This questionnaire is for all teachers in the school. We are interested in learning about teachers’ work both in and out of the classroom and their involvement in school improvement efforts.

Your responses are voluntary and confidential. If there is a question you do not wish to answer, simply skip it. We hope you will answer as many questions as possible. No individual teachers or their schools will be identified in any published reports.
Marking Instructions

Please use a No. 2 pencil only
Erase unwanted marks completely
Make no stray marks
Mark only one response to a question, unless other directions are given

Correct Marks: ☒ ■
Incorrect Marks: ☑ ☑

Thank you for taking the time to complete this questionnaire.
We greatly appreciate your contribution to the study.

Please place this questionnaire in the postage paid envelope provided
and mail to the address on the envelope.

Place barcode label here
Your Perspective on the School

1. Please indicate the extent to which you agree or disagree with the following statements about the school in which you work. Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school respect colleagues who are expert in their craft</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Teachers in this school trust each other</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Teachers in this school really care about each other</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Teachers respect other teachers who take the lead in school improvement efforts</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Many teachers openly express their professional views at faculty meetings</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Teachers in this school are willing to question one another's views on issues of teaching and learning</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>We do a good job of talking through views, opinions, and values</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Teachers are expected to continually learn and seek out new ideas in this school</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Teachers are encouraged to experiment in their classrooms in this school</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Teachers are encouraged to take risks in order to improve their teaching</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Teachers in this school expect students to complete every assignment</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Teachers in this school encourage students to keep trying even when the work is challenging</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Teachers in this school set high expectations for academic work</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Teachers in this school think it's important that all students do well in their classes</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

2. How many teachers in this school: Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Action</th>
<th>None</th>
<th>Less than half</th>
<th>About half</th>
<th>Most</th>
<th>Nearly All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take responsibility for helping one another do well</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Help maintain positive student behavior in the entire school</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Take responsibility for improving the overall quality of teaching in the school</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
3. Please indicate the extent to which you agree or disagree with the following statements. Mark (X) EACH item.

Policies about how I should teach are often contradictory
I often have difficulty choosing what to do in my classroom out of all the options I hear about
Out of all the information about teaching I receive, I am often unsure about how to prioritize things
Overall, the instructional policies I am supposed to follow in my classroom seem inconsistent

Mark: Strongly Disagree  Disagree  Agree  Strongly Agree

4. Please indicate the extent to which you agree or disagree with the following statements. Mark (X) EACH item.

I have detailed knowledge of the content covered and instructional methods used by other teachers at this school
When I begin working with a new group of students, I have detailed knowledge of what those students learned previously
It's easy for other teachers in this school to know what students learned in my class
I frequently plan and coordinate instruction with my students' other teachers
In this school, teachers who work with students at the same achievement level use similar methods and cover the same content
Students at this school are expected to master the content they are working on before moving to new topics

Mark: Strongly Disagree  Disagree  Agree  Strongly Agree

5. Please estimate the percentage of students in your classes who are:

Limited English Proficient (LEP) or use English as a Second Language (ESL)
Severely emotionally impaired or behaviorally disordered
Learning Disabled or Mentally Impaired

Mark (X) EACH item.

6. About how many undergraduate or graduate level classes have you taken at a college or university in the following areas? Mark (X) EACH item.

- English or a related language arts field
- Methods of teaching reading, English, and/or language arts
- Mathematics
- Methods of teaching mathematics

66. Over the past 5 years, about how many days of non-university based professional development programming have you had that covered curriculum, assessment, teaching, strategies, and ways students learn in the field of:

- Reading/language arts
- Mathematics

Mark (X) EACH item.

Thank you for taking the time to complete this questionnaire. We greatly appreciate your contribution to the study.

If there is anything else you would like to tell us about this study, or about your work in this school, please enter your comments here.

Comments:

Thank you for taking the time to complete this questionnaire. We greatly appreciate your contribution to the study.
62. How many years have you worked as a teacher? Record whole years, not fractions or months. Round up to the nearest whole number and include the current school year. Print number of years in the boxes.

[ ] Number of years

63. How many years have you taught at THIS school? Record whole years, not fractions or months. Round up to the nearest whole number and include the current school year. Print number of years in the boxes.

[ ] Number of years

64. What was your undergraduate major field of study? Mark (X) ONE box.

☐ Do not have an undergraduate degree

☐ Education

☐ English

☐ Social or Behavioral Sciences (economics, history, sociology, psychology)

☐ Foreign Language

☐ Mathematics

☐ Natural/Physical Sciences

☐ Other (please specify) ___________________________

65. What was your major field of study for your highest graduate degree? (For example, masters degree or Ph.D.) Mark (X) ONE box.

☐ Do not have a graduate degree

☐ Education

☐ English

☐ Social or Behavioral Sciences (economics, history, sociology, psychology)

☐ Foreign Language

☐ Mathematics

☐ Natural/Physical Sciences

☐ Other (please specify) ___________________________

66. What type of teaching certification do you hold from the state where you teach? Mark (X) ALL that apply.

☐ Permanent or standard certification

☐ Probationary certification

☐ Temporary, provisional, or emergency certification

☐ Alternative certification

☐ Not certified

This section asks a number of questions about your teaching of reading/language arts and about the students you teach. When answering these questions, we would like you to refer to a single group of students we will call your "target reading class." In order to determine your target reading class, please answer the three questions below. Even if you taught reading/language arts to multiple groups of students this year, please refer only to your target reading class when answering this section.

7a. Did you teach reading to more than one group of students each day (for example, you are a reading specialist)?

[ ] Yes

[ ] No - Go to 7b.

If yes, your target reading class is the first class of the week to which you teach reading (e.g., the class you teach during the 1st period on Monday). Go to Question 8.

7b. Did you teach reading to several different groups of students who were periodically reassigned to a different reading teacher throughout this year?

[ ] Yes

[ ] No - Go to 7c.

If yes, your target reading class is the group of students to whom you are currently teaching reading. Go to Question 8.

7c. Did you teach reading to only one class of students this year (e.g., you taught reading to a self-contained classroom)?

[ ] Yes

[ ] No - Choose one class as your target reading class. Go to Question 8

If yes, your target reading class is the group of students in that class. Go to question 8

8. How many students are in your target reading class? Print number of students in the boxes.

[ ] Students

9. How are the students in your target reading class assigned to you? Mark (X) ONE box.

☐ All of the students in my reading class come from self-contained classroom

☐ The students in my reading class come from two or more classrooms of the same grade in this school

☐ The students in my reading class come from two or more classrooms at different grade levels in this school

10. How often does the group of students to whom you teach reading change? Mark (X) ONE box.

☐ I teach the same group of students for more than one academic year

☐ I teach the same group of students for an entire school year

☐ The group of students I teach changes one to two times during the school year

☐ The group of students I teach changes every six to eight weeks

☐ The group of students I teach changes once or twice a month
11. What is the grade level of the majority of the students in your target reading class? Mark (X) ONE box.

