

Appendix C2 - Teacher Logs

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Introduction

Your school has partnered with the Regional Educational Laboratory West to study the impact of a new toolkit on improving reading comprehension instruction. As part of that study, all K-3 regular classroom teachers in your school are invited to complete the following log twice, at the beginning and end of the study. In each round, we will ask you to complete a short daily entry each day for two weeks. For each completed round, we will offer you a \$75 gift card.

Your participation in this activity is voluntary. You may skip any item or the entire log. However, your responses would help improve reading comprehension supports, so we hope you will participate.

Your responses are confidential. Your survey is associated with a unique identifier rather than your name and your responses will be aggregated so individuals cannot be identified.

1. How much total time did the target student spend on language arts today? Please include all language arts instruction the target student received including routine times such as morning board work, even if the instruction took place in another room or by another teacher.

Amount of time

2. Please mark the reason(s) why you recorded 0 minutes in Question 1 and then stop here.
 - A. Target student was absent
 - B. I was absent
 - C. School was not in session
 - D. There was a field trip, assembly, visitor or other special event
 - E. Target student participated in standardized testing/test preparation
 - F. Target student received "pull out" instruction
 - G. Other
1. To what extent were the following topics a focus of your work with the target student in reading/language arts today?

3.1. Comprehension

- a) A major focus
- b) A minor focus
- c) Touched on briefly
- d) Not taught today

3.2. Writing

- a) A major focus
- b) A minor focus
- c) Touched on briefly
- d) Not taught today

3.3. Handwriting

- a) A major focus
- b) A minor focus
- c) Touched on briefly
- d) Not taught today

3.4. Word analysis

- a) A major focus
- b) A minor focus
- c) Touched on briefly
- d) Not taught today

3.5. Phonemic awareness

- a) A major focus
- b) A minor focus
- c) Touched on briefly
- d) Not taught today

3.6. Phonics

- a) A major focus
- b) A minor focus
- c) Touched on briefly
- d) Not taught today

3.7. Concepts of print

- a) A major focus
- b) A minor focus
- c) Touched on briefly
- d) Not taught today

3.8. Reading fluency

- a) A major focus
- b) A minor focus
- c) Touched on briefly

d) Not taught today

3.9. Vocabulary

- a) A major focus
- b) A minor focus
- c) Touched on briefly
- d) Not taught today

3.10. Grammar

- a) A major focus
- b) A minor focus
- c) Touched on briefly
- d) Not taught today

3.11. Spelling

- a) A major focus
- b) A minor focus
- c) Touched on briefly
- d) Not taught today

3.12. Research strategies

- a) A major focus
- b) A minor focus
- c) Touched on briefly
- d) Not taught today

4. Was the work in comprehension in (Select All That Apply):

- A. Listening comprehension
- B. Reading comprehension

5. What areas of reading comprehension did the target student work on today?

5.1. Activating prior knowledge or making personal connections

- a) A focus of instruction
- b) Touched on briefly

5.2. Making predictions, previewing, or surveying

- a) A focus of instruction
- b) Touched on briefly

5.3. Vocabulary-comprehension relationships

- a) A focus of instruction
- b) Touched on briefly

5.4. Students generating their own questions

- a) A focus of instruction
- b) Touched on briefly

- 5.5. Reading for pleasure or information
 - a) A focus of instruction
 - b) Touched on briefly

- 5.6. Self-monitoring for meaning
 - a) A focus of instruction
 - b) Touched on briefly

- 5.7. Using visualization or imagery
 - a) A focus of instruction
 - b) Touched on briefl

- 5.8. Using charts, graphs, figures, tables, or other visual aids in text
 - a) A focus of instruction
 - b) Touched on briefly

- 5.9. Using concept maps, story maps, or text structure frames
 - a) A focus of instruction
 - b) Touched on briefly

- 5.10. Answering questions that have answers directly stated in the text
 - a) A focus of instruction
 - b) Touched on briefly

- 5.11. Answering questions that require inferences
 - a) A focus of instruction
 - b) Touched on briefly

- 5.12. Led structuring small-group discussion
 - a) A focus of instruction
 - b) Touched on briefly

- 5.13. Explaining how to find answers or information
 - a) A focus of instruction
 - b) Touched on briefly

- 5.14. Sequencing information or events
 - a) A focus of instruction
 - b) Touched on briefly

- 5.15. Identifying story structure
 - a) A focus of instruction
 - b) Touched on briefly

- 5.16. Identifying common structures of informational texts
 - a) A focus of instruction
 - b) Touched on briefly

- 5.17. Practicing other skills such as identifying similes or understanding referents
- a) A focus of instruction
 - b) Touched on briefly
- 5.18. Comparing and/or contrasting information or texts
- a) A focus of instruction
 - b) Touched on briefly
- 5.19. Summarizing important details
- a) A focus of instruction
 - b) Touched on briefly
- 5.20. Analyzing and evaluating text
- a) A focus of instruction
 - b) Touched on briefly
- 5.21. Examining literary techniques or author's style
- a) A focus of instruction
 - b) Touched on briefly
- 5.22. Written literature extension project
- a) A focus of instruction
 - b) Touched on briefly
- 5.23. Non-written literature extension project (e.g., puppet show, play, shadow box, book talk)
- a) A focus of instruction
 - b) Touched on briefly
6. In which of the following ways did the target student demonstrate comprehension?
- A. Answered brief oral questions
 - B. Discussed text with peers
 - C. Did a think-aloud or explained how they applied a skill or strategy
 - D. Generated questions about text
 - E. Answered multiple-choice questions
 - F. Completed sentences filling in the blanks
 - G. Worked on concept maps, story maps, or text structure frames
 - H. Wrote brief answers to questions
 - I. Wrote extensive answers to questions
 - J. Worked on a literature extension project
7. Did your instruction in comprehension include any of the following?
- A. I demonstrated or explained a skill (e.g., how to determine the main idea, how to make an inference)
 - B. I demonstrated or explained how to use a reading strategy (e.g., previewing, generating questions about text)
 - C. I explained why or when to use a reading strategy
 - D. I helped students practice a skill or strategy
 - E. I administered a comprehension test

8. How were the texts used by the target student for reading comprehension selected? Select the top three reasons.
- A. Text helps provide a variety of genres over time
 - B. Text is of high quality and has depth of ideas and information
 - C. The word recognition and comprehension difficulty are appropriate for the student's reading ability
 - D. The word recognition and comprehension difficulty are appropriate for the instructional activity
 - E. Text supports the purpose of the instruction
 - F. Student selected the text
 - G. Other, please describe: