has been covered in your class. Please indicate the time during which you provide direct instruction as well as the time you spend supervising students as they work. MARK ONE RESPONSE ON EACH ROW.**

	Taught					Not Taught
	1-10 days	11-20 days	20-40 days	41-80 days	More than 80 days	
n. Adding numbers that sum to 100 or less, including adding a two-digit number and a one-digit number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Finding 10 more or 10 less than a given two-digit number, without having to count	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Skip-counting by 5s, 10s, and/or 100s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Arranging three objects by length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Comparing the length of two objects indirectly by using a third object (nonstandard measurement)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Measuring the length of an object (for example, a desktop) as a whole number of length units, by laying multiple copies of a shorter object (for example, a pencil) end to end	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Telling time in hours and half hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Measuring the length of an object in standard units, using tools such as rulers, yardsticks, meter sticks, and/or measuring tapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Writing time in hours and half hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Solving word problems involving quarters, dimes, nickels, and pennies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Drawing a picture graph and/or a bar graph to represent a data set with up to four categories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Answering questions about the data in a picture graph and/or a bar graph, for example, comparing one category with another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- C4. (Cont.) From the first day of school until today, please indicate how many days of each of the following math skills and concepts has been covered in your class. Please indicate the time during which you provide direct instruction as well as the time you spend supervising students as they work. MARK ONE RESPONSE ON EACH ROW.**

	Taught					Not Taught
	1-10 days	11-20 days	20-40 days	41-80 days	More than 80 days	
z. Identifying the difference between defining attributes of shapes (for example, triangles are three-sided) versus non-defining attributes (for example, color, size)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aa. Putting two-dimensional or three-dimensional shapes together to create a composite shape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bb. Partitioning simple shapes into two and four equal shares	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cc. Describing portions of simple shapes using the words halves, fourths, and quarters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dd. Identifying triangles, quadrilaterals, pentagons, hexagons, and cubes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





- C5. From the first day of school until today, please indicate how many days of each of the following science skills and concepts has been covered in your class. Please indicate the time during which you provide direct instruction as well as the time you spend supervising students as they work. MARK ONE RESPONSE ON EACH ROW.**

	Taught					Not Taught
	1-10 days	11-20 days	20-40 days	41-80 days	More than 80 days	
a. Using all 5 senses to make observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Using tools (for example, lenses, thermometers, rulers) to gather information about objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Classifying and comparing objects by their properties (for example, weight or size)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Making logical predictions (hypotheses) based on observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Drawing conclusions based upon evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Communicating scientific findings orally or in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using graphs or charts to describe findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**C6. From the first day of school until today, please indicate which of the following SCIENCE or SOCIAL STUDIES topics or skills is taught in either your class in its own unit or as part of a unit/lesson on a different topic. MARK ALL THAT APPLY.**

- Three states of matter (gas, liquid, solid)
- Basic needs of plants (water, sunlight, etc.)
- Characteristics of animal classes (mammals, reptiles, birds, etc.)
- Natural resources
- Shadows and light
- Dinosaurs and fossils
- Solar system and space
- Weather
- Nutrition/healthy foods
- Important figures and events in American history
- Community resources (for example, grocery store, library)
- Map-reading skills
- Different cultures
- Reasons for rules, laws, and government
- Community service
- Current events in the news

**The next series of questions is about homework.**

**C7. In an average week, how many days a week is homework assigned? Please count homework assigned over the weekend as one day. MARK ONE RESPONSE.**

- 0 days
- 1 day
- 2 days
- 3 days
- 4 days
- 5 or more days



**C8. On days when homework is assigned, how much time do you expect children to spend on homework in the following areas? MARK ONE RESPONSE ON EACH ROW.**

	I never assign homework	1 to 10 minutes	11 to 20 minutes	21 to 30 minutes	More than 30 minutes
a. Reading and language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**C9. Do you have any students who are English language learners (ELLs) in your class?**

*ENGLISH LANGUAGE LEARNER (ELL): A STUDENT WHOSE NATIVE LANGUAGE IS ONE OTHER THAN ENGLISH AND WHOSE SKILLS IN LISTENING TO, SPEAKING, READING, OR WRITING ENGLISH ARE SUCH THAT HE OR SHE HAS DIFFICULTY UNDERSTANDING SCHOOL INSTRUCTION IN ENGLISH.*

Yes

No → GO TO SECTION D

**C10. How often do English language learners (ELL children) in your class do each of the following activities (in your classroom or in a pull-out program)? MARK ONE RESPONSE ON EACH ROW.**

	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Take assessments to monitor their English language acquisition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Take assessments to assess their progress in English reading and literacy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Work in small groups of ELL children or individually on intensive English reading and literacy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Work in a structured peer-assisted setting (ELL child is paired with a non-ELL child)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## SECTION D. PARENT INVOLVEMENT

**D1. Now we would like to ask you about family involvement. How many regularly scheduled conferences do you have with a parent or guardian of each child in your class during the school year?**

*MARK ONE RESPONSE.*

- No conferences
- One conference
- Two conferences
- Three or more conferences

**D2. What percentage of children in your class have parents who participate in the following activities?**

*MARK ONE RESPONSE ON EACH ROW.*

	0%	1-25%	26-50%	51-75%	76% or more
a. Attend teacher-parent conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Volunteer regularly to help in your classroom or another part of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Attend open houses or parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Attend art/music events or demonstrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**D3. During this school year, how often have you made contacts with all parents (for example, through newsletters, letters, emails, list-serve messages, group text messages, or other notices sent home for group updates or information; or updates to a classroom website)?** *MARK ONE RESPONSE.*

- Never
- 1-2 times
- 3-5 times
- 6-10 times
- 11-14 times
- 15 or more times

**SECTION E. EVALUATION AND GRADING PRACTICES**

The next questions pertain to evaluation and grading practices.

**E1. Across all subjects, how often are students administered state and local standardized tests? MARK ONE RESPONSE.**

- Never
- 1 or 2 times a year
- 1 or 2 times a month
- 1 or 2 times a week
- 3 or more times a week

**E2. Which of the following do you use to provide kindergartners' parents with information about their children's performance? MARK ALL THAT APPLY.**

- Standard report card (for example, a letter grade or other standard grade assigned for each subject)
- Progress report form
- Competency based checklists
- Portfolio of child's work
- Standardized test scores
- Benchmark assessments
- None of the above

**SECTION F. SCHOOL AND STAFF ACTIVITIES**

The next set of questions pertains to school-related activities.

**F1. How often have you participated in the following activity since the beginning of the academic year?**

**Meeting with other teachers to discuss instruction-related topics (e.g., lesson planning, curriculum development).** *MARK ONE RESPONSE.*

- Never
- Once a month or less
- Two or three times a month
- Once or twice a week
- Three or four times a week
- Daily

**F2. In the past 12 months, did you participate in any professional development activities pertaining to the direct engagement of students and families during the kindergarten transition?**

- Yes
- No

**F3. In the past 12 months, how many hours did you spend on professional development activities?**

*MARK ONE RESPONSE.*

- 10 hours or less
- 11 - 20 hours
- 21 - 30 hours
- 31 - 40 hours
- More than 40 hours



25419

**F4. In which of the following staff development and training activities have you participated during the current academic year? MARK ALL THAT APPLY.**

- Worked with a master or mentor teacher assigned to you by your school or district
- Workshops involving study groups or small-group problem solving
- Direct instruction from an outside consultant on a specific topic
- Peer observation and feedback
- Visits to, or observations of, other schools
- Release time for attending professional conferences
- Enrollment in college or university courses related to your profession
- Professional development via distance learning (web-based, etc.)
- Workshops on using computers and technology in the classroom
- Coaching (for example, working with an individual specifically trained in instruction or a particular subject area)
- None of the above

**SECTION G. VIEWS ON SCHOOL READINESS, SCHOOL CLIMATE, AND SCHOOL ENVIRONMENT**

The next few questions pertain to your feelings about your school.

**G1. Please indicate the extent to which you agree with each of the following statements.**

*MARK ONE RESPONSE ON EACH ROW.*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Many of the children I teach are not capable of learning the material I am supposed to teach them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Parents are supportive of school staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The academic standards at this school are too low.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**G2. To what extent do you agree with the following statements? MARK ONE RESPONSE ON EACH ROW.**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not Applicable
a. I am adequately trained to teach the children with disabilities in my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am adequately trained to teach English language learners (ELLs) in my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**G3. To what extent do you agree or disagree with each of the following statements as it applies to your instruction? MARK ONE RESPONSE ON EACH ROW.**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I really enjoy my present teaching job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am certain I am making a difference in the lives of the children I teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. If I could start over, I would choose teaching again as my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





### SECTION H. TEACHER BACKGROUND

The next few questions ask about your background, education experience, and credentials.

**H1. The first questions are about your characteristics. What is your gender? MARK ONE RESPONSE.**

- Male
- Female
- Another gender

**H2. In what year were you born? WRITE IN YEAR.**

Year

**H3. What is your race and/or ethnicity? Select all that apply and enter additional details in the spaces below.**

- American Indian or Alaska Native** – Enter, for example, Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.

- Asian** – Provide details below.

- |                                     |                                       |                                   |
|-------------------------------------|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> Chinese    | <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Korean       | <input type="checkbox"/> Japanese |

Enter, for example, Pakistani, Hmong, Afghan, etc.

- Black or African American** – Provide details below.

- |   |                                    |                                  |
|---|------------------------------------|----------------------------------|
| <input type="checkbox"/> African American | <input type="checkbox"/> Jamaican  | <input type="checkbox"/> Haitian |
| <input type="checkbox"/> Nigerian         | <input type="checkbox"/> Ethiopian | <input type="checkbox"/> Somali  |

Enter, for example, Trinidadian and Tobagonian, Ghanaian, Congolese, etc.



25419

**H3. (Cont.) What is your race and/or ethnicity?** *Select all that apply and enter additional details in the spaces below.*

**Hispanic or Latino** – *Provide details below.*

Mexican

Puerto Rican

Salvadoran

Cuban

Dominican

Guatemalan

*Enter, for example, Colombian, Honduran, Spaniard, etc.*

**Middle Eastern or North African** – *Provide details below.*

Lebanese

Iranian

Egyptian

Syrian

Iraqi

Israeli

*Enter, for example, Moroccan, Yemeni, Kurdish, etc.*

**Native Hawaiian or Pacific Islander** – *Provide details below.*

Native Hawaiian

Samoan

Chamorro

Tongan

Fijian

Marshallese

*Enter, for example, Chuukese, Palauan, Tahitian, etc.*

**White** – *Provide details below.*

English

German

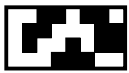
Irish

Italian

Polish

Scottish

*Enter, for example, French, Swedish, Norwegian, etc.*



25419

**H4. What is the highest level of education you have completed? MARK ONE RESPONSE.**

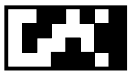
- Did not complete high school
- High school diploma or equivalent/GED
- Some college or technical or vocational school
- Associate's degree
- Bachelor's degree
- Master's degree
- An advanced professional degree beyond a master's degree (for example, PhD, MD, Ed.D)

**H5. Which of the following describes the teaching certificate you currently hold in your state? MARK ONE RESPONSE.**

- Regular or standard state certificate or advanced professional certificate
- Certificate issued after satisfying all requirements except the completion of a probationary period
- Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained
- Certificate issued to persons who must complete a certification program in order to continue teaching
- I do not hold any of the above certifications in this state → GO TO H7 on page 29

**H6. In what areas are you certified? MARK ALL THAT APPLY.**

- Elementary education
- Early childhood education
- Special education
- English as a Second Language (ESL) or instruction for English language learners (ELLs)
- Other, please specify



25419

**H7. Counting this school year, how many years have you been a K-12 teacher, including years in which you taught part time?**

*WRITE THE NUMBER OF YEARS TO THE NEAREST HALF YEAR (FOR EXAMPLE, 2.5, 3.0, 3.5), COUNTING EACH HALF YEAR COMPLETED OR ALMOST COMPLETED AS 0.5. IF YOU ARE A NEW TEACHER AND THIS IS YOUR FIRST SEMESTER TEACHING, WRITE 0.5.*

Number of years

Been a K-12 teacher  .

**H8. Counting this school year, how many years have you taught first grade, including years in which you taught part time?**

*WRITE THE NUMBER OF YEARS TO THE NEAREST HALF YEAR (FOR EXAMPLE, 2.5, 3.0, 3.5), COUNTING EACH HALF YEAR COMPLETED OR ALMOST COMPLETED AS 0.5. IF YOU ARE A NEW TEACHER AND THIS IS YOUR FIRST SEMESTER TEACHING, WRITE 0.5.*

Number of years

Taught first grade  .

**H9. Date survey completed:**

				2	0	2	5
MONTH		DAY		YEAR			

**Thank you very much for answering these questions  
and for taking the time to participate in the  
Early Childhood Longitudinal Study.**