- Pre-K
- K
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th

12. How does the reading comprehension performance of your target reading class compare to the national average of students in the grade you checked in question 11? Mark (X) ONE box.

- It is well below the national average
- It is slightly below the national average
- It is close to the national average
- It is slightly above the national average
- It is well above the national average

13. To what extent do you agree or disagree with the following statements about your target reading class? Mark (X) EACH item.  

- Strongly Disagree
- Strongly Agree

Most of the students in my target reading class can learn what I am supposed to teach them  

By trying different methods, I can significantly affect my students' achievement level  

I feel a great deal of satisfaction when students in my target reading class learn what I am supposed to teach them

14. On a typical day, how many minutes do you teach reading/language arts to your target reading class? Print number of minutes in the boxes.

Minutes

15. When teaching your target reading class, how often do you use the following approaches to group students for instruction? Mark (X) EACH item.

- Whole class grouping (e.g., all students are taught the same thing at the same time)
- Ability or achievement grouping (e.g., the most proficient readers are in one group, the next most proficient are in a second group, and the rest are in a third group)
- Mixed ability grouping (e.g., students are grouped according to interest/genre, cooperative-learning groups, etc.)
- Individualized instruction (e.g., students work individually on learning assignments specifically tailored to their achievement or interest)

- Rarely or never
- A few times a month
- A few times a week
- Every day

Your Background

58. Are you: Mark (X) ONE box.

- Female
- Male

59. Are you: Mark (X) ONE box.

- Hispanic, regardless of race
- Black, not of Hispanic origin
- White, not of Hispanic origin
- Asian or Pacific Islander
- American Indian or Alaskan Native
- Biracial/Multiethnic
- Other (please specify)

60. Which best describes your employment status in this school system? Mark (X) ONE box.

- Regular full-time teaching appointment
- Regular part-time teaching appointment
- Permanent substitute teaching appointment
- Other (please specify)

61. Which best describes your MAIN teaching assignment? Mark (X) ONE box.

- Self-contained classroom teacher
  (i.e., you teach all core subjects: math, reading, language arts, science, social studies, etc.)
  OR
- Specialist teacher
  Mark below your primary subject area assignment this year. Mark (X) ONE box.

- English as a Second Language
- Fine Arts (Art, Music, Drama, etc.)
- Language Arts
- Mathematics
- Physical Education
- Reading Specialist
- Other (please specify)
56. This school year, how often did the following things occur? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>1-2 times</th>
<th>3-5 times</th>
<th>6-10 times</th>
<th>More than 10 times</th>
</tr>
</thead>
<tbody>
<tr>
<td>I watched an instructional leader (e.g., coach, coordinator, or facilitator) model instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An instructional leader observed me teach and gave me feedback about improving my teaching techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An instructional leader (e.g., coach, coordinator, or facilitator) observed me teach and gave me feedback about my use of curriculum materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An instructional leader studied my students’ work and commented on ways I could improve their learning of subject matter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

57. To what extent do you agree or disagree with the following statements about your learning experiences this year? Please consider both formal (e.g., staff development) and informal (e.g., conferring with a colleague) learning experiences. Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My learning experiences this year...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gave me many opportunities to work on aspects of my teaching that I am trying to develop</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided me with knowledge or information that is very useful to me in the classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were coherently related to each other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allowed me to focus on a problem over an extended period of time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focused on too many topics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided me with useful feedback about my teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Made me pay closer attention to particular things I was doing in the classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Led me to seek out additional information from other teachers, an instructional leader, or some other source</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Led me to think about an aspect of my teaching in a new way</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Led me to try new things in the classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This questionnaire is designed to measure instruction across all elementary school grades. Therefore, some of the questions that ask about instruction in the next section may not apply to the grade you teach. The questions in this section contain a “Never” category which allows you to indicate that a particular teaching practice or classroom activity does not apply to your situation.

16. How often were the following topics a PRIMARY FOCUS of instruction for your target reading class this year? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Never</th>
<th>Less than once a month</th>
<th>1-3 times per month</th>
<th>1-2 times per week</th>
<th>3-4 times per week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Analysis (e.g., decoding, word families, context cues, sight words)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading fluency (e.g., repeated readings, guided oral reading)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening Comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written composition (e.g., writing sentences, paragraphs, stories)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. How often were the following topics a PRIMARY FOCUS of instruction for your target reading class this year? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Never</th>
<th>Less than once a month</th>
<th>1-3 times per month</th>
<th>1-2 times per week</th>
<th>3-4 times per week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using phonics-based or letter-sound relationships to read words in sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using context, pictures, and/or sentence meaning and structure to read words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound blending</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound segmenting such as writing the individual sounds students hear in words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common sight word recognition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
18. How often were the following comprehension topics a PRIMARY FOCUS of instruction for your target reading class this year? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Never</th>
<th>Less than once a month</th>
<th>1-3 times per month</th>
<th>1-2 times per week</th>
<th>3-4 times per week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activating prior knowledge or making personal connections to text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students generating their own questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizing important or critical details</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzing or evaluating text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examining literary techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying the author’s purpose</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using concept maps, story maps, or text structure frames</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answering questions that have answers directly stated in the text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answering questions that require inferences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. This year, how often did the students in your target reading class demonstrate comprehension in the following ways? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Less than once a month</th>
<th>1-3 times per month</th>
<th>1-2 times per week</th>
<th>3-4 times per week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrote brief answers to questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrote extensive answers to questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did a think-aloud or explained how they applied a skill or strategy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked on a written literature extension project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20. This year, how often did the students in your target reading class work on the following areas in written composition? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Area of Work</th>
<th>Never</th>
<th>Less than once a month</th>
<th>1-3 times per month</th>
<th>1-2 times per week</th>
<th>3-4 times per week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editing the capitalization, punctuation, or spelling of their own writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editing the word use, grammar, or syntax of their own writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revising their writing by working on elaborating and extending what they wrote</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revising their writing by reorganizing or refining what they wrote</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

53. Considering formal and informal professional development opportunities you had in reading/language arts this year, how much time and effort did you devote to the following? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>1-2 times</th>
<th>3-5 times</th>
<th>6-10 times</th>
<th>More than 10 times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing or studying reading/language arts curriculum materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving my skills at doing miscue analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving my skills at designing reading/language arts tasks for my students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving my knowledge of phonetics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving my knowledge of guided reading strategies that help students use context clues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving my knowledge of the writing process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extending my knowledge about different ways to help students blend and segment sounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extending my knowledge about different reading comprehension strategies such as KWL or reciprocal teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

54. This school year, how often did you work with other faculty or staff on the following? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>1-2 times</th>
<th>3-5 times</th>
<th>6-10 times</th>
<th>More than 10 times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarifying standards for student learning through in-depth discussion and analysis of students’ classroom work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing thematic units or other approaches to integrating instruction across curricular areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examining or changing the scope or sequence of the coverage of specific curricular topics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examining the alignment of curricular materials and student assessments at this school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning how to set up and use particular instructional grouping strategies (e.g., cooperative grouping, multi-age grouping)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

55. This school year, how often did the following things occur? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>1-2 times</th>
<th>3-5 times</th>
<th>6-10 times</th>
<th>More than 10 times</th>
</tr>
</thead>
<tbody>
<tr>
<td>I watched another teacher model instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Another teacher observed me teach and gave me feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I watched another teacher teach and gave him or her feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
21. This year, how often did the students in your target reading class write… Mark (X) EACH item.

- Using only letter strings or words (with or without illustrations)
- An individual sentence or separate sentences (with or without illustrations)
- An individual paragraph or separate paragraphs
- Two or more connected paragraphs

22. This year, how often did your target reading class work on LISTENING COMPREHENSION using…

Mark (X) EACH item.

- Informational text
- Chapter book

23. This year, how often did your target reading class work on READING COMPREHENSION using…

Mark (X) EACH item.

- Informational text
- Narrative text with patterned or predictable language
- Narrative text with controlled vocabulary (sight words and/or easily sounded out)
- Short narrative text without any attempt to control vocabulary (literature-based or thematic)
- Chapter book
24. Robert, a second-grade student, makes many substitutions for words while oral reading. His errors seem to preserve the meaning of text. His teacher is concerned that Robert might be reading texts that are too difficult. She checks the number of errors he is making and decides that the text he is reading is actually appropriate for Robert’s instruction.

Which of the following instructional approaches are likely to help Robert notice or correct these substitutions? Mark (X) EACH item.

- Before he reads, remind Robert to use context to determine words
- Encourage Robert to substitute easier words for challenging ones in order to maintain reading fluency and understanding
- Before he reads, have Robert predict words that he might find in the text
- Encourage Robert to attend carefully to meaning elements in words (e.g., beginnings, roots, common endings) when encountering a challenging word

25. Mr. Sloan writes the following sentences on the board:

John and Mary were worried about the cost. The operation was expensive. They called their Uncle William.

Mr. Sloan then asks students to work independently to write what these three sentences might be about. Louis responds that this is a story about an expensive operation. When pressed by Mr. Sloan to say more, Louis adds, “The operation was expensive.” Mr. Sloan asks Louis to reread and then asks him again what the three sentences might be about. Louis responds, “It is about John and Mary and they were worried. They called their Uncle William.” Based on this answer, do you think Louis needs help with any of the following? Mark (X) EACH item.

- Increasing his sight-word vocabulary
- Paying attention to details in the text
- Answering literal or factual questions
- Learning to decode complicated words
- Learning to integrate information across text

The next few questions draw upon your knowledge of language arts. We believe that the complex work of teaching requires teachers to draw upon a wide variety of knowledge and skills. This section will be used to help us understand how knowledge of specific areas of language arts influences instructional decisions.

26. Mr. Sloan writes the following sentences on the board:

John and Mary were worried about the cost. The operation was expensive. They called their Uncle William.

Mr. Sloan then asks students to work independently to write what these three sentences might be about. Louis responds that this is a story about an expensive operation. When pressed by Mr. Sloan to say more, Louis adds, “The operation was expensive.” Mr. Sloan asks Louis to reread and then asks him again what the three sentences might be about. Louis responds, “It is about John and Mary and they were worried. They called their Uncle William.” Based on this answer, do you think Louis needs help with any of the following? Mark (X) EACH item.

- Increasing his sight-word vocabulary
- Paying attention to details in the text
- Answering literal or factual questions
- Learning to decode complicated words
- Learning to integrate information across text

27. Which of the following instructional approaches are likely to help Robert notice or correct these substitutions? Mark (X) EACH item.

- Before he reads, remind Robert to use context to determine words
- Encourage Robert to substitute easier words for challenging ones in order to maintain reading fluency and understanding
- Before he reads, have Robert predict words that he might find in the text
- Encourage Robert to attend carefully to meaning elements in words (e.g., beginnings, roots, common endings) when encountering a challenging word

28. How much do you agree or disagree with the following statements about the school improvement program in your school? Mark (X) EACH item.

- There is a detailed plan for improving instruction in our school
- The steps for improving instruction are carefully staged and sequenced
- Steps that teachers should take to promote classroom improvement are clearly outlined
- Instructional goals for students are clearly defined
- My participation has exposed me to many examples of the kinds of student work the program is aiming for
- My participation has exposed me to many examples of the kinds of classroom teaching the program seeks to foster
- The staff of a comprehensive school reform program provided me with many useful ideas and resources for changing my classroom practices

29. How much do you agree or disagree with the following statements about the school improvement program in your school? Mark (X) EACH item.

- I am capable of making the kinds of changes called for by the school improvement program
- The kinds of changes called for by the school improvement program are helping my students reach higher levels of achievement
- The school improvement program in this school requires me to make major changes in my classroom practice
- I strongly value the kinds of changes called for by the school improvement program

30. This year, what was the total number of hours of professional development you received? Print number of hours in boxes.

---

Accelerated Schools Project
America’s Choice
Roots and Wings
Success for All
I participated in a school reform program that is not listed here (please specify)
45. Imagine that you are working with your class on multiplying large numbers. Among your students’ papers, you notice that some have displayed their work in the following ways:

<table>
<thead>
<tr>
<th>Student A</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 x 25</td>
<td>35 x 25</td>
</tr>
<tr>
<td>175</td>
<td>25</td>
</tr>
<tr>
<td>700</td>
<td>150</td>
</tr>
<tr>
<td>875</td>
<td>100</td>
</tr>
</tbody>
</table>

Which of these students is using a method that could be used to multiply any two whole numbers? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Student A</th>
<th>Student B</th>
<th>I’m not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

46. Ms. Jones was preparing to use the following task with her students:

If you lined up 100 hexagons in a row this way, what would the perimeter be?

She knew how she would do it, but she wanted to anticipate what some of her students would come up with. Which of the following would work to find the correct answer? Mark (X) EACH item.

- (4 x 100) + 2
- (6 x 100) - (2 x 99)
- (4 x 98) + (2 x 5)
- 6 x 100

26. Ms. Dilley’s fifth-grade class is reading about the explorations of Lewis and Clark. The word “portage” appears in a story that they are reading, and several children do not know what this word means. Ms. Dilley has been trying to help her students look at the structure of words to examine their “meaning elements.” Which of the following options are examples of taking this approach with the word “portage”? Mark (X) EACH item.

- Have the children look up “portage” in the glossary at the back of their textbook
- Assign the children a crossword puzzle that uses “portage” and other vocabulary related to the Lewis and Clark explorations
- Create a word-family map with words using “port” as a root, such as “import,” “export,” and “portable”
- Ask students to use the word in a sentence they create

Yes No I’m not sure

Continue
### Mathematics Instruction

27. Do you teach mathematics as part of your assignment? Mark (X) ONE box.
- [ ] Yes - Continue with the questions in this “Mathematics Instruction” section
- [ ] No - Skip to “Instructional Improvement” section question 47 on page 19

29. How many students are in your target math class? Print number of students in the boxes.

<table>
<thead>
<tr>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

30. How are the students in your target math class assigned to you? Mark (X) ONE box.
- [ ] All of the students in my target math class come from my self-contained classroom
- [ ] The students in my target math class come from two or more classrooms of the same grade in this school
- [ ] The students in my target math class come from two or more classrooms at different grade levels in this school

32a. Did you teach mathematics to more than one class of students each day (for example, you are a mathematics specialist)?
- [ ] Yes
- [ ] No - Go to 28b.

32b. Did you teach mathematics to several different groups of students who were periodically reassigned to a different mathematics teacher throughout this year?
- [ ] Yes
- [ ] No - Go to 28c.

32c. Did you teach mathematics to only one class of students this year (e.g. you taught mathematics to a self-contained classroom)?
- [ ] Yes
- [ ] No - Choose one class as your target class. Go to Question 29.

The next few questions draw upon your knowledge of mathematics. We believe that the complex work of teaching requires teachers to draw upon a wide variety of knowledge and skills. This section will be used to help us understand how knowledge of specific areas of mathematics influences instructional decisions.

42. Mr. Siegel and Mrs. Valencia were scoring their students’ work on the practice state mathematics exam. One open-ended question on the exam asked:

Write the number that is halfway between 1.1 and 1.11.

Mr. Siegel and Mrs. Valencia were interested to see the different answers students wrote. What should the teachers accept as correct? Mark (X) ONE answer.

- [ ] 1.105
- [ ] 1.055
- [ ] 1.15
- [ ] 1.05

43. Teachers often offer students “rules of thumb” to help them remember particular mathematical ideas or procedures. Sometimes, however, these handy memory devices are not actually true, or they are not true for all numbers. For each of the following, decide whether it is TRUE FOR ALL NUMBERS or NOT ALWAYS TRUE. Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Rule of Thumb</th>
<th>True for all numbers</th>
<th>Not always true</th>
<th>I’m not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiplying a number makes it larger</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>A negative number plus another negative number equals a negative number</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>To multiply any number by 10, add a zero to the right of the number</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Dividing a number makes it smaller</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

44. Ms. West’s class was working on reducing fractions. She had taught them to reduce fractions by dividing the numerator and the denominator by a common factor. One of her students asks, “Why doesn’t the fraction’s value get smaller when we divide the numerator and the denominator by the same number?” Below are responses to the question from other students in this class. Which one provides the best evidence that the student understands why reducing a fraction produces an equivalent fraction? Mark (X) ONE answer.

- [ ] This works because you divide the top and bottom by the same number, so the new fraction has to be the same amount
- [ ] This works because you are really just dividing the fraction by 1, so the new fraction is the same amount
- [ ] This works because you are making the numerator and denominator smaller by the same amount
- [ ] This works because, for example, 3/4 is the same amount as 12/16, only with smaller numbers
40. This year, how often did the students in your target math class do the following? Mark (X) EACH item.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Less than once a month</th>
<th>1-3 times per month</th>
<th>1-2 times per week</th>
<th>3-4 times per week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to me present the definition for a term or the steps of a procedure</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Perform tasks requiring methods or ideas already introduced to students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Assess a problem and choose a method to use from those already introduced to the students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Perform tasks requiring methods or ideas not already introduced to the students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Explain an answer or a solution method for a particular problem</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Analyze similarities and differences among representations, solutions, or methods</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Prove that a method works for all similar cases</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

41. This year, how often did the students in your target math class do the following? Mark (X) EACH item.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Less than once a month</th>
<th>1-3 times per month</th>
<th>1-2 times per week</th>
<th>3-4 times per week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work on mathematics problems that have multiple answers or solution methods</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Discuss mathematics ideas, problems, solutions, or methods</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Write extended explanations of mathematical ideas, solutions, or methods</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Work on a mathematics investigation, problem, or project for several days</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

31. How often does the group of students to whom you teach mathematics change? Mark (X) ONE box.

- ☐ I teach the same group of students for more than one academic year
- ☐ I teach the same group of students for an entire school year
- ☐ The group of students I teach changes one or two times during the school year
- ☐ The group of students I teach changes every six to eight weeks
- ☐ The group of students I teach changes once or twice a month

32. What is the grade level of the majority of the students in your target math class? Mark (X) ONE box.

- ☐ Pre-K
- ☐ K
- ☐ 1st
- ☐ 2nd
- ☐ 3rd
- ☐ 4th
- ☐ 5th
- ☐ 6th
- ☐ 7th
- ☐ 8th

33. How does the mathematics performance of your target math class compare to the national average of students in the grade you checked in question 32? Mark (X) ONE box.

- ☐ It is well below the national average
- ☐ It is slightly below the national average
- ☐ It is close to the national average
- ☐ It is slightly above the national average
- ☐ It is well above the national average

34. To what extent do you agree or disagree with the following statements about your target math class? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of the students in my target math class can learn what I am supposed to teach them</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>By trying different methods, I can significantly affect my students’ achievement level</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I feel a great deal of satisfaction when students in my target math class learn what I am supposed to teach them</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
35. On a typical day, how many minutes do you teach mathematics to your target math class?  
Print number of minutes in the boxes.

<table>
<thead>
<tr>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

36. When teaching your target math class, how often do you use the following approaches to group students for instruction? Mark (X) EACH item.

- Whole class grouping (e.g., all students are taught the same thing at the same time)
- Ability or achievement grouping (e.g., the most proficient students are in one group, the next most proficient are in a second group, and the rest are in a third group)
- Mixed ability grouping (e.g., students are grouped according to interest/genre, cooperative-learning groups, etc.)
- Individualized instruction (e.g., students work individually on learning assignments specifically tailored to their achievement or interest)

37. How frequently did your instruction focus on each of the following: Mark (X) EACH item.

- Only whole numbers 0-20
- Whole numbers 0-100
- Whole numbers >100
- Negative numbers
- Fractions
- Decimals

38. For how many lessons were the following topics a PRIMARY FOCUS of instruction for your target math class this year? Mark (X) EACH item.

- Counting
- Number concepts with whole numbers
- Number concepts with fractions and decimals
- Addition
- Subtraction
- Multiplication
- Division
- Creating, continuing, or explaining patterns or sequences
- Functions or algebra
- Geometry or spatial sense
- Measurement
- Creating or using tables, tallies, graphs or charts

39. This year, how often were each of the following topics in operations a PRIMARY FOCUS of instruction with your target math class? Mark (X) EACH item.

- The meaning or properties of an operation
- Methods or strategies for finding answers to basic facts
- Practicing basic facts for speed or accuracy
- Why a conventional computational procedure works
- How to carry out the steps of a conventional computational procedure
- Practicing computational procedures for speed, accuracy, or ease of use
- Developing transitional, alternative, or non-conventional methods for doing computation
- Applying basic facts or computation to solve word problems
- Estimating the answer to a computation problem

This questionnaire is designed to measure instruction across all elementary school grades. Therefore, some of the questions that ask about instruction in the next section may not apply to the grade you teach. The questions in this section contain “Never” and “Did not teach this topic” categories which allow you to indicate that a particular teaching practice or classroom activity does not apply to your situation.
35. On a typical day, how many minutes do you teach mathematics to your target math class? 
Print number of minutes in the boxes.

☐ ☐ Minutes

36. When teaching your target math class, how often do you use the following approaches to group students for instruction? Mark (X) EACH item.

- Whole class grouping (e.g., all students are taught the same thing at the same time)
- Ability or achievement grouping (e.g., the most proficient students are in one group, the next most proficient are in a second group, and the rest are in a third group)
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- Individualized instruction (e.g., students work individually on learning assignments specifically tailored to their achievement or interest)

37. How frequently did your instruction focus on each of the following: Mark (X) EACH item.

- Only whole numbers 0-20
- Whole numbers 0-100
- Whole numbers >100
- Negative numbers
- Fractions
- Decimals

- Never
- Less than once a month
- 1-3 times per month
- 1-2 times per week
- 3-4 times per week
- Every day

38. For how many lessons were the following topics a PRIMARY FOCUS of instruction for your target math class this year? Mark (X) EACH item.

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- Subtraction
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- Division
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40. This year, how often did the students in your target math class do the following?  
Mark (X) EACH item.  

<table>
<thead>
<tr>
<th>Item</th>
<th>Never</th>
<th>Less than once a month</th>
<th>1-3 times per month</th>
<th>1-2 times per week</th>
<th>3-4 times per week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to me present the definition for a term or the steps of a procedure</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Perform tasks requiring methods or ideas already introduced to students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Assess a problem and choose a method to use from those already introduced to the students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Perform tasks requiring methods or ideas not already introduced to the students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Explain an answer or a solution method for a particular problem</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Analyze similarities and differences among representations, solutions, or methods</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Prove that a method works for all similar cases</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

41. This year, how often did the students in your target math class do the following?  
Mark (X) EACH item.  

<table>
<thead>
<tr>
<th>Item</th>
<th>Never</th>
<th>Less than once a month</th>
<th>1-3 times per month</th>
<th>1-2 times per week</th>
<th>3-4 times per week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work on mathematics problems that have multiple answers or solution methods</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Discuss mathematics ideas, problems, solutions, or methods</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Write extended explanations of mathematical ideas, solutions, or methods</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Work on a mathematics investigation, problem, or project for several days</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

31. How often does the group of students to whom you teach mathematics change?  Mark (X) ONE box.  
- I teach the same group of students for more than one academic year  
- I teach the same group of students for an entire school year  
- The group of students I teach changes one or two times during the school year  
- The group of students I teach changes every six to eight weeks  
- The group of students I teach changes once or twice a month  

32. What is the grade level of the majority of the students in your target math class?  Mark (X) ONE box.  
- Pre-K  
- K  
- 1st  
- 2nd  
- 3rd  
- 4th  
- 5th  
- 6th  
- 7th  
- 8th  

33. How does the mathematics performance of your target math class compare to the national average of students in the grade you checked in question 32?  Mark (X) ONE box.  
- It is well below the national average  
- It is slightly below the national average  
- It is close to the national average  
- It is slightly above the national average  
- It is well above the national average  

34. To what extent do you agree or disagree with the following statements about your target math class?  Mark (X) EACH item.  

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of the students in my target math class can learn what I am supposed to teach them</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>By trying different methods, I can significantly affect my students' achievement level</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I feel a great deal of satisfaction when students in my target math class learn what I am supposed to teach them</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
27. Do you teach mathematics as part of your assignment? Mark (X) ONE box.
- Yes - Continue with the questions in this “Mathematics Instruction” section
- No - Skip to “Instructional Improvement” section question 47 on page 19

28a. Did you teach mathematics to more than one class of students each day (for example, you are a mathematics specialist)?
- Yes
- No - Go to 28b.

28b. Did you teach mathematics to several different groups of students who were periodically reassigned to a different mathematics teacher throughout this year?
- Yes
- No - Go to 28c.

28c. Did you teach mathematics to only one class of students this year (e.g. you taught mathematics to a self-contained classroom)?
- Yes
- No - Choose one class as your target class. Go to Question 29.

29. How many students are in your target math class? Print number of students in the boxes.

30. How are the students in your target math class assigned to you? Mark (X) ONE box.
- All of the students in my target math class come from my self-contained classroom
- The students in my target math class come from two or more classrooms of the same grade in this school
- The students in my target math class come from two or more classrooms at different grade levels in this school

32a. How many students are in your target math class?

32b. How are the students in your target math class assigned to you?

This section asks a number of questions about your teaching of mathematics and about the students you teach. When answering these questions, we would like you to refer to a single group of students we will call your “target math class.” In order to determine your target math class, please answer the three questions below. Even if you taught mathematics to multiple groups of students this year, please refer only to your target math class when answering this section.

This section asks a number of questions about your teaching of mathematics and about the students you teach. When answering these questions, we would like you to refer to a single group of students we will call your “target math class.” In order to determine your target math class, please answer the three questions below. Even if you taught mathematics to multiple groups of students this year, please refer only to your target math class when answering this section.

42. Mr. Siegel and Mrs. Valencia were scoring their students’ work on the practice state mathematics exam. One open-ended question on the exam asked:

Write the number that is halfway between 1.1 and 1.11.

Mr. Siegel and Mrs. Valencia were interested to see the different answers students wrote. What should the teachers accept as correct? Mark (X) ONE answer.

43. Teachers often offer students “rules of thumb” to help them remember particular mathematical ideas or procedures. Sometimes, however, these handy memory devices are not actually true, or they are not true for all numbers. For each of the following, decide whether it is TRUE FOR ALL NUMBERS or NOT ALWAYS TRUE. Mark (X) EACH item.

Multiplying a number makes it larger

A negative number plus another negative number equals a negative number

To multiply any number by 10, add a zero to the right of the number

Dividing a number makes it smaller

44. Ms. West’s class was working on reducing fractions. She had taught them to reduce fractions by dividing the numerator and the denominator by a common factor. One of her students asks, “Why doesn’t the fraction’s value get smaller when we divide the numerator and the denominator by the same number?” Below are responses to the question from other students in this class. Which one provides the best evidence that the student understands why reducing a fraction produces an equivalent fraction? Mark (X) ONE answer.

This works because you divide the top and bottom by the same number, so the new fraction has to be the same amount

This works because you are really just dividing the fraction by 1, so the new fraction is the same amount

This works because you are making the numerator and denominator smaller by the same amount

This works because, for example, 3/4 is the same amount as 12/16, only with smaller numbers
45. Imagine that you are working with your class on multiplying large numbers. Among your students' papers, you notice that some have displayed their work in the following ways:

\[
\begin{array}{c|c}
\text{Student A} & \text{Student B} \\
35 & 35 \\
\times 25 & \times 25 \\
175 & 25 \\
+700 & 150 \\
875 & 100 \\
\end{array}
\]

Which of these students is using a method that could be used to multiply any two whole numbers? Mark (X) EACH item.

- Student A.................
- Student B.................

I'm not sure

46. Ms. Jones was preparing to use the following task with her students:

If you lined up 100 hexagons in a row this way, what would the perimeter be?

She knew how she would do it, but she wanted to anticipate what some of her students would come up with. Which of the following would work to find the correct answer? Mark (X) EACH item.

- (4 x 100) + 2
- (6 x 100) - (2 x 99)
- (4 x 98) + (2 x 5)
- 6 x 100

I'm not sure

26. Ms. Dilley's fifth-grade class is reading about the explorations of Lewis and Clark. The word “portage” appears in a story that they are reading, and several children do not know what this word means. Ms. Dilley has been trying to help her students look at the structure of words to examine their “meaning elements.” Which of the following options are examples of taking this approach with the word “portage?” Mark (X) EACH item.

- Have the children look up “portage” in the glossary at the back of their textbook
- Assign the children a crossword puzzle that uses “portage” and other vocabulary related to the Lewis and Clark explorations
- Create a word-family map with words using “port” as a root, such as “import,” “export,” and “portable”
- Ask students to use the word in a sentence they create

Yes No I'm not sure
24. Robert, a second-grade student, makes many substitutions for words while oral reading. His errors seem to preserve the meaning of text. His teacher is concerned that Robert might be reading texts that are too difficult. She checks the number of errors he is making and decides that the text he is reading is actually appropriate for Robert’s instruction.

Which of the following instructional approaches are likely to help Robert notice or correct these substitutions?

Mark (X) EACH item.

- Before he reads, remind Robert to use context to determine words
- Encourage Robert to substitute easier words for challenging ones in order to maintain reading fluency and understanding
- Before he reads, have Robert predict words that he might find in the text
- Encourage Robert to attend carefully to meaning elements in words (e.g., beginnings, roots, common endings) when encountering a challenging word

25. Mr. Sloan writes the following sentences on the board:

John and Mary were worried about the cost. The operation was expensive. They called their Uncle William.

Mr. Sloan then asks students to work independently to write what these three sentences might be about. Louis responds that this is a story about an expensive operation. When pressed by Mr. Sloan to say more, Louis adds, “The operation was expensive.” Mr. Sloan asks Louis to reread and then asks him again what the three sentences might be about. Louis responds, “It is about John and Mary and they were worried. They called their Uncle William.” Based on this answer, do you think Louis needs help with any of the following?

Mark (X) EACH item.

- Increasing his sight-word vocabulary
- Paying attention to details in the text
- Answering literal or factual questions
- Learning to decode complicated words
- Learning to integrate information across text

The next few questions draw upon your knowledge of language arts. We believe that the complex work of teaching requires teachers to draw upon a wide variety of knowledge and skills. This section will be used to help us understand how knowledge of specific areas of language arts influences instructional decisions.

26. Mr. Sloan writes the following sentences on the board:

John and Mary were worried about the cost. The operation was expensive. They called their Uncle William.

Based on this answer, do you think Louis needs help with any of the following?

Mark (X) EACH item.

- Increasing his sight-word vocabulary
- Paying attention to details in the text
- Answering literal or factual questions
- Learning to decode complicated words
- Learning to integrate information across text

Instructional Improvement

Questions in this section ask about efforts to improve instruction in your school. When answering these questions, please consider all of the instructional improvement efforts in which your school is involved. We refer to such efforts as the “school improvement program.”

47. Did you participate in any of the following comprehensive and/or research-based models of school reform this year? Mark (X) EACH item.
- Accelerated Schools Project
- America’s Choice
- Roots and Wings
- Success for All
- I participated in a school reform program that is not listed here (please specify)

48. How much do you agree or disagree with the following statements about the school improvement program in your school? Mark (X) EACH item.
- I am capable of making the kinds of changes called for by the school improvement program
- The kinds of changes called for by the school improvement program are helping my students reach higher levels of achievement
- The school improvement program in this school requires me to make major changes in my classroom practice
- I strongly value the kinds of changes called for by the school improvement program

49. How much do you agree or disagree with the following statements about the school improvement program in your school? Mark (X) EACH item.
- There is a detailed plan for improving instruction in our school
- The steps for improving instruction are carefully staged and sequenced
- Steps that teachers should take to promote classroom improvement are clearly outlined
- Instructional goals for students are clearly defined
- My participation has exposed me to many examples of the kinds of student work the program is aiming for
- My participation has exposed me to many examples of the kinds of classroom teaching the program seeks to foster
- The staff of a comprehensive school reform program provided me with many useful ideas and resources for changing my classroom practices

50. This year, what was the total number of hours of professional development you received? Print number of hours in boxes.
21. This year, how often did the students in your target reading class write...
   Mark (X) EACH item.
   - Using only letter strings or words (with or without illustrations)
   - An individual sentence or separate sentences (with or without illustrations)
   - An individual paragraph or separate paragraphs
   - Two or more connected paragraphs

22. This year, how often did your target reading class work on LISTENING COMPREHENSION using...
   Mark (X) EACH item.
   - Informational text
   - Chapter book

23. This year, how often did your target reading class work on READING COMPREHENSION using...
   Mark (X) EACH item.
   - Informational text
   - Narrative text with patterned or predictable language
   - Narrative text with controlled vocabulary (sight words and/or easily sounded out)
   - Short narrative text without any attempt to control vocabulary (literature-based or thematic)
   - Chapter book
18. How often were the following comprehension topics a PRIMARY FOCUS of instruction for your target reading class this year? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Never</th>
<th>Less than once a month</th>
<th>1-3 times per month</th>
<th>1-2 times per week</th>
<th>3-4 times per week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activating prior knowledge or making personal connections to text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students generating their own questions</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Summarizing important or critical details</td>
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</tr>
<tr>
<td>Analyzing or evaluating text</td>
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<tr>
<td>Examining literary techniques</td>
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</tr>
<tr>
<td>Identifying the author’s purpose</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using concept maps, story maps, or text structure frames</td>
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<td></td>
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</tr>
<tr>
<td>Answering questions that have answers directly stated in the text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answering questions that require inferences</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

19. This year, how often did the students in your target reading class demonstrate comprehension in the following ways? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Never</th>
<th>Less than once a month</th>
<th>1-3 times per month</th>
<th>1-2 times per week</th>
<th>3-4 times per week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrote brief answers to questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrote extensive answers to questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did a think-aloud or explained how they applied a skill or strategy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked on a written literature extension project</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

20. This year, how often did the students in your target reading class work on the following areas in written composition? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Never</th>
<th>Less than once a month</th>
<th>1-3 times per month</th>
<th>1-2 times per week</th>
<th>3-4 times per week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editing the capitalization, punctuation, or spelling of their own writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editing the word use, grammar, or syntax of their own writing</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revising their writing by working on elaborating and extending what they wrote</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revising their writing by reorganizing or refining what they wrote</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

53. Considering formal and informal professional development opportunities you had in reading/language arts this year, how much time and effort did you devote to the following? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Did not teach this subject</th>
<th>None</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>A great deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing or studying reading/language arts curriculum materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving my skills at doing miscue analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving my skills at designing reading/language arts tasks for my students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving my knowledge of phonetics</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Improving my knowledge of guided reading strategies that help students use context clues</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Improving my knowledge of the writing process</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Extending my knowledge about different ways to help students blend and segment sounds</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Extending my knowledge about different reading comprehension strategies such as KWL or reciprocal teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

54. This school year, how often did you work with other faculty or staff on the following? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Never</th>
<th>1-2 times</th>
<th>3-5 times</th>
<th>6-10 times</th>
<th>More than 10 times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarifying standards for student learning through in-depth discussion and analysis of students’ classroom work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing thematic units or other approaches to integrating instruction across curricular areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examining or changing the scope or sequence of the coverage of specific curricular topics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examining the alignment of curricular materials and student assessments at this school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning how to set up and use particular instructional grouping strategies (e.g., cooperative grouping, multi-age grouping)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

55. This school year, how often did the following things occur? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Never</th>
<th>1-2 times</th>
<th>3-5 times</th>
<th>6-10 times</th>
<th>More than 10 times</th>
</tr>
</thead>
<tbody>
<tr>
<td>I watched another teacher model instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Another teacher observed me teach and gave me feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I watched another teacher teach and gave him or her feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
56. This school year, how often did the following things occur? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Event</th>
<th>Never</th>
<th>1-2 times</th>
<th>3-5 times</th>
<th>6-10 times</th>
<th>More than 10 times</th>
</tr>
</thead>
<tbody>
<tr>
<td>I watched an instructional leader (e.g., coach, coordinator, or facilitator) model instruction</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>An instructional leader observed me teach and gave me feedback about improving my teaching techniques</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>An instructional leader (e.g., coach, coordinator, or facilitator) observed me teach and gave me feedback about my use of curriculum materials</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>An instructional leader studied my students’ work and commented on ways I could improve their learning of subject matter</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

57. To what extent do you agree or disagree with the following statements about your learning experiences this year? Please consider both formal (e.g., staff development) and informal (e.g., conferring with a colleague) learning experiences. Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gave me many opportunities to work on aspects of my teaching that I am trying to develop</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Provided me with knowledge or information that is very useful to me in the classroom</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Were coherently related to each other</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Allowed me to focus on a problem over an extended period of time</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Focused on too many topics</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Provided me with useful feedback about my teaching</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Made me pay closer attention to particular things I was doing in the classroom</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Led me to seek out additional information from other teachers, an instructional leader, or some other source</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Led me to think about an aspect of my teaching in a new way</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Led me to try new things in the classroom</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

16. How often were the following topics a PRIMARY FOCUS of instruction for your target reading class this year? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Never</th>
<th>Less than once a month</th>
<th>1-3 times per month</th>
<th>1-2 times per week</th>
<th>3-4 times per week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Analysis (e.g., decoding, word families, context cues, sight words)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Reading fluency (e.g., repeated readings, guided oral reading)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Listening Comprehension</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Grammar</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Spelling</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Written composition (e.g., writing sentences, paragraphs, stories)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

17. How often were the following topics a PRIMARY FOCUS of instruction for your target reading class this year? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Never</th>
<th>Less than once a month</th>
<th>1-3 times per month</th>
<th>1-2 times per week</th>
<th>3-4 times per week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using phonics-based or letter-sound relationships to read words in sentences</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Using context, pictures, and/or sentence meaning and structure to read words</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Sound blending</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Sound segmenting such as writing the individual sounds students hear in words</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Common sight word recognition</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
11. What is the grade level of the majority of the students in your target reading class? Mark (X) ONE box.

- Pre-K
- K
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th

12. How does the reading comprehension performance of your target reading class compare to the national average of students in the grade you checked in question 11? Mark (X) ONE box.

- It is well below the national average
- It is slightly below the national average
- It is close to the national average
- It is slightly above the national average
- It is well above the national average

13. To what extent do you agree or disagree with the following statements about your target reading class? Mark (X) EACH item.

Most of the students in my target reading class can learn what I am supposed to teach them

- Strongly Disagree
- Disagree
- Neither
- Agree
- Strongly Agree

By trying different methods, I can significantly affect my students’ achievement level

- Strongly Disagree
- Disagree
- Neither
- Agree
- Strongly Agree

I feel a great deal of satisfaction when students in my target reading class learn what I am supposed to teach them

- Strongly Disagree
- Disagree
- Neither
- Agree
- Strongly Agree

14. On a typical day, how many minutes do you teach reading/language arts to your target reading class? Print number of minutes in the boxes.

Minutes

15. When teaching your target reading class, how often do you use the following approaches to group students for instruction? Mark (X) EACH item.

Whole class grouping (e.g., all students are taught the same thing at the same time)

- Rarely or never
- A few times a month
- A few times a week
- Every day

Ability or achievement grouping (e.g., the most proficient readers are in one group, the next most proficient are in a second group, and the rest are in a third group)

- Rarely or never
- A few times a month
- A few times a week
- Every day

Mixed ability grouping (e.g., students are grouped according to interest/genre, cooperative-learning groups, etc.)

- Rarely or never
- A few times a month
- A few times a week
- Every day

Individualized instruction (e.g., students work individually on learning assignments specifically tailored to their achievement or interest)

- Rarely or never
- A few times a month
- A few times a week
- Every day
62. How many years have you worked as a teacher? Record whole years, not fractions or months. Round up to the nearest whole number and include the current school year. Print number of years in the boxes.
   □ Number of years

63. How many years have you taught at THIS school? Record whole years, not fractions or months. Round up to the nearest whole number and include the current school year. Print number of years in the boxes.
   □ Number of years

64. What was your undergraduate major field of study? Mark (X) ONE box.
   □ Do not have an undergraduate degree
   □ Education
   □ English
   □ Social or Behavioral Sciences (economics, history, sociology, psychology)
   □ Foreign Language
   □ Mathematics
   □ Natural/Physical Sciences
   □ Other (please specify) ________________________________

65. What was your major field of study for your highest graduate degree? (For example, masters degree or Ph.D.) Mark (X) ONE box.
   □ Do not have a graduate degree
   □ Education
   □ English
   □ Social or Behavioral Sciences (economics, history, sociology, psychology)
   □ Foreign Language
   □ Mathematics
   □ Natural/Physical Sciences
   □ Other (please specify) ________________________________

66. What type of teaching certification do you hold from the state where you teach? Mark (X) ALL that apply.
   □ Permanent or standard certification
   □ Probationary certification
   □ Temporary, provisional, or emergency certification
   □ Alternative certification
   □ Not certified

67a. Did you teach reading to more than one group of students each day (for example, you are a reading specialist)?
   □ Yes  □ No - Go to 7b.

67b. Did you teach reading to several different groups of students who were periodically reassigned to a different reading teacher throughout this year?
   □ Yes  □ No - Go to 7c.

67c. Did you teach reading to only one class of students this year (e.g. you taught reading to a self-contained classroom)?
   □ Yes  □ No - Choose one class as your target reading class. Go to Question 8

8. How many students are in your target reading class? Print number of students in the boxes.
   □ Students

9. How are the students in your target reading class assigned to you? Mark (X) ONE box.
   □ All of the students in my reading class come from my self-contained classroom
   □ The students in my reading class come from two or more classrooms of the same grade in this school
   □ The students in my reading class come from two or more classrooms at different grade levels in this school

10. How often does the group of students to whom you teach reading change? Mark (X) ONE box.
    □ I teach the same group of students for more than one academic year
    □ I teach the same group of students for an entire school year
    □ The group of students I teach changes one or two times during the school year
    □ The group of students I teach changes every six to eight weeks
    □ The group of students I teach changes once or twice a month
3. Please indicate the extent to which you agree or disagree with the following statements.
Mark (X) EACH item.

- Policies about how I should teach are often contradictory
- I often have difficulty choosing what to do in my classroom out of all the options I hear about
- Out of all the information about teaching I receive, I am often unsure about how to prioritize things
- Overall, the instructional policies I am supposed to follow in my classroom seem inconsistent

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

4. Please indicate the extent to which you agree or disagree with the following statements.
Mark (X) EACH item.

- I have detailed knowledge of the content covered and instructional methods used by other teachers at this school
- When I begin working with a new group of students, I have detailed knowledge of what those students learned previously
- It's easy for other teachers in this school to know what students learned in my class
- I frequently plan and coordinate instruction with my students' other teachers
- In this school, teachers who work with students at the same achievement level use similar methods and cover the same content
- Students at this school are expected to master the content they are working on before moving to new topics

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
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</tbody>
</table>

5. Please estimate the percentage of students in your classes who are:
Mark (X) EACH item.

- Limited English Proficient (LEP) or use English as a Second Language (ESL)
- Severely emotionally impaired or behaviorally disordered
- Learning Disabled or Mentally Impaired

<table>
<thead>
<tr>
<th>Under 9%</th>
<th>5-10%</th>
<th>11-24%</th>
<th>25-50%</th>
<th>51-75%</th>
<th>76% or more</th>
</tr>
</thead>
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</tbody>
</table>

6. About how many undergraduate or graduate level classes have you taken at a college or university in the following areas?
Mark (X) EACH item.

- English or a related language arts field
- Methods of teaching reading, English, and/or language arts
- Mathematics
- Methods of teaching mathematics

<table>
<thead>
<tr>
<th>None</th>
<th>1-3 classes</th>
<th>4-6 classes</th>
<th>7-9 classes</th>
<th>11-15 classes</th>
<th>16 or more classes</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

6. Over the past 5 years, about how many days of non-university based professional development programming have you had that covered curriculum, assessment, teaching, strategies, and ways students learn in the field of:
Mark (X) EACH item.

- Reading/language arts
- Mathematics

<table>
<thead>
<tr>
<th>None</th>
<th>1-5 days</th>
<th>6-15 days</th>
<th>16-25 days</th>
<th>26 or more days</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Thank you for taking the time to complete this questionnaire.
We greatly appreciate your contribution to the study.

If there is anything else you would like to tell us about this study, or about your work in this school, please enter your comments here.

Comments:

________________________
________________________
________________________
________________________
1. Please indicate the extent to which you agree or disagree with the following statements about the school in which you work. Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school respect colleagues who are expert in their craft</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Teachers in this school trust each other</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Teachers in this school really care about each other</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Teachers respect other teachers who take the lead in school improvement</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Many teachers openly express their professional views at faculty meetings</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Teachers in this school are willing to question one another's views on</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>issues of teaching and learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We do a good job of talking through views, opinions, and values</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Teachers are expected to continually learn and seek out new ideas in</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>this school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers are encouraged to experiment in their classrooms in this school</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Teachers are encouraged to take risks in order to improve their teaching</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Teachers in this school expect students to complete every assignment</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Teachers in this school encourage students to keep trying even when the work is challenging</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Teachers in this school set high expectations for academic work</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Teachers in this school think it's important that all students do well in their classes</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

2. How many teachers in this school:
Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Item</th>
<th>None</th>
<th>Less than half</th>
<th>About half</th>
<th>Most</th>
<th>Nearly all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take responsibility for helping one another do well</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Help maintain positive student behavior in the entire school</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Take responsibility for improving the overall quality of teaching in the school</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Marking Instructions

Please use a No. 2 pencil only

Erase unwanted marks completely

Make no stray marks

Mark only one response to a question, unless other directions are given

Correct Marks: ☐ ☑

Incorrect Marks: ☑ ☐

Thank you for taking the time to complete this questionnaire.
We greatly appreciate your contribution to the study.

Please place this questionnaire in the postage paid envelope provided and mail to the address on the envelope.

Place barcode label here
This questionnaire is for all teachers in the school. We are interested in learning about teachers’ work both in and out of the classroom and their involvement in school improvement efforts.

Your responses are voluntary and confidential. If there is a question you do not wish to answer, simply skip it. We hope you will answer as many questions as possible. No individual teachers or their schools will be identified in any published reports.